

DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

LEARNING OUTCOME BASED ASSESSMENT(LBA) QUESTION BANK 2026-27

(REVISED)

FIRST LANGUAGE ENGLISH

(14E)

S S L C

DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND TRAINING BANASHANKARI 3RD STAGE

BENGALURU

560085

AND

DISTICT INSTITUTE OF EDUCATION AND TRAINING (DIET),

MANGALORE DAKSHINA KANNADA

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From the Desk of the Director, DSERT

Education is a continuous process of developing competencies, values, skills and competencies that enable learners to face the challenges of life boldly and confidently. At the secondary level, particularly in class X assessment plays a crucial role in understanding how effectively students are able to comprehend, apply and transfer their learning to real life situations.

The Department of State Educational Research and Training, Karnataka, remains committed to providing quality, inclusive, and learner-centered education that fosters curiosity, critical thinking, creativity, and conceptual clarity among students. We are continuously striving to shift from rote learning to competency-based education that connects classroom learning to real-life contexts.

Learning Outcomes Based Assessment Question Bank (Repository) has been developed with a clear focus on grade-appropriate competencies, learning outcomes, and joyful assessment. This repository is designed to be used extensively by students and teachers across Karnataka. It provides a diverse range of assessment items that test not just recall, but application, analysis, reasoning, communication, and problem-solving skills. Special emphasis has been laid on conceptual understanding across subjects, language proficiency, value-based questions, and integration of local context so that students learn to apply knowledge with empathy, integrity, and social responsibility. This repository will serve as a vital resource for self-assessment and classroom practice.

I extend my sincere appreciation to the curriculum experts, subject specialists, DIET faculty and Resource Persons who have worked collaboratively to develop this material. I am confident that this repository will empower both teachers and learners. I urge teachers to integrate these assessments into classroom transactions creatively, and I encourage students to engage with them actively to identify their strengths and areas for growth. Let us work together to build classrooms that nurture learning, character and excellence.

With best wishes for meaningful learning,

Smt. Anitha Nazare
Director
DSERT,Bangalore

WEIGHTAGE TO CONTENT

Sl. No	Content	Marks Allotted
1	Prose	30
2	Poetry	30
3	Supplementary reading	07
4	Grammar and vocabulary	19
5	Composition (Letter + Essay)	10
6	Comprehension Passage	04
	Total	**100**

WEIGHTAGE TO OBJECTIVES

Sl.No	Objectives	Percentage	Marks
1	Remembering	21	21
2	Comprehension	36	36
3	Expression	39	39
4	Appreciation	04	04
	Total	**100**	**100**

WEIGHTAGE TO TYPE OF QUESTIONS

Sl.No	Type of questions	Questions * marks	Total Marks
1	MCQ	6*1	06
2	Analogy	4*1	04
3	Very short answers	7*1	07
4	Short answers	10*2	20
5	Long answers 1	11*3	33
6	Long answers 2	5*4	20
7	Long answers 3	2*5	10
	Total	**45 Questions**	**100**

WEIGHTAGE TO DIFFICULTY LEVEL

Difficulty Level	Easy	Average	Difficult	Total
Percentage	**30**	**50**	**20**	**100**

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UNIT 1

PROSE: 1 A WRONG MAN IN A WORKERS' PARADISE

RABINDRANATH TAGORE

LEARNING OUTCOMES: Appreciates art and leisure. Recognizes the emptiness of a life without joy. Transforms power of art to inspire creativity. Learns balancing work and leisure time. Learns to inspire people of art and beauty. Learns usage of articles and prepositions.

I. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of alphabet:

1. The appropriate articles to be filled in the blanks are (1 Mark) (Comp/Easy)

i) There is _____ bridge over _____ Ganges of Banaras.
A) The, a ` B) A, the C) The, The D) The, a

ii) Let us rest for _____ quarter of _____hour.
A) The, the B) The, a C) The, an D) A, an

iii) She is _____ American by birth, not _____European.
A) A, a B) An, The C) The, a D) An, a

iv) We had _____ good talk with him about _____ weather.
A) An, the B) A, an C) A, the D) The, a

v) I saw _____ interesting documentary on TV _____ other day.
A) An, the B)A, an C) A, the D) The, the

vi) There was _____ knock on _____ door.
A) A, a B) An, a C) The, a D) A, the

2. The suitable preposition to be filled in the blanks are (Comp/ Avg)

i) The girl saw the painter standing _____ the torrent.
A) To B) By C) From D) With

ii) The boy jumped _____ the wall_____ the garden.
A) Up, in B) Above, in C) Over, into D) Upon, to

iii) She sat up all _____ the night nursing her mother.
A) During B) Through C) From D) After

iv) Please do not interfere _____my personal affairs.
A) About B)In C) Of D) On

v) Gandhiji was born _____Porbandar _____ Gujarat.
A) In, in B) In, into C)At, from D)At, in

3. The figure of speech used here is (Comp/ Avg)

i) A torrent wouldn't waste its energy singing.
A) Metaphor B) Personification C) Paradox D) Simile

ii) The girl's movement on the road was like the rapid movement of a skilled hand on the strings of a guitar.

A) Simile B) Metaphor C) Personification D)Irony

iii) The moon light sleeps sweetly upon this bank.

A) Personification B) Simile C) Synecdoche D) Metaphor

iv) He was as innocent as a newly born babe.

A) Alliteration B) Personification C) Simile D) Metaphor

4. The appropriate question tag to be added is (Comp/Avg)

i) We haven't a moment to spare…….

A) Do we? B) Have we? C) Haven't we? D) Don't we?

ii) Time is precious, ……..

A) Isn't it? B) Is it? C) Didn't it? D) Wasn't it?

iii) Let's try to do it the other way…….

A) Shouldn't we? B) Don't we? C) Shall we? D) Can we?

iv) I am correct.

A) Are I? B) Aren't I? C) Am I? D) Am I not?

v) Good books build character, _____

A) Did they? B) Doesn't they? C) Do they ? D) Don't they?

5. The suitable phrasal verb to fill in the blanks is: (Comp/Easy)

i) The second world war _____in 1939.

A) Broke with B) Broke down C) Broke out D) Broke up

ii) The dog was _____ by the car.

A) Run out B) Run over C) Run away D) Run into

iii) The son _____ the business after his father's death.

A) Took in B) Took over C) Took after D) Took off

iv) I have some urgent work_____.

A) To look for B) To look up C) To attend to D) On account of

v) "_____ with your work. You need not stand".

A) Carry away B) Carry out C) Carry on D) Carry off

6. Use a suitable prefix to complete the sentence (Comp/Easy)

i) The government if encouraging _____national companies to invest in India.

A) Non B) semi C) under D) multi

ii)The word that takes 'in' as a negative prefix is

A) Proper B) regular C) civilized D) curable

iii)The word that takes 'im' as a negative prefix is

A) Legal B) finished C) regular D) mortal

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following : (1 Mark)

(Comp/Avg)

7. i) Deep : Shallow : : Courage : _____.
   ii)Elder : younger : : proud : _____
   iii)Modern : ancient : : prosperity : _____.
   iv)Barren : fertile : : diffident : _____
8. i) Hear : clear : : name : _____
   ii)Ply : fly : : fry : _____
   iii)Pure : sure : : brew : _____
   iv)Late : gate : : wine : _____
9. i)Meat : meet : : blue : _____
   ii)Rain : reign : : root: _____
   iii)Weight : wait : : sew : _____
   iv)Prey : pray : : air : _____
10. i) Gallant : brave : : stature : _____
    ii)Sod : grass : : wrath : _____
    iii)Subsistence: existence : : bewildered : _____
    iv)Blame : accuse : : forbid: _____

III. Rewrite as directed: (1 Mark)

11. Frame a question to get the underlined words as answer (Exp/ Avg)
    i) I took up this profession <u>to please my father.</u>
    ii) He searched for the lost watch <u>everywhere.</u>
    iii) Anand was awarded <u>for his bravery</u>.
12. Change the voice of the sentence: (Exp/Avg)
    i) He was writing a book.
    ii) May God bless you with happiness.
    iii) They could not have made the mistake.
    iv) I have finished the job.
13. Rewrite the following sentence using: (Exp/Avg)
    i) Life is so beautiful that I cannot think of ugly things. (use 'too….to')
    ii) The students were too tired to sit in the class. (use 'so…that')
    iii) As soon as he saw the warden, he ran away. (use "no sooner … than ")
    iv) I want to go out for a few minutes. (change it into a polite request for permission)
    v) What a nice idea ! (into assertive)
    vi) It sounds pretty interesting. (into exclamatory)

IV. Answer the following questions in a sentence each: (1 Mark)

14. What had the man never believed in? (Comp / Easy)
15. Why did the man indulge in mad whims? (Remember/ Easy)
16. What was not found in workers' paradise? (Comp/ Avg)
17. What did the people in Workers' Paradise exclaim? (Remember/ Avg)

18. How did the man waste his time according to the author? (Comp/Easy)
19. What do the men in the workers' paradise say? (Comp/ Avg)
20. Why did the man ask the girl a pitcher? (Comp/Easy)
21. What did the man offer the girl for the second time? (Comp/ Easy)
22. How did the colored ribbons affect the girl? (Comp/Avg)
23. Who made the confession in the workers' paradise? (Remember/ Avg)
24. Why did the elders gasp in surprise? (Comp/Avg)
25. What was the girl's movement on the road compared to? (Comp/ easy)
26. Why did the girl of the silent torrent feel sorry for the man? (Remember/ Avg)

V. Answer the following questions in two or three sentences each: (2 Marks)

27. Why does the writer talk about boys who pass without studying? (Expression/ Diff)
28. Why did the girl scan the painting on the pitcher again and again? (Comp/ Avg)
29. Why was much work of the girl left unfinished in workers' paradise? (Remember/ Easy)
30. Why was the man summoned in workers' paradise? (Remember/ Easy)
31. Why did the elders of the workers' paradise become anxious? (Remember/ easy)
32. What does the line, the man never believed in mere utility" mean? (Comp/Avg)
33. What did the girl do with the coloured ribbons? (Comp/Avg)
34. Why is the torrent in the workers' paradise silent? (Comp/easy)
35. Which are the two worlds in the story of wrong man in workers' paradise? (Comp/easy)
36. How did the idle man waste his time on earth? (Comp/Avg)
37. What does 'Hurrying feet' suggest? Why did they become less hurried? (Comp/Avg)

VI. Rewrite as directed: (2 Marks)

38. Change into other two degrees of comparison: (Expression/ Diff)
    i) Lotus is one of the most beautiful flowers.
    ii) Delhi is the best city in India.
    iii) Very few materials in the world are as useful as iron.
39. Change the following sentence to reported speech: (Expression/Diff)
    i) "It's God's wish that I do not tell you what happened," said Abhinandan.
    ii) "Where is Noida?" said Ravi.
40. Change 'If' conditional sentence into other two conditionals. (Expression/Diff)
    i) If it rains, we will stay inside.
    ii) If you work hard, you will succeed.

VII. Answer the following questions in five to six sentences: (3 Marks)

41. How were the ribbons, made by the idler, responsible for the girl's work remaining unfinished? (Comp/ Avg)
42. Describe the appearance of the 'girl of the silent torrent'. (Comp/ Avg)
43. Describe how the girl of the silent torrent scanned the painted pot at home secretly. (Comp/ easy)
44. How did the wrong man lead his life on the earth as well as in heaven? (Comp/ Avg)
45. Describe the conversation that took place one day between the idler and the girl? (Comp/Diff)
46. What is the broader message that Rabindranath Tagore seeks to bring out in the chapter? (Comp/Avg)

47.What did the girl do with the painted pitcher (Comp/ Avg)

48.What changes were noticed in the movement and attitude of the girl of silent torrent after the man gave her the painted pitcher? (Comp/ Avg)

VIII. Explain with the reference to the context: (3 Marks)

49. Some boys seldom ply their books and yet pass their tests. (Comp/ Avg)
50. The Moving finger writes even in Heaven. (Exp/ avg)
51. God! We haven't a minute to spare. (Exp/ avg)
52. He was always in the way of others. (Exp/avg)
53. I brought a wrong man into this paradise. (Exp/avg)
54. This is no place for the like of you. You must leave. (Exp/ avg)
55. "We have our hands full." (Comp/avg)
56. "Wait a moment! I shall come with you." (Comp/avg)
57. "Only some more work from you." (Comp/avg)
58. " Let's move on time's a flying".
59. "Let me make a colored ribbon for your hair".
60. "Work! I've not a moment to spare for work".
61. "Will you give me one of your pitchers, one that you can spare"?

IX . Answer the following questions in seven to eight sentences each: (4 Marks)

62. There are two worlds – the world of the idler artist and the world of the inhabitants of the Workers' Paradise. Which world is better? Why do you feel so? (June 2015) (Exp/Diff)
63. Men in Workers' Paradise say "God! We haven't a moment to spare". The man says, "I haven't a moment to spare for work." Keeping in mind the above statements, contrast the attitude of the men in the paradise with that of the man. (Exp/Diff)

X. 64. Read the following passage carefully and answer the questions given below: (Comp/ Avg) (4 Marks)

At the end of the 16th Century economic historians tell us, India's wealth sustained more than a hundred million people. With plenty of stable land, its agriculture was vibrant and productivity comparable to the best in the world. There was a vigorous and large skilled artisan workforce that produce not only cotton but also luxurious products for the zamindars and the courts. The economy produced a great financial surplus, and the annual revenues of the Mughal Emperor, Aurangzeb, were more than ten times those of his contemporary Louis XIV, the richest king of Europe.

When the English later got to his wealth, they found that India produced the world's best cotton yarn and textiles. To this huge industry, they provided the powerful stimulus of European demand and made it even richer.

Questions:

a) Why was India's productivity considered the best in the world?
b) How did the Europeans support Indian industries?

65.Read the following passage carefully and answer the questions given below: (4 Marks)

April 14, last year, celebrated the 200th birthday of the man known as the father of modern fairy tales, Hans Christian Anderson. He is the author of more than 150 stories. 'The Little Mermaid', 'The Ugly Duckling', and

'The Emperor's New Clothes' to name to popular few. Anderson was born in the slums of the Danish town of Odense. His father was a poor shoe-maker and his mother was a washerwoman. Anderson's parents played a very important role in paving the way for his career as a story teller. His father died when he was eleven and he was forced to go to work. He apprenticed as a tailor and a weaver and also worked at a tobacco factory.

At the age of 17, Anderson got an opportunity to go to grammar school when one of the directors of the Royal Theatre gave him a grant. Five years later, he gained admission to Copenhagen University where he completed his studies.

Questions:

a) Who is the father of modern fairy tales? Name his popular short stories.
b) Why was his childhood unhappy?

*****

POEM 1 – TO A PAIR OF SARUS CRANE

MANMOHAN SINGH

- Recite the poem with proper intonation and tone variation.
- Answer textual and non-textual questions after comprehension.
- Learn the values of honesty, truthfulness and the ability to discern right from wrong.
- Identify the figures of speech.

I. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of alphabet:

1. The figure of speech used here is: (1 Mark) (Expr/ avg)

i) To pull the reluctant sun out from the rim of horizon
A) Paradox B) Hyperbole C) Simile D) Personification

ii) And a proud neck was humbled
A) Simile B) Personification C) Paradox D) Metaphor

iii) Like the Morse Code of bird's sorrow
A) Metaphor B) Simile C) Personification D) Paradox

iv) A Wave of the seas she had ever seen came to her from far away
A) Euphuism B) Metaphor C) Personification D) Simile

v) In movements of grace over his disgraceful end.
A) Simile B) Paradox C) Metaphor D) Personification

vi) The Sun is described as the reluctant sun. It means that
A) The sun was unwilling to rise.
B) The male bird was impatient.

C) It was the bird's feeling that the sun was reluctant to rise

D) The sun always takes more time to rise than to set.

vii) The expression 'picked up in hands and jaws' suggests

A) Callousness of the hunter B) Heartlessness of the hunters

C) Urgency of the hunters. D) Cruelty of the hunters

II. Answer the following questions in a sentence: (1 Marks) (Rem/easy)

2. What time of the day is referred in the poem "To a pair of sarus crane"?
3. What does the expression "picked up hands and jaws" suggest?
4. What is the bird's cry compared to in the poem "To a pair of sarus crane"?
5. How was the end of female bird suggested in the poem?
6. Why did the female sarus crane sit on the blood-stained feathers?
7. What is compared to dirty linen in the poem "To a pair of sarus crane"?
8. When was the male sarus crane shot?
9. How was the majestic neck humbled by the hunter?

III . Answer the questions in two to three sentences: (2 Marks) (Comp/ avg)

10. How does the poet contrast the deaths of the male and the female cranes?
11. How is the end of the female crane suggested in the poem?
12. How was the majestic neck humbled by the hunter?
13. Why did the female Sarus Crane sit on the bloodstained feathers?
14. How did the female sarus crane try to bring its male partner back to life?
15. What did the hunter do with the dead male sarus crane after killing it?
16. "A wave of the seas she had never seen before came to her and carried her to him". How do you say that birds too have feelings?
17. How did the female bird react when the male bird was shot by the hunter?

OR

Narrate the movements of the female sarus crane after the killers took away her mate?

18. What was the male bird doing, when it was shot?

IV. Answer the following questions in five to six sentences: (3 Marks) (Comp /Diff)

19. How is the end of the female crane suggested in the poem?
20. Why does the poet speak of the Morse Code here? What does it suggest?
21. What human traits do we notice in the female sarus crane?

V. Answer the following questions in seven to eight sentences each: (4 Marks) (Expr/ Diff)

22. How is the callousness of the bird – killers brought out in the poem?
23. How does the poet bring out the agony and desperation of the female crane in the poem?

VI Reference to the context: (3 Marks) (Expr/Diff)

24. "She circled the sky in movements of grace over his disgraceful end".
25. "A proud neck was humbled to lie like dirty linen in a coarse washing bag".
26. "She went away beyond Hume's words, Beyond the legend and fables of human love".

*****

PROSE -2 THE ELIXIR OF LIFE

SIR C.V. RAMAN

- Reads textual non-textual materials in English with comprehension.
- Writes answers to textual questions after comprehension.
- Enhances critical thinking of how water sustains life and supports agriculture.
- Conservation and proper management of water to prevent soil erosion and ensures the well-being of future generation.
- Uses articles, prefixes, homophones, antonyms and tenses.

I. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of alphabet

(1 Mark) [K/E]

1)

(i) ---------- Nile flows into ----------Mediterranean. Fill in with suitable articles.
A) a, the B) a, a C) the, a D) the, the

(ii) Sri Lanka is ---------- island in ----------Indian Ocean.
A) The, the B) an, an C) an, the D) a, the

(iii) ----------Nile is ----------longest river in the world.
A) the, a B) the, the C) a, the D) the, an

(iv) There is ----------fly in ----------coffee.
A) an, the B) a, the C) an, a D) the, the

(v) ----------parents have been asked to attend ----------meeting tomorrow.
A) The, the B) An, an C) The, an D) A, the

(vi) He is ----------rich man in ----------whole town.
A) an, the B) the, an C) a, a D) a, the

(vii) Man has through the ages sought in vain for _____ imaginary elixir of life, _____ divine amrita...
A) an , the B) an, a C) a, the D) the, the

(viii) No kind of physiological activity is possible in which _____fluid does not play _____ essential part.
A) a, the B) a, a C) the, an D) the, the

(ix) Water in ___ landscape may be compared to ___ eyes in ___ human face.
A) a, the, the B) a, the, a C) the, a ,a D) the, the, a

(x) According to ___ writer, plain water is ___ real elixir of life.
A) a , the B) an, a C) the, the D) the, a

2) Name the figure of speech. [K /E]

(i) Water plays a leading role in the drama of life.
A) Metaphor B) Simile C) Personification D) Alliteration

(ii) Her eyes were sparkling diamonds reflecting her joy.
A)Personification B) Metaphor C) Simile D) Hyperbole

(iii) The sun sheds his beams on rich and poor alike. [March 2025]

A Simile B) Metaphor C) Personification D) Alliteration

(iv) The soul was like a star, and dwelt apart. [May 202]

A) Metaphor B) Personification C) Alliteration D) Simile

(v) The plants in her house silently begged to be watered.

A) Simile B) Metaphor C) Personification D) Alliteration

(vi)Water is the elixir of life.

A) Simile B) Metaphor C) Personification D) Alliteration

(vii)The sun smiled down on us.

A) Simile B) Metaphor C) Personification D) Alliteration

3) Identify the question tag. [K/E]

(i) Many believed that it is true ----------? The question tag to be used is [K /E]

A) did they? B) have they? C) didn't they? D) haven't they?

(ii) That's the right answer, ----------?

A) isn't it? B) doesn't it? C) is it? D) wasn't it?

(iii) We tried hard, ----------? [March 2024]

A) did we? B) didn't we? C) don't we? D) do we?

(iv) The Libyan desert isn't fertile, _____?

A) isn't it? B) doesn't it? C) is it? D) wasn't it?

(v)They have planted appropriate vegetation, _____?

A) haven't they? B) have they? C) didn't they? D) did they?

(vi) The water carries silt, _____?

A) does it? B) doesn't it? C) isn't it? D) is it?

4) Give one word for: [K/E]

(i) separation of solid matter from a liquid.

A) artesian B) Catchment C) harnessing D) precipitation

(ii) The state of water with very small particles of sand and other particles.

A) Silt B) alluvial C) suspension D) billowing

(iii) An area which collects plentiful rainfall.

A) alluvial B) menace C) billowing D) catchment

(iv) Controlling and putting into using

A) harnessing B) precipitation C) erosion D) imperative

(v) Areas created with matter deposited by rivers

A) gullies B) alluvial C) ravines D) ruts

(vi) Separation of solid substances from liquid

A) precipitation B) suspension C) billowing D) potent

(vii) A hard outer covering of something

A) crust B) speck C) gullies D) ravines

(viii) Cultivation along the same level of elevation to prevent erosion.

A) terracing B) bunds C) conservation D) Contour

5) Fill in with the antonyms of the words underlined. [K/E]

(i) The authorities who talk about **afforestation** are actively engaged in ----------

A) Deforestation B) systematic planting C) artesian D) wearing

(ii) The rain fed tanks are ----------, not deep.

A) depth B) shallow C) bottom D) depthless

(iii) The fruits were fresh but the cream was ----------

A) stale B) mouldy C) unfresh D) spoilt

(iv) In his writings it is difficult to segregate fact from ----------

A) reality B) actual C) fiction D) truth

(v) When he saw her courage, he felt ashamed of his own ----------.

A) cowardice B) bravery C) coupe D) pluck

(vi) We need to overcome our temptation, not _____ to it.

A) resist B) Succumb C) conquerD) withstand

(vii) The rural students have fared better than their _____ counterparts.

A) local B) town C) city D) urban

(viii)_____ monuments are aesthetically displayed in a modern setting.

A) old B) new C) ancient D) artistic

6) (i) Pick out the uncountable noun. [K/E]

A) vessel B) justice C) equipment D) paper

(ii) Pick out the countable noun

A) News B) permission C) vessel D) butter

(iii) Pick out the uncountable noun.

A) Beauty B) night C)Poem D) paper

(iv) Pick out the countable noun.

A) Tuition B) soup C) flour D) equipment

(v) Pick out the uncountable noun.

A) copper B) night C) shirt D) cigarette

II. Observe the relationship in the first pair of words and complete the second: (1 Mark) [K/A]

7) (i) Potent : powerful :: menace :----------

(ii) abundant : plentiful :: sprout : ----------

(iii) imperative : important :: momentum : ----------

(iv) gay : cheerful :: potent : ----------

(v) immense : great :: appropriate : ----------

8) (i) deep : shallow :: barren : ----------

(ii) fresh : stale :: prosperity : ----------

(iii) overcome : succumb :: fact : ----------

(iv) prosperity : adversity :: rural : ----------

(v) wild : tame :: ancient : ----------

9) (i) able : unable :: adequate: ----------
(ii) mortal : immortal :: regular : ----------
(iii) visible : invisible :: continue : ----------
(iv) possible : impossible :: responsible : ----------
(v) Literate : illiterate :: perturbable : ----------

10) (i) rain : reign :: root : ----------
(ii) sight : site :: sea : ----------
(iii) break : brake :: cease : ----------
(iv) role : roll :: great : ----------
(v) antic : antique :: reign : ----------

III. Rewrite as directed: **(1 Mark)**

11) Frame a question to get the underlined words as answer. [Comp/A]

(i) I pursued my education <u>with my father's assistance.</u>
(ii)He took up that profession <u>to please his parents</u>.
(iii) The annual examination is in <u>March.</u> [May 2025]
(iv) <u>January</u> is the first month of the year. [March 2022]
(v) I met <u>an actor</u> in the park last night. [March 2023]

12) Change the voice of the given sentence: [Comp/D]

(i) The recitation pleased the judges.
(ii) The mason is building the wall
(iii) The President called off the meeting. [March 19]
(iv) Niharika was cooking a nice meal. [May 2025]
(v) The Principal issued the conduct certificate. [June 2024]

13) Rewrite into an exclamatory sentence: [Comp/A]

(i) This is a very beautiful scenery.
(ii) This rose smells very sweet.
(iii) It is a beautiful flower. [May 2025]
(iv) Mother Theresa is very great. [June 2024]
(v) The power of water is very great.

IV. Answer the following questions in a sentence each: **(1 Marks)**

14) Define the term "Elixir". [K/E]
15) What is the imaginary elixir of life? [Comp/E]
16) What has man sought in vain? [Comp/E]
17) What does Sir C. V. Raman refers to the real elixir of life? [Comp/E]
18) How was Egypt's ancient civilization created and sustained? [Comp/E]

19) Which are the two places that the writer compares in the beginning of the lesson? [K/E]
20) Which river flows in Egypt? [K/E]
21) From which area does river Nile bring down the finest silt? [K/E]
22) What is the cheering sight according to C. V. Raman. [K/E]
23) What does the writer compare water in a landscape to? [Comp/E]
24) What is a catchment area? [K/E]
25) Why does the colour vary in the catchment area? [Comp/E]
26) Why couldn't one notice that the rain-fed tanks are not shallow. [App/E]
27) What is the main cause for large run off water? [Comp/E]
28) What is the main cause of soil erosion? [App/E]
29) How does the existence of ruts cause soil erosion? [Comp/E]
30) How are gullies and ravines formed? [Comp/E]
31) What is contour cultivation? [K/E]
32) What are civilized forests? [K/E]
33) What is a scrub jungle? [K/E]
34) What are wild and untamed jungles? [K/E]
35) What according to the writer is the basis of all life? [K/E]
36) Which are the two main sources of water? [K/E]
37) What is artesian water? [K/E]
38) What is the foundation of agriculture? [K/E]
39) What plays an important role in the South Indian agriculture? [Comp/E]
40) Which are the two major problems of Indian agriculture? [Comp/E]
41) Which is one of the most remarkable facts about water? [Comp/E]
42) What can be considered as a source of untold wealth to the country? [K/A]
43) Which is the cheapest means of transport? [K/E]
44) Why is Indian agriculture very sensitive? [App/E]
45) What enables the overall the development of rural economy? [App/E]
46) Why does the writer say that water is the commonest and uncommon of liquids? [Comp/E]

V. Answer the following questions in two to three sentences each: (2 Marks)

47) How do the civilized forests prove a source of untold wealth to the country? [App/A]
48) How will the development of hydro-electric power help to overcome inadequacy of water supply?
49) The flow of water has played both a beneficent and destructive part in the geological process. Explain. [Exp/A]
50) What adds to the beauty of the country side? [App/E]
51) In what sense is water considered as the most uncommon liquid? [Exp/A]
52) Mention the advantages of civilized forests. [K/E]
53) How does prevention of soil erosion serve a double purpose. [Exp/A]
54) How does the water in the rain - fed tanks get its colour? [Exp/A]

VI. Rewrite as directed:

55) Change into the other two degrees of comparison. [Exp/D]

(i) Solar energy is one of the cheapest forms of energy. [March 2018]
(ii) Sir C. V. Raman was greater than most other Indian Scientists.
(iii) Mumbai is one of the biggest cities in India. [March 2022]
(iv) Napoleon was the bravest of the generals [March 2019]
(v)No other hill station in India is as beautiful as Darjeeling.

56) Change the following sentence into reporter speech: [Exp/D]
(i) The boy said, "It gives me great pleasure to be here this evening."
(ii) Vijay said, "I did my homework" [March 2018]
(iii) He said to him, "Please wait here till I return".
(iv) "Are you from India? He asked me.
(v)"Tomorrow will be a holiday." Said the Principal.

VII. Answer the following questions in five to six sentences each: (3 Marks)

57) Water in a landscape may be compared to the eyes in a human face. Explain. [App/A]
58) How does soil erosion take place? What are its causes? [Comp/A]
59) How can you check soil erosion? [Comp/A]
60) The prevention and utilization of water is fundamental for human life. Explain. [App/D] [April 2023]

VIII. Explain with reference to the Context: (3 Marks)

61) "Water is the basis of all life" [March 2024]
62) "Egypt in fact, was made by its river" [April 2019]
63) "The true elixir of life lies near to our hands" [Exp/A]

IX. Answer the following questions in seven to eight sentences each: (4 Marks)

64) How does C. V. Raman show that water is the real elixir of life? [Comp/D]
65) What agent is C. V. Raman talking about? How does he bring out its contrasting nature? [Exp/D]
66) What do the geologist tell us about the creation of the Nile Valley? [Exp/D]
67) What are the various causes of soil erosion? How can we prevent it? [Exp/D] [April 2022]
68) The rain-fed tanks are the cheering sights. Explain. [Comp/D]
69) How does C. V. Raman describe rain fed tanks? (April 2018) [Comp/D]
70) What differences did C.V Raman observe between the Libyan Desert and the valley of the Nile? What caused these differences?
71. Why does C.V. Raman consider water to be the most wonderful and potent substance on earth?
72. How can the preservation and proper utilization of water contribute to human welfare?
73. What are the differences ways in which water can be useful to mankind, according to C.V. Raman?

X. Read the following passage carefully and answer the questions given below:

(4Marks) [March2025] [Comp/E]

74. i) A great number of materials have been used for writing at different times. The earliest Egyptian writing was cut in stone. Later on, the Babylonians and the Assyrians did their writing with a pointed instrument on cakes or bricks of soft earth which were later baked, to make them hard. This was followed by Roman writing which was done on wax with sharp sticks. Not much later, Egyptians made the discovery of grass from whose stems they were able to make paper like material. In Europe before the invention of paper, writing was done on a special sort of thin leather. At last, came paper, the Chinese invention. In modern days, different varieties of papers are manufactured for different purposes

(a) What were the materials used for writing at different times?
(b) Explain the process of the invention of paper.

ii) Garbage is a great environment hazard. It comes from various sources — used paper, tiffin packing's, plastic bags, ice-cream wrappers, bottle caps, fallen leaves from trees and many more. Garbage makes the premises ugly, unkempt and breeds diseases. A lot of trash that is thrown away contain material that can be recycled and reused such as paper, metals and glass which can be sent to the nearest recycling centre or disposed of to the junk dealer. It also contains organic matter such as leaves which can enrich soil fertility. A compost pit can be made at a convenient location where the refuse can be placed with layers of soil and an occasional sprinkling of water. This would help decomposition to make valuable fertilizer. This would also prevent pollution that is usually caused by burning such organic waste.

a) What are the various sources of garbage?
b) How does a compost pit help in making a valuable fertilizer?

XI. Write an essay of about 18-20 sentences on the following topics: (5Marks) [Exp/D]

75. (i) Water Pollution – A growing concern
(ii) Water is Precious – Save it.
(iii) Water Pollution – A menace [Model Q. P. 2022-23]
(iv) Pollution due to Urbanisation
(v) The effects of Global Warming – measures to be taken.
(vi) The role of citizens in preventing Global Warming. – [May 2025]
(vii) The effects of Plastic Pollution on Marine Life – measures to be taken. [March 2025]
(viii) Causes and effects of Medical Waste on Atmosphere. [July 2025]

XII. Imagine you are Lalith/Lalitha studying in Government High School, Yelahanka. (5Marks) [Exp/D]

76. (i) Write a letter to the Mayor seeking a solution for water logging problem in your area.
(ii) Write a letter to the editor about the inconvenience caused due to bad roads in your locality.
(iii) Write a letter to the Medical Officer, Health Department requesting for a primary health centre in your locality. [June 2024]

(iv) Write a letter to the Chief Municipal Officer complaining about the improper management of garbage near your school, and its effect on students. [July 2025/Model Q.P. 2022-23]

(v) Write a letter to the Commissioner of municipality to provide drinking water facility to your school. [May 2025]

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POEM -2
ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER
ABRAHAM LINCOLN

- Recites the poem with proper intonation and tone variation.
- Answers textual and non-textual questions after comprehension.
- Learns the values of honesty, truthfulness and the ability to discern right from wrong.
- Identifies the figures of speech.

I 1. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of. (1 Mark) [K/A]

(i) He is such a fine little fellow, ----------? Add a suitable question tag.
A) is he? B) isn't he? C) was he? D) wasn't he?

(ii) You aren't so lucky after all, ----------?
A) are you? B) aren't you? C) were you? D) weren't you?

(iii) None of the students did well, _____?
A) did they? B) don't they? C) do they? D) didn't they?

(iv) You are not innocent as you appear to be, _____?
A) aren't you? B) are you? C) do you? D) don't you?

v) He is very honest, _____?
A) does he? B) doesn't he? C) is he? D) isn't he?

2 Fill in with suitable articles. [K/A]

(i) _____ first and _____ second poem in your text books are very interesting.
A) a, the B) A, an C) The, the D) The, a

(ii) He put her through --------very hard training before which even --------sturdiest boy would have qualified.
A) a, a B) a, the C) an, the D) the, an

(iii) I live in _____ apartment. _____ apartment is new.
A) an, the B) the, the C) an, an D) a, an

(iv) Is cricket _____ popular sport in _____ world?
A) a, an B) a, the C) the, the D) the, a

(v) He was _____ eminent personality who has given us _____ informative speech.

A) a, a B) the, an C) the, an D) an, an

3. (i) They waited _____the bus stop_____the next bus. Choose the appropriate preposition. [K/A]
A) by, for B) at, for C) for, for D) by, of
(ii) Give him quiet time _____ponder the eternal mystery_____birds in the sky.
A) For, of B) for, to C) to, for D) to, of
(iii) She sat up all _____ the night nursing her mother. [March,2018]
A) through B) along C) in D) to
(iv) For his honesty, they presented him _____ a gold medal.
A) in B) at C) for D) with
(v)He is a man _____ a fine sense _____ humour.
A) In, of B) for, with C) with, of D) at, of

4. Give the synonym of the word: ponder [K/A]
A) recite B) laugh C) think D) speak
(ii) Give the synonym of the word: sublime
A) Supreme B) great C) mild D) humble
(iii) Give the synonym of the word: eternal
A) Mortal B) bounded C) everlasting D) end
(iv) Give the synonym of the word: honour
A) renown B) upright C) famous D) glory
(v) Give the synonym of the word: integrity
A) honesty B) noble C) tender D) precious
(vi) Give the synonym of the word: gentle
A) firm B) strong C) kind D) harsh

5. (i) Pick out the pair that does not rhyme: [K/A]
A) bright-right B) mob-fob C) see-saw D) fight-right
ii) Pick out the pair that does not rhyme:
A) rough-tough B) steal-stole C) mob-rob D) fail-gale
iii) Pick out the pair that rhymes:
A) sea-see B) bold-cold C) blue-blew D) new-knew
iv) Pick out the pair that does not rhyme:
A) mob-fob B) fine-dine C) brave-grave D) sell-sale
v) Pick out the pair that does not rhyme:
A) were - where B) sight - flight C) strong - song D) hair – chair
vi) Pick out the pair which is not a homophone:
A) pale - pail B) creak - creek C) star - scar D) wright – right

6. Identify the figure of speech: [K/A]
(i) He was as innocent as a newly born babe.
A) Metaphor B) Simile C) Personification D) Alliteration
(ii) For every scoundrel there is a hero.

A) Antithesis B) Personification C) Simile D) Metaphor

(iii) For every enemy there is a friend.

A) Metaphor B) Simile C) Antithesis D) Personification

(iv) Teach him to be gentle with gentle people and tough with tough.

A) Metaphor B) Personification C) Simile D) Repetition

(v) Test of fire makes fine steel.

A) Hyperbole B) Alliteration C) Metaphor D) Oxymoron

(vi) Sell his brown and brain to the highest bidders.

A) Alliteration B) Simile C) Antithesis D) Personification

(vii) Teach him to learn to lose and also to enjoy winning.

A) Oxymoron B) Alliteration C) Personification D) Metaphor

(viii) This is a big order

A) Personification B) Hyperbole C) Simile D) Metaphor

II. Observe the relationship between the first pair of words and complete the second. (1 Mark) [KA]

7. (i) steer : guide :: sublime : ----------
   (ii) just : honest :: envy : ----------
   (iii) ponder: think :: scoff : ----------
   (iv) value : price : worth : ----------
   (v) scoundrel : villain :: champion : ----------
8. (i) kind : unkind :: honest : ----------
   (ii) just : unjust :: patient : ----------
   (iii) important: unimportant :: popular : ----------
   (iv) fair : unfair :: correct : ----------
   (v) legal : illegal :: active : ----------
9. (i) discover: discovery :: commit : ----------
   (ii) except : exception :: accept : ----------
   (iii) strength : strong :: mystery : ----------
   (iv) decide : decision :: prefer : _____
   (v) prosperity : prosperous :: patience : _____
10. (i) whole : hole :: heal : ----------
    (ii) right : write :: great : ----------
    (iii) here : hear :: knew : ----------
    (iv) through : threw :: heard : ----------
    (v) peace : piece :: flower : ----------

III. Answer the following in a sentence each: (1 Mark)

11. What does the poet father mean when he says, “He will have to learn”? [Comp/E]
12. What does the phrase “learn to lose and also to enjoy winning” mean? [K/E]
13. “For every scoundrel there is a hero” what does this statement mean? [K/E]
14. Which line in the poem tells us that hard earned money has greater value? [K/E]
15. What does “brawn and brain” refer to in the poem? [K/E]

16. Why is it necessary for the son to have love and passion towards his books? [Comp/E]
17. In what sense is it more honourable to fail than to cheat? [App/E]
18. "All men are not just,
All men are not true" What do these lines convey? [App/E]

IV. Answer the following in two to three sentences each: (2 Marks)

19. How does Lincoln highlight the value of honesty? [Know/E]
20. What kind of listener does the poet father want his son to be? [Know/A
21. Why doesn't the father want his son to follow the crowd? [Comp/A]
22. Why is it necessary to have sublime faith in mankind? [Comp/E]
23. Is it possible to laugh when one is sad? What value is the writer highlighting here? [App/D]
24. What is the ultimate teaching Lincoln recommends, and to what end? [Know/E]
25. What does the poet –father means by "close his ears to the howling mob"? [Know/A]
26. What does Lincoln mean when he says "too much sweetness"? [Know/A]

V. Answer the following questions in seven to eight sentences each: (3 Marks)

27. Abraham Lincoln compares many good values with negative ones. Give examples from the poem for such comparisons. [App/D]
28. What does the poet father want his son's teacher to teach his son about – [App/A] [MAR,2019]
    a. Books and Nature
    b. Being honest?
29. "Only the test of fire makes fine steel" Explain. [Comp/A]

VI. Explain with reference to the context: (3Marks) [App/A]

30. "Teach him for every enemy there is a friend"
31. "That a dollar earned is of far more value than five found"
32. "But never to put a price tag on his soul".
33. "This is a big order"

VII. Answer the following question in seven to eight sentences each: (4 Marks) (App)

34. What ethical values does Abraham Lincoln want his son to learn in school while dealing with different kinds of people in society? [Ex/D] [March,2018][may,2025]
35. What does Abraham Lincoln want his son to be taught, to make him a positive and optimistic person? [Ex/D]
36. List the values which the poet - father wants the teacher to teach his son? [any8] [Appr/A] [March, July 2024]
37. What precautions does Abraham Lincoln want his son to learn in school, while dealing with different kinds of people in society?
38. How does Abraham Lincoln ensure that his son cultivates the value of depending on his own will?

UNIT 3

PROSE: 3 THE GIFT OF THE MAGI

- O. HENRY

Learning outcome: able to master L. S. R. W skills, comprehends the lesson and understands the grammar, appreciates the poem. Understands about figure of Speech. Rhyming words. Etc.

I. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of alphabet (1 Mark)

1. Use the correct article. (K/E)

i) My friend is --------honest man.

A. The B. An C. A D. X

ii)____Nile is ___ longest river in the world

A. The, the B. An, a C. The, a D. A, a

iii) He bought ____book from the shop.

A. The B. An C. A D. X

iv)I saw ____ interesting documentary on T.V

A. The B. An C. A D. X

v) ____ Bible is holy book.

A. The B. An C. A D. X

vi) _____ honest man always speak truth.

A. The B. An C. A D. X

vii) _____March is third month of the year.

A. The B. An C. A D. X

viii) He is _____ authority on the subject

A. The B. An C. A D. X

2. Use the correct question tag. (C/A)

i) Seema liked her teacher. (c)Av

A. didn't she? B. did she? C. doesn't she? D. isn't she?

ii) They loved each other very much,____

A. Did they ? B. don't they? C. will they? D. didn't they?

iii) Students are playing on the ground_____

A)Are they? B. aren't they? C.do they? D. did they?

iv) Latha drives the car carefully_____

A. isn't she? B. doesn't she? C. is she? D. does she?

v) Jyothi is from Mumbai.

A. isn't she? B. doesn't she? C. is she? D. does she?
vi) Sam isn't a good boy.
A. isn't he? B. doesn't he? C. is he? D. does he?

vii) We are late for movies.
A. Are we? B. aren't we? C.do we? D. we?
viii) I like eating chocolates.
A. Did I ? B. don't I? C. will I? D. didn't I?

3. Use the correct conjunction. **(K/E)**

i) Is that book yours _____mine?
A. And B. Or C. So D. Though
ii) He worked very hard,_____he failed
A. but B. and C. so D. since
iii) The old lady was poor,_____she was generous
A. and B. but C. though D. yet
iv) Walk fast,_____you will miss the bus
A. and B. lest C. unless D. if
v) He will never pass _____ hard he may try.
A. wherever B. however C. whenever D. forever
vi) He is slow ____ steady.
A. but B. and C. so D. because
vii) He asked _____ I had a pen.
A. if B. and C. so D. because
viii) He failed _____ he persevered.
A. for B. yet C. so D. and

4. Fill in the blank with correct tense form. **(K/E)**

i) Either Ravi or Rajesh _____ good.
A. is B. are C. have D. were
ii) Honour and reputation _____dearer than life
A. are B. have C. had D.is
iii)The number of visitors _____ really large in last week's school day celebration
A. was B. were C. are D.is
iv) The new building _____ to my uncle
A. belongs B. belong C. belonging D. has belonged
v) India is a _____ country.
A. develop B. developing C. developed D. growing
vi) _____ we stand divide we fall.
A. unite B. unity C. united D. unitedly
vii) Cricket is an _____ game.
A. was interesting B. interest C. interestingly D. interesting
viii) Radha _____ her work on time.

A. complete B. completed C. completing D. is completing

5. Fill in the blank with correct phrase **(C/AV)**

i) Della and Jim were ---------each other.

A. Make out B. Made for C. made in D. Make up

ii) I have some urgent work_____

A. to look for B.to look up C.to attend to D. to look in

iii) The dog was_____ by the car

A. run into B. run over C. run away D. run out

iv) You must …….your expenses

A. cut down B. cut off C .cut into D. cut out

v) He _____ new clothes.

A. put off B. put on C. put out D. put in

vi) He _____ cigarette smoking.

A. give in B. give for C. give it D. gave up

6. Fill in the blank with suitable antonym of the word underlined **(K/E)**

i) The <u>former</u> option would be better than the ----------one.

A. farmer B. letter C. latter D. after

ii)The antonym of the word ;never' is

A. always B. favour C .ready D .form

iii) The <u>rural</u> students have faired better than their counter parts

A. urban B. remote C. border D. backward

iv) Don't be <u>reckless</u>; be_____

A. careful B. rash C. hasty D. careless

v) <u>Busy</u> farmers laughed at the _____ artist.

A. idle B. lazy C. wise D. smart

vi) The people <u>utilize</u> every minute of their life. Whereas the man _____ his time.

A. use B. waste C. organize D. make use

vii) The iron rails _____ in summer and <u>contract</u> in winter.

A. retreat B. expand C. progress D. warm

viii) Last year we had <u>sufficient</u> food grains in the barns but this year it is _____.

A. excessive B. surplus C. deficient D. bountiful

II. Study the relationship between the first pair of words and complete the second one: (1 Mark)

7. Bulldoze : argue :: agile _____ (K/E)

8. Happy : happily : : clear : _____ (K/E)

9. Movable : immovable :: like : _____ (K/E)

10.Open : opened : : forget : -_____ (K/E)

11. Hair : heir : : knew : _____ (K/AV)

12. archer : archery :: Carpenter : _____ (K/AV)

13. farmer : tilling :: tailor :_____ (K/AV)

14. week : weak :: seen : _____ (K/AV)

III. Re write as directed: **(1 Mark)**

15. Change into passive voice **(C/AV)**

a) Della saved one dollar and eighty-seven cents
b) The world is admiring Gandhiji as a great leader
c) Can you do it?
d) The governor gave him a reward.
e) Teacher valued the answer scripts.

16. Combine the following using so-- that—not **(1 Mark) (C/AV)**

a) Jim was poor. He could not buy a gift for Della.
b) It is very cold. We can't go out
c) The dress is very old. I cant wear it anymore
d) He is very stupid. He can't understand.
e) Life is beautiful I can't think of ugly things.

17. Change into compound sentence **(1 Mark) (C/AV)**

a) The door opened. Jim stepped in
b) He must work very hard to make up for the lost time.
c) In spite of his poor health, he worked very hard.

18. Change into other degrees of comparison **(2 Marks) (C/AV)**

a) It was the most beautiful gift.
b) No other month in the year is as cool as December.
c) Sharada is one of the most popular doctors in our village.

19.Change into reported speech **(2 Marks) (Ex/D)**

a)" My hair grows so fast" Della said.
b)"where is Noida"? Said Ravi.
c)He said, "The earth moves around the sun".

20. Combine the sentence using as soon as **(1Mark)(C/AV)**

a) I reached home. It began to rain.
b) She heard the news. She broke down.
c) He saw me. He came up and spoke to me.

21. Combine the sentence using no sooner than **(1Mark) (C/AV)**

a) The Teacher entered the class. The students stood up.
b) She got the telegram. She left in a taxi.

c) The referee blew the whistle. The game started.
d) He had hardly stood up to speak when the people started making noise.
e) She has hardly heard the news of her husband's death when she fainted.

IV. Answer the following in a sentence each: (1 Mark)

22 How did Della save her dollar 1dollor and 87 cents? ((K/E)
23. Why did Della decide to sell her hair? (K/E)
24. What did Della buy for Jim? (K/E)
25. Who were magi? (C/AV)
26. What did Jim buy for Della? (K/E)
27. How much money did Della get for her hair? (K/E)
28.What is Jim's full name? (K/E**)**

V. Answer the following questions in two or three sentences: (2 Marks)
29. What are the most precious possessions of Jim and Della? (Ex/AV)
30. Why did the writer compare Jim with the platinum chain? (C/D)
31. What was the reaction of Della when she saw Jim's gift? (Ex/AV)
32. How has the writer compared Jim's Watch to king Solomon's treasure? (Ex/AV)
33. How has the writer compared Della's hair to Queen Sheba's jewels? (Ex/AV)
34. What is the writer's last word to the wise men of these days? (Ex/AV)
35. Jim and Della both gave up something dear to them. What does it tell us about them? (C/AV)
36. Were the gifts useful to each other? (C/E))
37. What was Jim's reaction when he saw Della without her lovely hair? (Ex/D)
38. What was the moral of the story "The Gift of Magi" (Ex/AV)

VI. Reference to context (3 Marks)
39."Jim Darling" (Ex/AV)
40."Cut it off and sold it" (Ex/AV)
41." Twenty dollars" (Ex/AV)
42."isn't it dandy Jim" (C/AV)
43."she got her curling iron and lighted the gas" (C/AV)
44."Please God make him think I am still pretty" (C/AV)
45."Give it to me quick" (C/AV)
46."Give your watch, I want to see how it looks on it" (C/AV)

47. "Take yer hat off and let's have a sight at the looks of it".

48. "You've cut off your hair".

49. "Of all who give and receive gifts, such as they are wisest".

50. "Jim drew a package from his overcoat pocket and threw it upon the table"

51. "Let's put our Christmas presents away and keep them a while".

52. "Life is made up of sobs, sniffles, and smiles, with sniffles predominating".

VII. Answer the following in six sentences: **(3 Marks)**

53. Give a brief description of Jim's flat? (Ex/D)

54. Describe Della's beautiful hair. (Ex/AV)

55.Why did writer compare Jim and Della's gift to that of Magi? (Ex/D)

VIII. Answer the following questions in 8 to 10 sentences each: (4 marks)

56. “Jim and Dalla loved each other”. Justify this statement with reference to the lesson "The Gift of Magi" (C/AV)

57. Write on appropriateness of the title ‘The Gift of Magi”. (Ex/D)

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POEM : 3
VACHANA
THE TEMPLE AND THE BODY

BASAVANNA

Translator : A K RAMANUJAM

Learning outcome :

- Grasps the concept of devotion and its significance.
- Emphasizes the importance of inner transformation.

I) 1. Name the figure of speech used here. **(1 Mark) (K/E)**

i) "My legs are pillars".

ii)”The camel is the ship of the desert”

iii)”All eyes turned in that direction”.

iv)”He was as innocent as a newly born babe”

v) “As soft as feather”

vi) “Death laid its icy hand on him”

vii) “Agriculture is the backbone of the India”

viii) “Sweet little red feet”

2. Choose the pair that does not rhyme from the following **(K/E)**

i. a)Bright –right b) smile-wile c)sole –pole d)see-say

ii. a) hook b) book c) brook d) cook

iii .a) meat b) heat c) beat d) great

iv) a) found b) sound c) hound d) pond

v) a) glare b) bare c) seer d) where

vi) a) done b) sun c) run d) gone

vii) a) daughter b) matter c) laughter d) rafter

3. i) The teacher was <u>satisfied</u> with the performance of the students. The suitable Prefix that can be used here to form the opposite of the word underlined is (K/AV)

a) in b) un c) dis d) non

ii) One of the following takes the prefix ’un’

a) fortune b) fortunate c) satisfaction d) discipline

iii) The prefix which can be added to 'biography' is

a) non b) anti c) auto d) mis

iv) The prefix to be used to form the antonym of relevant is

a) un b) dis c) ir d) mis

v) opposite of the word expensive when the prefix is added is

a) inexpensive b) unexpensive c) non expensive d) disexpensive

II) Study the relationship between first pair of words and complete the second one. (1Mark) (K/AV)

4.i) stand : fall :: move :_____

ii) good : bad :: rich :_____

iii) meet : met :: stand :_____

iv) year : month :: week : _____

v) wear : where :: year : _____

III) Name the parts of the speech of the underlined words. (1Mark) (K/AV)

5.i) Rose is a beautiful flower.

ii.) Bangalore is a garden city.

iii) He sang melodiously.

iv) Mango and apple are fruits.

v) He helped the poor.

IV) Answer the following in the sentence each. (1Mark) (K/E)

6 .Who is the lord of meeting rivers?

7. How does Basavanna compare the body to a temple?

V) Answer the following in two or three sentence. (2 Mark) (C/E)

8." Things standing shall fall", but the moving ever shall stay.

What is the message in these two lines?

VI) Answer the following in six sentences. (3Marks)(C/AV)

9. According to Basavanna , how does a poor man and rich man express their devotion to God?

10. How does Basavanna convince us through his Vachana's spiritual things are long lasting?

11. How is the human body compared to a temple? Why is the speaker comparing the body to a temple?

12. . Explain the message brought out by Basavanna in the poem 'the temple in the body.'

13. . How does the poor man express his devotion and the impermanence of material things in the poem "the temple and the body"?

14. According to Basavanna, how do a poor man and a rich man express their devotion to god differently?

VII) 15. Quote from memory (4 Marks) (K/AV)

The rich……..

……do?

My legs…….

……..

……..gold.

Listen,……

……...

……stay.

VIII) Answer the following in 8 sentences. (4Marks)(Ex/AV)

15. Write the summary of the poem Vachana.

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UNIT 4

PROSE : 4 LOUIS PASTEUR, CONQUEROR OF DISEASE

E.H. CARTER

Learning Outcomes

1. Understands Pasteur's contributions to mankind.
2. Pasteur's experiments contributed to the understanding of the germ theory
3. Writes textual question answers in simple sentences.
4. Uses appropriate grammatical forms of articles, and prepositions transformation of sentences, usage of structure in sentences, figure of speech, analogy phrasal verbs correctly.

I. Four alternatives are given for each of the following questions / incomplete statements. Choose the correct alternatives and write the complete answer along with its letter of alphabet: (1 Mark)

1) Choose the correct question tag **(K/E)**

a) It is an excellent place, _____?

A) is it B) isn't it C) was it D) wasn't it

b) He did not really understand about bacteria, _____?

A) did he B) is he C)didn't he D)do he

c) Pasteur received many honors from the French government, _____?

A) didn't he B) did he C)has he D)had he

d) Pasteur was trying to discover a cure for many diseases, _____?

A) wasn't he B)isn't he C)is he D)was he

e) Pasteur had a very busy and interesting life _____?

A) had he B) hadn't he C)has he D)isn't he

2) Choose the Correct Preposition.

a) Pasteur was deeply interested _____ all the new experiments. (K/AV)

A) in B) for C) of D) from

b) He was able _____ use .his discoveries in a very practical ways (K/AV)

A) to B) for C) in D) from

c) Do germs form _____ other germs. (K/AV)

A) for B) from C) in D) at

d) Pasteur became a professor _____ Paris. (K/E)

A) at B) in C) for D) off

e) Pasteur took one _____ the bottles to check. (K/AV)

A) of B) in C) by D) up

3) Choose the Appropriate Articles

a) He saw _____ little boy standing near _____ tree. (K/AV)

A) an, a B) a, an C) an, the D) a, the

b) This brave soldier had _____ equally brave son. (K /AV)

A) a B) an C)the D)Zero Article

c) He was not _____ soldier, but he was _____ fighter. (K/AV)

A) a, a B) a, an C) an, a D)a, the

d) _____ first and _____ second poem in your textbook are very interesting. (K/AV) [May 2025]

A) an, a B) a, an C) the, the D) a, the

e) Pasteur was trying to discover _____cure for _____ terrible disease called Anthrax (K/AV)

A) an, a B) a, an C) an, the D)a, the

4) Identify the figure of speech

a) The chain was as grand as the watch. (K/E)

A) Personification B) Simile C) Metaphor D) Alliteration

b) His jubilee was celebrated almost like a national festival. (K/E)

A) Personification B) Simile C) Metaphor D) Alliteration

c) There was a storm of applause. (K/E)

A) Personification B) Simile C) Metaphor D) Alliteration

5) Choose the correct one-word medical term

a) A Medicine given to counteract poison is (K/AV)

A) autopsy B) anatomy C) antidote D) antibody

b) One who treats eye diseases (K/AV)

A) anatomy B) autopsy C) oculist D) amnesia

c) Killing a person (with an incurable disease) without pain. (K/D)

A) antidote B) euthanasia C) rhinologist D) physiognomy

d) To cut off a part of a person's infected body (K/AV)

A) gerontologist B) pediatrics C) amputate D) panacea

e)Loss of memory. (K/AV)

A) pathologist B) epidemic C) oculist D) amnesia

f) The examination of a dead body (K/D)

A) autopsy B) epidemic C) oculist D) amnesia

G) The disease that attacks many people at the same time (K/AV)

A) autopsy B) anatomy C) epidemic D) antibody

h) Science of the disease of the eye (K/AV)

A) anatomy B) ophthalmology C) oculist D) amnesia

i) One who treats the diseases of Kidneys (K/AV)

A) gerontologist B) urologist C) amputate D) panacea

j) One who treats the diseases of nose (K/AV)
A) gerontologist B) urologist C) rhinologist D) panacea

k) The science that deals with the diseases of children.
A)_ Anatomy B) Pediatric C) Ophthalmology D) .Gerontology.

l) One who studies the nature and origin of diseases.

A] Oculist B] Pathologist C] Rhinologist D] Gerontologist

m) he science of the structure of the human body
A] Ophthalmology B] Anatomy C] Pediatrics D] Pathology

n) The medicine that produces insensibility

A] Anaesthetic B] Amnesia C] Epidemic D] Congenital

o) Fainting or death due to being deprived of air.
A] Amnesia B] Asphyxia C] Autopsy D] Epidemic

p) A disease or weakness that one has by birth
A] Epidemic B] Congenita C] Amnesia D] Asphyxia

q) One who studies the diseases of old ages

A] Pediatrician B] Urologist C] Gerontologist D] Rhinologist

r) Gradual recovery from illness
A] Epidemic B] Convalescence C] Asphyxia D] Amnesia

s) A remedy for all diseases
A] Autopsy B] Anaesthetic C] Panacea D] Antidote

6) Choose the correct verb/modal verb

a) Nowadays Arjun _____ to school regularly. (C/AV)
A) goes B)go C)went D)going

b) Nobody_____above the law. (C/D)
A) have B) is C) has been D) are

c) I _____ a letter to my brother last week. (C/D)
A) write B)written C)writing D)wrote

d) No one except Karna _____ agreed to come. (C/D)
A) is B)are C)has D)have

e) Each of the students _____ done well in the test. (C/D)
A) has B)had C)is D)are

7) Choose the correct parts of the speech (C/E)

a) <u>She</u> is a fast runner. (C/E)
A)noun B)pronoun C)adjective D)adverb

b) <u>Louis Pasteur</u> was a great Scientist (C/E)

A)noun B)pronoun C)adjective D)adverb

c) Shekar works <u>hard</u> (C/E)

A)noun B)pronoun C)adjective D)adverb

d) He <u>dances</u> well (C/E)

A)noun B) verb C) adjective D) adverb

e) They came <u>to</u> Mysore (C/E)

A)noun B)verb C)adjective D)preposition

II. Observe the relationship in the first pair of words and complete the second pair (1 Marks)

8) busy : idle :: advance : _____ (C/D)

9) Hole : whole :: Heel : _____ (C/AV)

10) True : truth :: wise : _____ (C/AV)

11) try : tried :: bring : _____ (K/E)

12) Tiger : tigress :: lion : _____ (K /AV)

13) Dauntless : fearless :: staid : _____ (K/D)

14) Cold : sold :: burn : _____ (K /E)

15) Archer : archery :: carpenter : _____ (C/AV)

16) Kidneys : urologist :: nerves : _____ (C /E)

17) Farmers : tilling :: tailor : _____ (C/E)

18) Tooth : teeth :: finger : _____ (C/E)

19) success : successfully :: courage : _____ (C/D)

20) radius : radii :: storey : _____ (C /AV)

III. Rewrite as Directed (1 Mark)

21) Change the voice of the sentence (C/E)
The hunter shot the Tiger

22) As soon as he saw the warden, he ran away. Change using No sooner _____than. (EX/D)

23) Life is so beautiful that I cannot think of ugly things. Change using too _____to (EX/AV)

24) He is too fat to run fast. Change it to so _____that _____ not (EX /KE)

25) Bring it here. Change into polite request (K/E)

26) If you don't walk fast, you will miss the train. (use 'otherwise') (K/AV)

27) Darjeeling is more beautiful than any other hill stations in India (change using 'as…as') (C/E)

28) She replied very courteously. (change using 'courteous' (C/AV)

IV. Answer the following questions in a sentence each 1 Mark

29) What are bacteria? (K/E)

30 What is rabies? (K/E)

31) What is pasteurization? (K/AV)

32) What does spontaneous generation mean? (K/D)

33) What is inoculation? (C/D)

34) What discoveries did Pasteur make about yeast? (C/AV)

35) What is the supreme happiness Pasteur talks about? (C/AV)

V. Answer the following question in 2 or 3 Sentence each **2 Marks**

36) As a scientist how was Louis Pasteur unique? (Ex/AV)
37) What was Pasteur's interest as a young chemist? (K/AV)
38) How is vaccination different from inoculation? (C/D)
39) How was Pasteur a better scientist than Jenner? (K/AV)
40) How did Pasteur try to solve difficult problems? (K/AV)
41) Why was Pasteur pleased when he was appointed as a Head of college in Lille? (C/D)
42) How is vaccination different from inoculation? (K/D)

VII. Explain with reference to the Context **3 Marks**

43) "If you can cure animals, you can cure my son". April 2016 (Ex/AV)
44) "What I have done for my country?" April 2015 (Ex/AV)
45) 'Do germs form from other germs, or do they just come of themselves?' (Ex/AV)
46) " The future, he said, "will belong to those who shall have done the most for suffering humanity (Ex/AV)

VIII. Answer the following in six sentences **3 Marks**

47) How did Pasteur develop the idea of immunity? [March2018] [K] [AV]

48. Louis Pasteur had a very interesting life Explain.

49. How did Louis Pasteur help the brewers in Lille?

50. Why do we still remember Louis Pasteur today?

51. What does the description of Pasteur's face and eyes tell us about him?

52. What problems did wine and beer makers face and how did Pasteur solve it?

53. What qualities of Louis Pasteur do you admire?

IX. Answer the following in eight to ten sentences **4 Marks**

54) Describe the experiment conducted by Louis Pasteur to cure Anthrax. (June 2023)(Ex/D)

55) What was troubling the French wine-growers? How did Pasteur solve their problem? What is the name of the process which was the solution to the wine-growers? April 2017 /June 2022 (APP/AV)

56) "Pure air is different from stale air " How did Pasteur prove this? June-25,Mar-25 (Ex/AV)
57) "All the research which he did in his laboratories was meant to help his fellow human beings". Elucidate. (APP/D)

58) Describe Pasteur's research and success with rabies vaccine?

59) How did Pasteur use science for the welfare of industries?

60) What were the main problems that Pasteur solved during his lifetime?

61) "Pasteur believed that germs were carried in air and might infect other things that came in contact with them". Illustrate

POEM :4 LOCHINVAR

- **SIR WALTER SCOTT**

Learning Outcome: Understanding narrative poetry, character analysis, understanding love and loyalty.

I. Identify the figure of speech. **(1 Mark)**

1) Love swells like a Solway, but ebbs like its tide. (EX/E)
2) Her mother did fret and her father did fume. (EX/AV)
3) Fleet steeds that follow (EX/AV)
4) There never was knight like the young Lochinvar. (EX/E)
5) Through all the wide border his stead was the best. (EX/AV)
6) He staid not for brake, and he stopped not for stone. (EX/AV)
7) There are maidens in Scotland more lovely by far (EX/AV)

II. Analogy **(1 Mark)**

8) west: best :: clan : (K/E)
9) dastard: coward:: staid: _____ (K/D)
10) encourage : discourage :: courage : _____ (K/D)
11) road : rode :: night : _____ (K/E)
12) believe: belief :: behave: _____ (K/D)

III. Answer the following questions in a sentence each **1 Mark**

13) Who was Lochinvar? (K/E)
14) Why did Lochinvar ride to Netherby Hall? (EX/E)
15) What qualities of Lochinvar is highlighted in the poem? (EX/E)
16) How did Lochinvar escape with Ellen from the Netherby Hall? (EX/AV)
17). What did the bride's father speak to Lochinvar? (EX/AV)

IV. Answer the following question in 2 or 3 Sentence each **2 Marks**

18) How did Ellen express her love towards Lochinvar ? (C/E)
19) What answer did Lochinvar give the bride's father? (K/E)
20) What clues of his plan does Lochinvar give Ellen? (K/E)
21) What brings a smile on Ellen's face? Why does she shed a tear? (K/E)
22) How did the bride's father receive Lochinvar? And what did he ask him? (K/AV)
23) What qualities of the bridegroom are listed in the poem? (K/AV)

IV. Quote from memory **(4 Marks)**

24) O , Young _ _ _ _ _ _

_ _ __ _ __ _ __ _ _ all alone {4 Lines}
(K/D),

IV. Explain with reference to the Context **3 Marks**

25) “There are maidens in Scotland more lovely by far“ June 2025 (Ex/E)
26) “He rode all unarm’d, and he rode all alone.” June 2023 (Ex/D)
27) “Love swells like s solway, but ebbs like its tide.” (EX/E)
28) “Love swells like the Solway, but ebbs like its tide.”
29) “He rode all unarm’d, and he rode all alone.”
30) “There are maidens in Scotland more lovely by far”
31) “She is won! We are gone, over bank, bush and scaur”
32) “I long woo’d your daughter, my suit you denied.”
33) "So faithful in love and dauntless in war."
34) "O” come ye in peace here, or come ye in war."
35) "For a laggard in love and dastard in war, was to wed the fair Ellen of brave Lochinvar."

V. Answer the following in six sentences **3 Marks**

36) How did Lochinvar finally win Ellen for himself? March 2025, June 2018 K/E

VI. Answer the following in 8-10 sentences **4 Marks**

37) “Only the brave deserve the fair.” Justify the statement with reference to the poem: (Ex /AV)

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UNIT 5

PROSE: 5 MORAL ACTION

M.K GANDHI

Learning outcomes:

1. Enjoys the extensive reading and develops broader comprehension of language
2. Develops knowledge of ethical concepts
3. Understands the consequences of action and responsible behaviour.
4. Identifies various moral values
5. Enhancers critical thinking
6. Uses question tags, prefixes homophones and tense form of verbs appropriately.

I. **Four alternative are given for each of the following questions/incomplete statement. (1 Mark)**

Choose the correct alternative and write the complete answer along with its letter of the alphabet.

1. i) God alone is the giver of fruit. Add a suitable question tag. (comp/Easy)

A) Is he? B) Isn't he? C) Wasn't he? D) Was he?

ii) He couldn't find words enough to thank me……?

A) Can he? B) Won't he? C) Will he? D) Could he?

2. An appropriate article to be filled in the blanks are. (Comp/ easy)

i) Gandhiji says that_____ action done without selfish motive is moral.

A) An. B) A C) The D) X

ii) A man who works only for ____ reward cannot be called moral.

A) An B) The C) X D) A

iii) Purity of intention is_____true test of morality.

A) X B) A C) The. D)An

3. The appropriate prepositions to be used is. (Comp/ Average)

i) A moral action is performed____ a pure motive .

A) For B) With C) Into D) By

ii) Good work done _____ selfishness is not moral.

A) Out of B) For C) Of D) In

iii) Gandhiji taught that truth lies ___selfless service.

A) Under B) Of C) On D) In

4. Fill in the blanks with the appropriate form of the verbs. (Expression/ Easy)

i) My sister_____ medicine (study). She _____four years already. (complete).

A) Was studying, is completed. B) Is studying, had completed

C) Studying, will be completing D) Is studying, has completed.

ii) They _____ sleeping when the thief _____the bedroom.

A) Was, enter. B) Were, entered C) Had, enter. D) Had been, enter

5. Fill in the blanks with the appropriate phrasal verbs. (Comprehend/ Difficult)

I Gandhiji believed that we should____ our duties without selfish motives.

A) Carry on. B) Carry forward C) Carry out. D) Carry in

ii. Before calling an act moral, we must _____the motive behind it.

A) Look for B) Look around C) Look across D) Look into

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following. **(1 Mark)**

6 i) Legal: illegal :: moral ____ (comp/Easy)

ii). Movable: immovable :: conventional:____

7 i) Hope: hopeful :: glory:___ (Rem/D)

ii). Moral: morality :: pure:____

8 i) Write: right :: bare:_____ (comp/Easy)

ii) Principal: principle :: Peace:_____

9. i) Unpretentious: modest :: bliss___ (recall/D)

ii) Oppressor: suppressor :: penetrate:_____

III. Do as Directed. **(1 Mark)**

10. Change the voice of the sentence. (C/ A)

i) A man performs a moral action without selfish motive.

ii) The Messenger is giving the order of pardon.

11. Frame a question to get the underlined word as answer. **(Ex/Easy)**

i) St Francis Xavier passionately prayed that his mind might always remain pure.

ii) Geeta saw her friend in Raja seat last night.

12. Combine the sentences using to…too, so….that….not . **(Comp/ A)**

i) The music is very soft. We can't hear it

ii) The book is very difficult. I can't read it

iii) It is very cold. We can't go out

13 . Combine the sentences using a) No sooner…..than b) As soon as **(com/ E)**

i) She heard the news, she broke down

ii) The child closed her eyes. She began to imagine most fantastic shapes.

14. Change the following sentence to the other two degrees of comparison (2 Marks) (Exp/ D)

Selfless action is the noblest of all human qualities.

15. Change to reported speech. **(2 Marks) (Exp/D)**

i) “Where are you going tomorrow?” He said.

ii) He said “The earth moves around the sun”.

IV. Answer the following questions briefly. **(1Mark)**

16. What is a nonmoral action? (E/Com)

17. When according to Gandhiji, we regard ourselves to have stepped on the moral road? (A/K)

18. What is the belief that Gandhiji talks about in the lesson? (C/ E)

19. When can the messenger’s act become a moral action? (C /E)

20. Why is it difficult to judge the morality of a man's action? (C /E)

21. What qualities of David Webster does Gandhiji mention? (C(D)
22. Who said "serve god from love alone without fear of hell? (K(A)
23. In the example of feeding the poor, whose action is moral action? (C/ E)
24. What is necessary condition for a man to understand morality? (C(A)
25. Why does Gandhi consider Wendell Philips a great Hero? (C/D)
26. On what does, whether an act is moral or not, depends? (App/A)
27. Who is the ever-present witness to all our acts? (K/E)

V. Answer the following questions in three to four sentences each. (2 Marks)

28. Conventional behaviour is often necessary. Why? (C/D)
29. What is the difference between conventional behaviour and a moral act. (Exp(A)
30. What qualities of Daniel Webster does Gandhiji mention? What is the single mean act of Webster? (C/E)
31. Why did Saint Mother Theresa wish to have a torch in a right hand and a vessel of water in her left hand? (K/A)

VI. Answer the following questions in six to seven sentences. (3 Marks)

32. Explain how according to Gandhiji a good act should also be done with good intentions. (K/E)(2021)
33. Why does Gandhi say that Alexander's conquests cannot be called moral actions? (C /E) (2025)
34. What is Gandhiji's comment on the idea of honesty is the best policy? (C/A)
35. When Gandhiji quotes Shakespeare, what argument does he want to strengthen? (C/ E)
36. What is Gandhiji's assessment of king Richard's act? (C//E)
37. Explain the difference between a mechanical act and an intentional act with an example. (K/A 2023)
38. What are the different principles that make an act a moral one, as told by MK Gandhi? (C/A)

V. answer the following questions into eight to nine sentences. (4 Marks)

39. Write on Mahatma Gandhiji's comment on action prompted by motive of happiness in another world. (C/E) (2020)
40. Why does Gandhi say that a moral act should be done without compulsion? (C/E) (2019, 2024 ,2025)
41 When does a good action becomes a moral action? Explain the example of feeding the poor?
42. Why is it difficult to judge whether an action is moral or immoral?
43. What is the importance of intention in determining the morality of an action?

POEM: 5
POISON TREE

WILLIAM BLAKE

- Learning outcome:
- Recites the poem with proper tone and principal
- Recalls the summary
- Understands the usage of the words and frame sentences.
- Learns the synonyms, figure of speech, rhyming words appropriately.

I . **Four alternatives are given for each of the following questions. Choose the correct alternative and write the complete answer along with its letter of the alphabet. (1 Mark)**

1 Identify the figure of speech.

i) I sunned it with the smiles and with the soft deceitful wiles. C/D

A) Alliteration. B) Metaphor C) Personification D) Simile

ii) The night had veild' the pole . (C/D)

A) Metaphor. B) Simile C) Personification D) Alliteration

2. i) The word Rhyming with night is ____ (C/E)

A) Neat B) Seat C) Gate D) Bright

ii) The word rhyming with shine is __(C/E)

A) Shon B) Man C) Mine D) Learn

3. I) Give the synonym of the word 'wrath'__(C/E)

A) Happy. B) Sad C) Anger D) Anxious

ii) Give the synonym of the word 'Veil'd'_(C/D)

A) Covered. B) Tricks C) Enemy D) Lying dead

iii) The synonym of the word outstretch'd_ (C/D)

A) Saw. B) Covered. C) Lying dead. D) Enemy

II. Write the following questions briefly. (1 Mark)

4. How did the poet end his anger with his friend? K/E
5. Why did the anger grow with the poet? C/E
6. How did the poet grow His anger? C/E
7 When did the enemy come into the poet's garden? C/E
8. What did the poet see in his garden in the morning? C/E
9. What happened to the speaker's anger when he was angry with his friend? C/ E
10. Where does the poison tree grow? K/A
11 How does the speaker nurse the tree of anger? Exp/A
12. What did the speaker water the tree of anger with? C/E

13. What did the poison tree bear? C/E
14. Who went into the speaker's garden? C/E
15. Why did the enemy go into the speaker's garden? Rem/D
16. When did the speaker's enemy go into the garden? C/E
17. Why is the poet glad at the end of the poem? App/ Ave
18 What does the poison tree symbolise? C/E

III. Answer the following questions in 4 to 5 sentences each (2 marks)

19. How did the poet William Blake nourish his anger? K/A
20. What happened when the speaker expressed his anger and suppressed his anger? (2025 question paper) C/E
21. What would happen if one let's once anger to grow like a tree.? Exp/A
22. How are the results different in a two instances in poem 'Poison Tree'? C/A
23. What are the different ways which helped the speaker to grow his anger? K/E
24. Who do you think die at the end? What kind of death does he die? C/ E
25. How could the poet avoid planting a poison tree? Exp/ E

IV. Answer the following questions in 6 to 7 sentences. (3 Marks)

26. How does the poet use the image of a tree to bring out a destructive effect of suppressed anger? Exp/Ave
27. Was the speaker right in being glad at his foes death? Why/ Why not? Exp/ A
28. What does a poison tree symbolize in the poem? Explain. K/D
29. How is the poet responsible for the death of his foe? C/ A

OR.

How according to the poet can suppressing of anger prove dangerous?

V. Answer with the reference to the context (3 Marks)

30. And I water'd it in fears. Exp/E
31. And I Sunned it with smiles and with soft deceitful wiles. C/ E

V. Quote from memory. (4 marks)

32 . i) And I water'd ------

----------wiles. (2021, 2025, 2020)

ii) I was angry …….
. . …….
…….
…. ……..grow (2023,2022)

iii) And it…….
…….
……
…… It was mine (2024)

iv) And into……..
……
…….

---------- the tree

*****

UNIT - 6

PROSE: 6 THE EYES ARE NOT HERE

- RUSKIN BOND

Learning outcome:

- Students will analyze how individuals perceive themselves and others, and how these perceptions can differ from reality.
- The story explores the challenges and experiences of blind individuals, focusing on their ability to live a "normal" life despite their condition.
- The story highlights the desire for connection and companionship, even in brief encounters with strangers.
- Students will identify the central irony that two blind people converse without realizing the other is also blind, highlighting the unexpected twists in the story.
- Students will explore the deeper meanings behind the "daylight" that is darkness for the narrator, symbolizing his unique perspective on the world.
- By analyzing the characters' motivations and the story's ironic ending, students will develop critical thinking about human assumptions and perceptions.

I. Four alternatives are given for each of the following questions. Only one of them is correct. Choose the correct alternative and write the complete answer along with its letter of alphabet.

1. Choose the appropriate modal and fill in the blank: (1 Mark)(Comp/Avg)

i) You ___ finish your homework before going out. (necessity)
A) may B) must C) could D) might
ii) He ___ swim very well when he was younger. (past ability)
A) can B) could C) may D) should
iii) ___ I borrow your pen, please? (permission)
A) might B) may C) could D) must
iv) We ___ protect our environment. (duty)
A) should B) would C) might D) can
v) It looks cloudy. It ___ rain today. (possibility)
A) should B) might C) ought to D) can
vi) You ___ not drive without a license. (prohibition)
A) should B) could C) would D) must
vii) She ___ speak three languages. (ability)
A) May B) can C) could D) would
viii) I ___ help you if I had more time. (conditional/possibility)

A) can B) could C) should D) would

ix) One ___ respect their elders. (moral obligation)

A) might B) ought to C) should D) must

x) He ___ be at home, but I'm not sure. (possibility)

A) may B) must C) might D) would

2. Fill in the blank with appropriate conjunction: (Comp/E)

i) She wanted to buy the dress, _____ it was too expensive.

A) but B) or C) and D) because

ii) We stayed inside _____ it was raining

A) because B) but C) and D) or

iii) I can have tea _____ coffee, but not both.

A) while B) or C) and D) unless

iv) He is very talented _____ he doesn't work hard.

A) if B) so C) but D) and

v) I won't go to the party _____ she apologizes.

A) since B) until C) although D) while

vi) I studied hard, _____ I passed the exam.

A) and B) although C) so D) since

vii) She was singing _____ he played the guitar.

A) and B) since C) so D) but

viii) Call me _____ you need help.

A) since B) if C) so D) unless

ix) I enjoy reading _____ writing in my free time.

A) and B) but C) while D) if

x)_____ he is poor,he is honest.

A) if B) though C) while D) or

3. Choose the appropriate question tag and fill in the blank: (Comp/E)

i) She's your sister, _____?

A) isn't she B) do they C) wasn't she D) is she

ii) They don't like coffee, _____?

A) do they B) did they C) didn't they D) has he

iii) We're meeting at 6 PM, _____?

A) shall we B) aren't we C) are we D) do we

iv) He hasn't arrived yet, _____?

A) hasn't he B) has he C) shall he D) is he

v) You can drive, _____?

A) could you B) can you C) couldn't you D) can't you

vi) I have finished my writing,____?

A) haven't I B) have I C) don't I D) do I

4. Fill in the blanks with the appropriate articles: (Rem/E)

i) She adopted ___ cat and ___ dog from the shelter.

A) an, a B) the, the C) a, the D) a, a

ii) I saw ___ eagle flying over the mountain.

A) a B) the C) an D) none

iii) We stayed at ___ hotel near the beach.
B) a B) the C) an D) none

iv) He wants to be ___ engineer when he grows up.
C) a B) the C) an D) none

v) They watched ___ movie we talked about.
D) a B) the C) an D) none

5. Identify the figure of speech: (Rem/Avg)

i) The wind whispered through the trees.
A) Simile B) Personification C) Alliteration D) Metaphor

ii) Her smile was as bright as the sun.
A) Simile B) Personification C) Alliteration D) Metaphor

iii) He's a walking dictionary.
A) Simile B) Personification C) Alliteration D) Metaphor

iv) Peter Piper picked a peck of pickled peppers.
A) Simile B) Personification C) Alliteration D) Metaphor

v) Time is a thief.
A) Simile B) Personification C) Alliteration D) Metaphor

vi) Life is like a box of chocolates.
A) Simile B) Personification C) Alliteration D) Metaphor

6. Change of Voice: (1 Mark)(Comp/Avg)

i) She writes a letter.
ii) The chef cooked a delicious meal.
iii) They will complete the project next week.
iv) The children are playing football.
v) He has repaired the car.

II. Answer the following questions in a sentence each: (1 Mark)

7. According to the narrator, which is the best month to visit Mussoorie? (March 2024) [K/E]
8. Where was the girl going in the lesson 'The Eyes Are Not Here'? (March 2023) [Comp/E]
9. Why did the girl tell the narrator that her aunt was meeting her at Saharanpur? [Comp/E]
10. How did the narrator realize that the girl was wearing slippers? [Exp/Avg]
11. What were the narrator's thoughts on the girl's hair? [App/Avg]
12. What did the new co-passenger tell the narrator about the girl? [Exp/ E]
13. What did the narrator infer when the girl was startled by his voice? [Comp/Avg]
14. How could the narrator, being blind, describe Mussoorie? [Comp/Avg]
15. At which station did the girl get into the train? [R/E]
16. What are Ruskin Bond's stories based on? [R/E]
17. Who revealed that the girl was blind? [R/E]
18. Why was the girl happy that it was a short journey? [R/E]

III. Answer the following questions in two or three sentences each: (2 Marks)

19. What did narrator infer when the girl was startled by his voice? Why? [K/Avg]
20. Why did the narrator tell the girl, " She had an interesting face". [Exp/D]
21. What contrast does the narrator say about people with eyesight and without? [Comp/Avg]
22. What made the narrator believe that the girl had still not discovered that he was blind? [App/Avg]
23. What conclusion did the narrator reach based on the happenings at the Rohana station? [Comp/ D]
24. How does the narrator describe Mussoorie in October? [Exp/Avg]

25. How did the speaker attempt to hide his blindness from the girl in the train?

IV. Do as directed: (2 Marks)

26. Change the following sentence to reported speech:
    i) He said, "I am learning French."
    ii) She said, "I will call you tomorrow."
    iii) John said, "I bought a new phone."
    iv) The teacher said, "The Earth orbits the Sun."
    v) They said, "We are going to the market."

V. Answer the following questions in five or six sentences each: (3 Marks)

27. "The trees seem to be moving while we seem to be standing still". (April 2018) [App/Avg]
28. Give instances to show that the narrator in the train tried his best to impress the girl that he could see. (June 2020) [K/E]
29. Why does the narrator say that October is the best time in Mussoorie? Being blind how could he describe it? (April 2016) [App/ A]
30. Give instances to show that the narrator tried his best to impress that he was normal sighted during his encounter with the girl. (March 2015) [Exp/D]
31. The story ends with the new fellow traveler telling the narrator that the girl was completely blind. What would be the feelings and thoughts of the narrator after knowing the truth? [Comp/D]

VI. Explain with reference to the context: (3 Marks)

32. "Can you tell me - did she keep her hair long or short". (April 2019) [Exp/A]
33. " I'm not as attractive a travelling companion as the one who just left". [Exp/Avg]
34. "She was an interesting girl". (June 2016) [Exp/Avg]
35. "You may break; you may shatter the vase if you will but the scent of the roses will linger there still…". [Exp/D]
36. “Aunts are usually formidable creatures". (March 2022) [Exp/E]
37. “Thank goodness it's a short journey ". (June 2020) [Exp/Avg]
38. "Have you noticed that the trees seem to be moving while we seem to be standing still?"[Exp.Avg]
39. “Are you going all the way to Dehra?” [Exp.Avg]
40. “I love the hills especially in October.” [Exp.Avg]

VII. Answer the following questions in seven to eight sentences each: (4 Marks)

41. Give instance to show that the blind girl's parents were very concerned about her. (March 2023) [Comp/D]
42. What game was narrator trying to play with the passenger sitting across him? Mention instances in which we see the narrator playing his games. [Comp/D]

POEM: 6 SONNET 73

- WILLIAM SHAKESPEARE

Learning outcome:

- Students should also be able to identify key poetic devices like imagery and metaphor and analyze how the poem evokes a sense of reflection and acceptance of life's impermanence.
- The poem explores the inevitability of aging and death, using metaphors to depict the decline of life.
- The sonnet concludes that the awareness of mortality can make love more profound and precious, encouraging the beloved to cherish the time they have together.
- The poem uses three striking metaphors in its quatrains to illustrate the speaker's aging:
  Autumn: The speaker compares his age to the late autumn, a season of bare trees and. shorter days.
  Twilight: He is also the twilight of the day, fading as the night closes in, which symbolizes death.
  A Dying Fire: The final metaphor is a fire that consumes itself, burning down to nothing but ashes and signifying the finality of life's end.
- The poem is structured in the traditional Shakespearean form, with three quatrains that build the argument and a final couplet that offers a resolution.
- The first two quatrains focus on the speaker's aging, while the third quatrain presents a more final metaphor (the dying fire) that is closer to the concept of death.
- The final lines address the beloved, suggesting that this awareness of the speaker's impending death will make their love even stronger and more meaningful.

I. 1. Identify the figure of speech: (1 Mark) (Rem/Avg)

i) Upon those boughs which shake against the cold.

A) Metaphor B) Personification C) Alliteration D) Simile

ii) The sweet birds sang.

A) Personification B) Metaphor C) Simile D) Paradox

iii) In me thou seest the twilight of such day.

A) Metaphor B) Personification C) Synecdoche D) Simile

iv) Consumed with that which it was nourished by

A) Personification B) Metaphor C) Simile D) Paradox

v) To love that well, which thou must leave ere long.

A) Metaphor B) Personification C) Alliteration D) Simile

II. Answer the following questions in a sentence each: (1 Mark)

2. What time of year is it in the poet's life? [K/E]

3. Describe the tree parallel. [Comp/Avg]
4. What time of the day is it in his life? [K/E]
5. What does the poet mean when he says "black night"? [Exp/Avg]
6. What is " Death's second self"? [Exp/Avg]
7. Why can't the fire ever be lit again? [Exp/D]
8. What must the poet and younger individual resign 'themselves' to? [Comp/D]

III. Answer the following questions in two to three sentences each: (2 Marks)

9. In the poem sonnet 73, which are the four stages of man's life that the poet is speaking about? Where does the poet imagine himself? (March 2023, 2024) [Exp/ Avg]
10. What comparison does the poet give to explain that he is approaching the night of his life? (June 2020) [Exp/ Avg]
11. Describe the autumn in the speaker's life at this point. [Exp/ Avg]
12. What must every individual resign themselves to? [Exp/ Avg]
13. How does Shakespeare compare himself to a dying fire ?
14. List out the four stages of a day which corresponds to four stages of man's life in the poem sonnet 73.
15. What are compared to "bare ruined choirs" ? What does it mean?

IV. Answer the following questions in five to six sentences each: (3 Marks)

16. Explain the comparisons used by William Shakespeare to describe his aging body? (April 2018) [Comp/E]
17. Why does the poet identify himself with the images of 'autumn' and 'evening' in the poem 'That Time of the Year '? (April 2016) [Exp/Avg]

V. Explain with the reference to context: (3 Marks)

18. "Which by and by black night doth take away". (April 2018) [Exp/Avg]
19. "Death's second self, the seals up all in the rest." (April 2017, March 2015) [Exp/Avg]
20. "To love that well, which thou must leave ere long". [Exp/Avg]

VI. Answer the following questions in seven to eight sentences to each: (4 Marks)

21. What is the message and to whom does Sonnet 73 convey? [Exp/Avg]

UNIT – 7
PROSE: 7 THE GIRL WHO WAS ANNE FRANK
- LOUIS DE JONG

Learning outcome:

- Understands the life, struggles and thoughts of Anne Frank as reflected in her diary.
- Develops comprehension and interpretation skills through reading excerpts from her diary.
- Enhances the ability to analyze autobiographical writing.
- Improves vocabulary expression and critical thinking.
- Appreciates the importance of freedom, peace and human rights.
- Develops respect for diversity and the value of peaceful co-existence.

I) Four alternatives are given for each of the following questions/ incomplete statements. Choose the correct alternative and write the complete answer along with its letter of alphabet: (1 Mark)

1. **Fill in the blanks with the appropriate articles:** **[K/E]**

i) Her diary reveals ___ trust she puts in __wise father.
A) a, the B) the, a C) a, a D) the, the

ii) Walk fast you are___ young person, not __ old man.
A) a, an B) the, an C) an, the D) an, a

iii) There are_____ few derelict rooms on ____upper floors.
A) a, an B) the, a C) a, the D) the, the

iv) He saw ____ little boy standing near ___ tree, playing with a sheep.
A) a, the B) an, a C) a, an D) the, the

v) My uncle is ____ politician. He is ___ MLA.
A) a, an B) the, an C) an, the D) an, a

vi) Mahatma Gandhi was ___mightiest force in ___ Indian political scene.
A) a, the B) the, a C) a, a D) the, the

vii) ____ Cauvery flows in to ____Bay of Bengal.
A) a, the B) the, a C) a, a D) the, the

viii) ____ first and ___ second poem in your text book are very interesting.
A) a, an B) the, a C) a, the D) the, the

2. **The appropriate question tag to be added is:** **[K/E]**

i) You aren't so lucky after all, ____?

A) aren't you? B) are you? C) were you? D) weren't you?

ii) That's the right answer, _____?

A) is it? B) didn't it? C) isn't it? D) wasn't it?

iii) The moon goes round the sun, _____?

A) does it B) doesn't it C) is it D) isn't it

iv) He is not studying music, _____?

A) is he? B) didn't he? C) isn't he? D) wasn't he?

v) There is no water in the drum, _____?

A) is it? B) is there? C) isn't it? D) isn't there?

vi) Yesterday was so much fun, _____?

A) is it? B) didn't it? C) isn't it? D) wasn't it?

vii) I have finished my writing, _____?

A) have I? B) haven't I? C) do I? D)don't I?

viii) It is an excellent place, _____ ?

B) is it? B) was it? C) isn't it? D) wasn't it?

3. **Use the appropriate collocations.** **[Ex/AV)]**

i) She told me to take a seat and then went to _____ some phone calls.

A) do B) make C) get D) talk

ii) The conference will ____ place in January.

A) have B) do C) take D) make

iii) Esther was asked to ____a quick meal, but she took her own sweet time.

A) do B) make C) take D) get

iv) Anne Frank wanted to _____ a difference in the world through her writing.

A) have B) do C) take D) make

v) Anne made a _____ effort to stay hopeful.

A) constant B)strong C)remarkable D) stressful

vi) Her words continue to _____ millions of people around the world.

A) move B) motivate C) inspire D)touch

vii) They are _____ a lot of noise.

A) doing B) making C) getting D) having

viii) We had to _____ a lot of work before we began to make any money.

A) do B) make C) take D) get

4. **Use the appropriate form of verb:** **[K/E)]**

i) The prisoner___ for the final verdict yesterday.

A) is brought B)was brought C) has brought D) had brought

ii) Wheat and rice ___ in a small quantity in India.

A) produced B) was produced C) are produced D) is produced

iii) Bharatanatyam _____as the best form of traditional dance of our country.

A) considered B) is considered C) considering D) was considered

iv) Mark is the currency that _____ in Germany.

A) Used B) had used C) are used D) is used

v) Now a days smart phones and tablets _____ the place of computers.

A) have taken B) was taking C) has taken D) had taken

5. Give the one word meaning for the phrase: [K/E]

i) Accusing somebody officially about something.

A) complaint B) accusation C) indictment D) guilty

ii) The stage of life between childhood and adulthood.

A) young B) adolescence C) children D) adult

iii) An order having the force of law.

A) indictment B) complaint C) decree D) summon

iv) A name that is not made public.

A) synonymous B) anonymous C) private D) general

v) Treating somebody in a cruel way because of their race, their political or religious beliefs

A) indictment B) complaint C) anti-Semitism D) semitism

vi) To leave one's own country and go to live permanently in another.

A) migrate B) emigrate C) travel D)deport

vii) A building that is added to a larger one.

A) godown B) annexe C) cave D) room

viii) Forcing somebody to leave a country because they have no legal right to be there.

A) migration B) emigration C) travel D)deportation

ix) The state of being extremely tired .

A) exhaustion B) tiredness C) nervous D) emigration

x) To see that something going to happen in the future.

A) forecast B) view C) history D) plan

6. **Fill in the blanks with suitable words: [C/E]**

i) I don't like his _____ nature.

A) argumentative B) argumentatively C) argumental D) arguments

ii) He was awarded a prize for being the most _____ cricketer of the year.

A) promising B) promisive C) promise able D) promise

iii) The _____of the document is beyond doubt.

A) Authentic B) authenticative C) authenticity D) authentiarity

vi) Gandhiji , more than any other leader , _____ India's struggle for freedom.

A) Symbol B) symbolized C) symbolic D) symbolizing

v) The people gave a _____ welcome to their hero.

A) rapture B) rapturous C)rapturing D) rapturic

vi) The standard of living of many labourers remains _____ low.

A) pity B) pityous C) pityfully D) pitying

vii) The landscape was covered with _____mist.

A) autumn B) autumnal C) autumnically D) autumncity

viii) The rising tides looked ____.

A) omni B) omen C) ominous D) ominity

ix) The civic authorities should be _____ to the needs of the people.

A) response B) responsive C) responsible D) responsibility

x) Such a simple occurrence has been _____ by the media.

A) drama B) dramatic C)dramatize D) dramatized

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following: **(1 Mark)** [K/AV]

7. fortune : misfortune :: just:____
8. Bachelor: Spinster :: Sculptor: ____
9. hope: hopeful :: glory:____
10. wear: where :: year:_____
11. symbol: symbolic :: argument:_____
12. prosper: prosperous :: courage:_____
13. honest: honesty :: strong:_____
14. hole: whole :: heal:_____
15. true: truth :: wise: _____
16. hear: here :: hare:_____
17. denunciation: condemnation :: indictment:_____
18. move: movement :: argue:_____

III. Rewrite as directed: **(1 Mark)** [C/AV]

19. Change the voice of the sentence:

i) The bank is giving the loan.

ii) The children are enjoying the circus show.

iii) Niharika was preparing a nice meal.

iv) Radha has asked the question.

v) Intense thirst carried away Nakula.

vi) The king made him a general.

20. Frame a question to get the underlined words as answer:

i) The annual examination is in <u>march.</u>

ii) <u>Ashok</u> was awarded for his bravery.

iii) They are coming to India <u>on t(he 30th of January</u>.

iv) Shalini had breakfast at <u>9 o'clock.</u>

v) Radha joined the college because <u>her friend forced her.</u>

vi) Raju met his friend at <u>park.</u>

21. Rewrite the following sentence as a polite request:

i) Return my library books.

ii) Give me a pen.

iii) Bring the chair here.

iv) Do me a favour.
v) Can I come in?

IV. Answer the following questions in a sentence each: (1 Mark)

22. Otto Frank decided to migrate to the Netherlands. Give reason. [C/E]
23. Who was a real problem child? [C/E]
24. What is the message given by Anne to the world? [K/AV]
25. What is adolescence? [C/AV]
26. Who was Miep? [K/E]
27. What does Ann's dairy reveal about her mother? (2018) [Comp/Avg]
28. Why did Anne write "I feel like a song bird whose wings have been brutally torn out"? [Exp/D]
29. What was Anne's father? [K/E]
30. How many languages the dairy of Anne Frank published in? [K/E]
31. How many people were there in Annex? [[K/E]
32. Who was Mr. Van Daan? [Rem/Avg]
33. What was the name of Anne's sister? [K/E]
34. Who was Anne's father? [Rem/E]
35. Where did Meip find Anne's diary? [K/AV]
36. Why does the professor say, "I have read Anne Frank's diary"? [ExpAV]
37. Who was the only survivor from Anne's family? [[K/E]
38. Why did Otto Frank leave out some passages of Anne's diary? [C/AV]
39. Name the members of Mr. Otto Frank's family [K/E]
40. Where did Otto Frank and others hide themselves in? [[K/E]
41. What became the mission of Mr. Frank's life? [CAV]
42. Why does Mr. Frank take many weeks to finish reading the diary? [Ex/AV)
43. How did Mr. Frank spend the money he got from the publishers? [C/AV)]

V. Answer the following questions in two to three sentences each: (2 Marks)

44. What horror did Anne see one day in the camp? [C/E]
45. How did Anne compare herself to a songbird? [Ex/E]
46. Why did Otto Frank decide to migrate to the Netherlands? [C/E]
47. What qualities of Mr. Frank did his staff admire? [C/E]
48. Write about Anne's pathetic physical state in the concentration camp. [C/AV]
49. What did Anne record in her diary? [Exp/Avg]
50. Why does the writer call Anne a courageous leader? [C/E]
51. Give two examples to prove the popularity of Anne Frank's dairy. [K/D]
52. How was Anne Frank honoured in Germany after her death? [Exp/D]
53. What finally forced Frank to go in to hiding? [C/E]
54. In all, how many people managed to hide in the Annexe? Who were they? [K/AV]
55. What helped the hiding party to establish contact with the outside world? [C/Avg]
56. How does Anne try to keep the diary a secret? [C/E]
57. The writer says that if Miep had read Anne's diary she would have destroyed it. Why does the writer think so? [Ex/D]

58.Why does Mr.Frank take many weeks to finish reading the diary? [C/AV]

VI. Rewrite as directed: (2 Marks)

59.Change the following sentence in to other two degrees of comparison.

i) No other metal is as useful as iron.
ii) Very few countries are as hot as India.
iii) Tidal energy is one of the cheapest forms of energy.
iv) Very few cities in India are as big as Delhi
v) Mysore is one of the most magnificent cities in India

60.Change the following sentence into indirect speech:

i)"You can't search my house without a warrant", said the woman to the police officers.
ii) She said, "Do you see any animals"
iii) Rajesh said, "I will speak about this tomorrow".
iv) Maya said ,"I am busy now".
v) She said will you come to the party?
vi) Harsha says ,"I will become a doctor".

61. Combine the following sentences using:

a) As soon as
b)No sooner …than
i)The guests entered the auditorium. The students stood up.
ii)She returned from tour. She fell ill.
iii)The referee blows the whistle. The game starts.

VII. Answer the following questions in five to six sentences each: (3 Marks)

62. How did Anne describe her life in Annex? (Mar2022) [Ex/E)]
63. How did the young people and students respond to a Hamburg student in March 1957? (2024)[Exp/AV)]
64. How did the German audiences respond to the tragic play of Anne Frank? [C/AV]
65. Why did the people of Berlin choose her name for Anne Frank home? [C/AV)
66. Why did Mr. Frank take much time to publish Anne's diary?
67. How did the people outside help the people in the annex?
68. What does Anne say about war and hatred?
69. "In spite of everything I still believe that people are good at hearts". Illustrate

VIII. Explain with reference to the context: (3 Marks)

70. "I have read Anne Frank's diary." [Ex/E]
71. "She was a real problem child, a great talker and fond of nice clothes." [Ex/E]
72. "Where are your money and jewels?" [Ex/AV]
73. "Oh look, their eyes". [Ex/AV)]
74. "Sometimes I do not know where myself begins and Anne Frank ends" [Ex/D]
75. "Anne's brief life is in the deepest sense only just beginning". [Ex/AV]

76. “In spite of everything, I still believe that people are really good at heart”. [Ex/E]

77. “I feel like a song bird whose wing have been brutally torn out” [Ex/AV]

IX. Answer the following questions in seven to eight sentences each: (4 Marks)

78. How did “The Diary of Anne Frank” succeed where German administrators had failed? (2019, Jan) [Ex/AV]

79. No Nazis were seen on the stage but their ominous presence made itself felt every minute. Illustrate. (Mar 2025) [Ex/AV)

80. The prose “The girl who was Anne Frank” gives us a glimpse of Nazi cruelty. Illustrate.(2025) [Ex/D]

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POEM – 7 THE STOLEN BOAT

- WILLIAM WORDSWORTH

Learning outcome:

- To understand the theme of the poem and man's relationship with nature.
- To learn how Wordsworth expresses awe, fear and respect towards nature.
- To recognize the contrast between human pride and the power of nature.
- To develop the ability to appreciate imaginary symbolism and poetic devices.
- To understand the importance of harmony between man and nature.
- To explain central theme of the poem.

I. Four alternatives are given for each of the following questions/incomplete statements. Choose the correct alternative and write the complete answer along with its letter of alphabet.(1 Mark) [K/E]

1. The figure of speech used here is

i. My boat went heaving through the water like a swan.

A) Metaphor B) Simile C) Alliteration D) Personification

ii. She was an elfin pinnace.

A) Metaphor B) Simile C) Alliteration D) Personification

iii. Trembling oars

A) Metaphor B) Synecdoche C) Transferred Epithet D) Oxymoron

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following: (1 Mark)

2. agile : active :: menace::_____

3. gallant : brave :: stature:_____

III. Answer the following questions in a sentence each: (1 Mark)

4. Where was the boat moored? [K/E]
5. What stealthy act does the boy commit? [K/E]
6. How many peaks are mentioned in the poem? [K/E]
7. Why is the poet's pleasure troubled? [App/D]
8. What is the boat compared to? [K/E]

IV. Answer the following questions in 2 to 3 sentences each: (2 Marks)

9. How does the poet describe the appearance and effect of the huge peak that disturbed the boy? [Ex/E]

Or

Describe details of the peak that appeared fearful to the boy

10. How does Wordsworth describe the beauty of nature as he rows the boat that he had stolen? [Ex/Av]

V. Answer the following questions in 5 to 6 sentences each: (3 Marks)

11. Why did Wordsworth say that his moving the boat is an act of stealth? Why was he guilty of his act? [C//E]
12. To Wordsworth nature was a living presence. Pick out any five details from the poem to support this. [C//AV]
13. Explain how the narrator was haunted by a mysterious presence within him after the stolen boat experience. (2022, 2024,2018) [C/E]

Or

What were the effects of moving the boat without owner's permission, on the mind of the poet?

14. Why did the boy turn out back with trembling oars?

OR

Narrate in your own words Wordsworth's experience in nature and the appearance of the huge peak?

OR

Why did the boy turn back his boat?

OR

What made the poet turn his boat back even before reaching his destination, the craggy ridge?

15.Why did Wordsworth say that his moving the boat is an act of stealth? Why was he guilty of his act?

16. Describe the effect that the spectacles of the peak had on the poet's mind.

OR

Explain how the narrator was haunted by a mysterious presence within him after the stolen boat experience.

17. To Wordsworth nature was a living presence. Pick any 5 details from the poem to support this.

VI. Explain with reference to the context (3 Marks)

18. "O'er my thoughts there hung a darkness, call it solitude or blank desertion".
19. "With trembling oars I turned and through the silent water stole my way".

VI. Answer the following questions in seven to eight sentences each: (4 Marks)

20. The stolen boat experience was a long-lasting memory in the mind of William Wordsworth". Explain. (Mar,2025) [C/D]

UNIT - 8
PROSE – 8 A VILLAGE CRICKET MATCH
A.G. MACDONELL

Learning outcome:

- Understand how the author uses humour, exaggeration, satire to portray a village cricket match.
- Identify the unique and comical traits of characters like the Sexton, postman, Boone and Mr. Hodge.
- Analyse the underlying commentary on bureaucracy, teamwork and rural life.
- Understand the importance of teamwork and communication.

I. Four alternatives are given for each of the following questions/incomplete statements. Choose the correct alternative and write the complete answer along with its letter of alphabet. **(1 Mark)**

1. **Choose the correct tense form of the verb to complete the sentence:** **(Comp/ Avg)**

i) The ball _____ off the professor's head and landed on Boone's stomach.
A) bounce B) bounced C) bouncing D) was bounce

ii) Mr. Pollock _____ the ball and the match was a tie.
A) grabbed B) has grabbed C) have grabbed D) had grabbed

iii) Mr. Ogilvy's _____ a fast half – volley on the leg stump.
A) was bowled B) bowled C) had bowled D) have bowled

iv) The package containing books and records _____ last week.
A) is delivered B) was delivered C) are delivered D) were delivered

v) "Where are you? I have been _____ you the whole morning."
A) Searching for B) searching C) searched D) searched for

2. **The appropriate articles to be filled in the blanks are:** **(K/ E)**

i) It sounded like _____ drum when the ball hit Boone.

A) a B) an C) the D) no article

ii) Mr. Pollock picked it up and in _____ ecstasy of zeal, flung it madly at the wicket.

A) the B) a C) an D) the

iii) At last, _____ ball came down.

A) no article B) a C) an D) the

iv) _____ Cauvery flows into _____ Bay of Bengal.

A) The, the B) A, an C) An, a D) An, the

v) Walk fast, you are _____ young person, not _____ old man.

A) a , an B) an , a C) an , they D) the , an

3. **Choose the correct preposition:** **(Comp/Avg)**

i) The players collided _____ each other while running.

A) in B) with C) into D) for

ii) Boone scowled _____ him.

A) at B) with C) to D) for

iii) Ball went up and up _____ it became difficult to focus on it.

A) till B) after C) until D) before

iv) She often quotes _____ Shakespeare.

A) On B) of C) for D) from

v) This is an idea I entirely agree _____

A) Of B) on C) with D) for

4. **Choose the correct conjunction:** **(K/E)**

i) The ball struck Boone _____ he didn't catch it immediately.

A) or B) and C) but D) so

ii) The scores were level _____ there was one wicket to fall.

A) but B) and C) so D) because

iii) He worked in the bank _____ two months.

A) for B) to C) at D) with

iv) He worked very hard _____ he failed.

A) If B) because C) but D) so

v) I will score good marks, _____ I study well.

A) But B) if C) because D) or

5. **Pick the correct question tag:** **(K/E)**

i) The villagers played well, _____?

A) didn't they? B) did they? C) don't they? D) won't they?

ii) He couldn't find words enough to thank me, _____?

A) can he? B) won't he? C) will he? D) could he?

iii) Their gifts were no doubts wise one, _____?

A) were they? B) don't they? C) do they? D) weren't they?

iv) She never does her homework, _____?

A) doesn't she? B) does she? C) do she? D) don't she?

v) We tried hard, _____?

A) did we? B) does we? C) didn't we? D) don't we?

6. **Identify the figure of speech:** **(Comp/ Avg)**

i) A man of iron muscle.

A) Simile B) Personification C) Paradox D) Metaphor

ii) I flashed like a thunderbolt.

A) Personification B) Metaphor C) Simile D) Hyperbole

iii) The thunderbolt struck him.

A) Metaphor B) Simile C) Paradox D) Personification

iv) Ballistic skill of the professor.

A) Simile B) Personification C) Paradox D) Metaphor

v) Ear – splitting howl of victory.

A) Personification B) Metaphor C) Simile D) Hyperbole

7. **The appropriate phrasal verb to be filled in the blank:** **(Comp/ Avg)**

i) Radha as a senior teacher, _____ the charge of principal.

A) took in B) took over C) took into D) took off

ii) The idea of balanced diet is very difficult to _____ anyone who is illiterate.

A) put through B) put across C) put in D) put up

iii) The thieves found it easy to _____ the house as it was vacant and steal the valuables.

A) break out B) break down C) break into D) break with

iv) His tears _____ to his emotions.

A) Give out B) gave up C) gave way D) give away

v) He spoke so fast I could not _____ anything.

A) Make up B) make out C) make for D) make it

8. **Fill in the blanks with the antonyms of the words underlined.** **(K/E)**

i) We live on the _____ sphere: heavenly bodies are on the **celestial** sphere.

ii) The Indian team was very **hopeful** of winning but their defeat left them_____

iii) Joshua remains _____ even in highly **perturbable** situations.

iv) Don't be **crooked**; be open and _____

v) Peter, a highly **indisciplined** chap, could never be a part of the highly _____ residential school.

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following: **(1Mark)**(Comp/Avg)

9. Vestibule: Entrance:: Chronicle : _____
10. Potent: Powerful:: Momentum: _____
11. Darned: Damn:: Eluded: _____
12. Reckless: Prudent:: Celestial : _____
13. Calm : Calmness:: Elegant: _____

III. Rewrite as directed: **(1 Mark)**

14. **Frame a question to get the underline words as answer:** **(Exp/Avg)**

i) January is the first month of the year.
ii) Radhakrishnan had his early school at Mysore.
iii) The man confessed his crime in the court.
iv) We have our annual exam during summer.
v) The Indian ambassador visited the western countries.

15. **Change the voice of the sentence:** **(Exp /Avg)**

i) Mr. Pollock caught the ball after it hit the wicket keeper.
ii) Mr. Southcott discarded the piece of grass.
iii) The recitation pleased the judges.
iv) The company hired new workers last year.
v) I am going to present a dictionary
.

16. **Rewrite the sentence using too…to:** **(Comp/E)**

i) He is so fat that he cannot run fast.
ii) The news is so good that it cannot be true.
iii) The coffee is very hot. I cannot drink it.
iv) He is tired. He cannot walk.
v) She was so nervous that she could not speak.

IV. Answer the following questions in a sentence each: **(1 Mark)**

17. Name the fielders in the field mentioned in the village cricket match. (June 2024) (Comp/ Easy)
18. Who won the match in the lesson 'A village cricket match'? (July 2024) (R/E)
19. What was Napoleon's dictum? (Comp/E)
20. Name the players who knew that the match was a tie. (Comp/E)
21. Name the two teams. (Comp/E)
22. Why was Boone angry after catching the ball? (Comp/E)
23. What is the humorous reference to the major? (Comp/E)
24. What is chief invention of Sir Isaac Newton referred to here? (Comp/E)
25. Who ran like "a pair of high stepping hackneys"? (Rem/E)
26. Who congratulated Boone for his catch? (Rem/E)
27. Where did both the teams spend the evening after the cricket match? (Comp/ E)
28. What was Mr. Harcourt doing in the field? (Comp/Avg)
29. What does the French "Mouvemente' mean? (Comp/Avg)
30. Who caught the ball finally that ended the match in a tie? (Remb/Easy)
31. Who was the captain of the fielding team in the village cricket match? (Remb/Easy)

V. Answer the following question in two- three sentences each: **(2 Marks)**

32. How did Mr. Pollock finally catch the last ball? (June 2024) (Comp/Avg)
33. What fatal mistake did Hodge make? (July2024) (Comp/Avg)
34. How does writer take dig at the government officials in the lesson? (Comp/ Avg)
35. What behavior of Livingstone, Pollock and Southcott show that they were tensed? (Comp/Avg)

36. Why didn't Sexton and the Postman take a run when it was possible? (Comp/Avg)
37. Why were the three batsmen running for a run? (Comp/Avg)
38. How were the three batsmen running? (Comp/Avg)
39. How did Mr. Hodge disagree with dictum? (Comp/Avg)
40. What does the ball in the sky "battling against the chief invention" mean here? (Comp/ Avg)

VI. Rewrite as directed: (2 Marks)

41. **Change the following sentence to reported speech: (Exp/Avg)**

i) The captain said, "Catch the ball!"
ii) "I didn't want to catch the darned thing" he said.
iii) Donald ventured, "But it may save the side".
iv) The manager said to me, "Will you join the company tomorrow?"
v) The teacher said to the boys, "I shall prove now that the earth moves round the sun."

42. **Change the following sentence into compound and complex sentences: (Exp /Avg)**

i) I worked hard to pass the exam.
ii) Inspite of his riches, he is unhappy

43. **Change the following sentence into simple and compound sentences: (Exp/Avg)**

i) Though he is rich, he is not happy.
ii) If you run fast, you will catch the train.

44. **Change the following sentence into simple and complex sentences: (Exp/Avg)**

i) The sunset, and the stars appeared.
ii) He worked hard, so he succeeded.

45. **Change the following sentence to the other two degrees of comparison: (Exp/D)**

i) Very few languages are so easy as English.
ii) Samudraguptha was one of the greatest Indian kings.
iii) Bengaluru is more populated than most other cities in Karnataka.

46. **Combine the sentences using As soon as ..... No sooner...than. (E/Avg)**

i) The guest entered the auditorium. The students stood up.
ii) The sun rises. The fog disappears.
iii) The referee blows the whistle. The game starts.

VII. Answer the following questions in three – four sentences each: (3 Marks)

47. The ball struck powerfully by the Sexton went straight and hit Boone's stomach. What comparison does the writer make? (Comp/Avg)
48. How has the author described the thunderbolt that struck Boone's stomach? Bring out the humour in this comparison? (June2016) (Comp/Avg)
49. Describe how the three batsmen were running between the wickets? (Comp/Avg)
50. How did the Blacksmith face the ball? What was happening the terrestrial sphere when the ball was high in the air? (Comp/D)

VIII. Answer the questions in eight – ten sentences each: (4 Marks) (Comp/D)

51. Narrate any three humorous situations that took place in the village cricket match? (April2018)
52. How does AG Macdonell humorously describe the running between the wickets? (April2016)
53. Write a short note on the status quo episode? (September 2020)

54. How was the approach of the Sexton, the Postman, the Blacksmith and the Baker to the game the typical of their profession? (March 2023)

55. How does the uncertainty and disorganization among the ranks of the invaders add to the humour? (March 2025)

POEM - 8 MENDING WALL

- ROBERT FROST

Learning Outcome:

- to understand the central idea of the poem: barriers and boundaries.
- Learn to question social customs and age-old practices.
- Realize the importance of human relationship over rigid barriers.
- Understand how the poet uses conversational style and simple language to express deep ideas.

I. Four alternatives are given for each of the following questions. Choose the correct alternative:

1. **The figure of speech used here is**: **(1 Mark) (Exp/Avg)**

i) Something there is that doesn't love a wall.
A) Simile B) Metaphor C) Personification D) Paradox

ii) He is all pine and I am apple orchard.
A) Simile B) Metaphor C) Personification D) Paradox

iii) "Good fences make good neighbors".
A) Simile B) Metaphor C) Personification D) Paradox

iv) Bringing a stone grasped firmly by the top in each hand, like an old-stone savage armed.
A) Simile B) Metaphor C) Personification D) Paradox

II. Observe the relationship in the first pair of words and complete the second pair accordingly in the following: **(1Mark)(K/Avg)**

i) Rode: Road :: Night: _____

ii) Silence: Silent :: Glory : _____

iii) Happiness: Misery :: Arrival: _____

iv) Know: known :: Wear: _____

v) Movable: immovable :: Utilize: _____

vi) Cereal: Serial :: Stationary: _____

vii) Success : Triumph :: Stature: _____

viii) Fresh: Stale :: Expand: _____

III. Answer the following questions in a sentence each: (1 Mark) (R/E)

2. Who are the characters in the poem "Mending wall"?
3. When does the mending of the wall take place?
4. What is the neighbour's stock reply?
5. How does the neighbour carrying a stone in each hand appear to the poet?

IV. Answer the questions in two – three sentences each: (2Marks (Comp/Avg)

6. What argument does the speaker give to convince his neighbour that they do not need the wall? (March 2023)
7. Why do you think the speaker resents the wall? What does he want?
8. How does the nature disturb the stone on the wall?
9. "I let my neighbour know……." What does the speaker let the neighbour know?
10. By building the wall, between neighours, what are we 'walling in' what are we 'walling out'?
11. How do hunters disturb the stone on the wall?
12. What is the message of mending wall by Robert Frost?
13. What argument does the speaker give to convince his neighbour that they do not need the wall? Why don't they can't be good neighbours?
14. What could be the possible reason for the displacement of the boulders from the wall?

V. Answer the following questions in three – four sentences each: (3 Marks) (Exp/Avg)

15. Explain how the nature and the hunters damage the wall? What does he want? (March 2025)
16. What is referred to as just another outdoor game? Why does the speaker call it a game?
17. Summarize the poet's ideas regarding the wall in the poem "Mending Wall"? (June 2025)
18. How did the speaker and neighbour rebuild the wall?
19. Why does the speaker feel constructing a wall is a useless task?
20. What according to the speaker is the reason for the wall to get damaged?

VI. Explain with reference to context: (3 Marks)(Exp/Avg)

21. "Stay where you are until our backs are turned!"
22. "Good fences make good neighbours."
23. "He moves in darkness as it seems to me".
24. "Why do they make good neighbour?"

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UNIT -9

PROSE 9 – CONSUMERIST CULTURE

- CHERIYAN ALEXANDER

Learning Outcome:

1. Develops awareness of the ill-effect of globalization Appreciate tradition and upholds culture.
2. Not only becomes cautious of one's health but also the health of the planet
3. Learn to say 'NO' to mindless consumption.

I. Four alternatives are given for each of the following questions. Only one is correct. Choose the correct alternative and write the complete answer along with its letter of alphabet.

(1 Mark) (K/AV)

1) Choose the correct synonym of the word "bewildering"

A. Confessing B) confusing C) conveying D) conjuring

(ii) Choose the correct synonym of the word "lure"

A. Support B) bear C) attract D) force

(iii) Choose the correct synonym of the word "unbridled"

A. Uncontrolled B) unexpected C) unorganized D) unrecognized

(iv) Choose the correct synonym of the word "array"

A. Puzzling B. Range C. Scarcity D. Model

(v) Choose the correct synonym of the word "Paradigm"

A. A model B. Unbridled C. Trendy D. Holocaust

(vi) Choose the correct synonym for the word "Posh"

A. Iconic B. expensive C. Bauble D. Lure

(vii) Choose the correct synonym of the word "Purveyors"

A. Total destruction B. Goods for sale C. Globalize D. Manufacturers

(viii) Choose the correct synonym for the word "Ironic"

A. Sarcastic B. Iconic C. Sincere D. Amusing

2. Give one word for the following words: (K/AV)

i) Goods for sale

A. Consumerism B) merchandise C) economy D) trade

ii) Borderless economic order

A. Global economy B) international trade C) national trade D) free market

iii) Impossible to stop or prevent

A. Holocaust B) superfluous C) sustain D) inexorable

iv) Highly developed and complex

A. Fashionable and expensive B. Sophisticated C. Trendy D. Array

v) Filled with wonder

A. Entranced B. Unbridled C. Trendy D. Profusion

vi) Total destruction

A. Profusion B. Unbridled C. Holocaust D. Bauble

vii) A Great amount of something

A. Profusion B. Sophisticated C. Inexorable D. Trendy

viii) Embarked upon

A. Lured B. Undertaken C. Uncontrolled D. Unrestricted

3. Choose the correct prefix to get the antonyms of the following words (K/E)

i) Banking

A. Un B) in C) non D) dis

ii) Abated

A. Un B) dis C) non D) in

iii) Essential

A. Un B. in C. non D. dis

iv) Human

A. In B. Un C. Non D. Dis

v) Logical

A, Ir B. Il C. Mis D. Non

vi) Regular

A. Ir B. Il C. Mis D. Non

vii) Management

A. Dis B. Im C. Mis D. Non

viii) Honest

A. Un B. Non C. In D. Dis

4. Fill in the blanks choosing with the appropriate idioms given: (K/AV)

i. Even in the middle of the fire, he ---------- and saved many lives

A. Kept a level head. B. Going round in circles

C. leave no stone unturned D. jump on the bandwagon

ii)The minister said he would _____ in his attempt to improve the standard of education.

A. Keep a level head. B. Go round in circles

C. leave no stone unturned D. jump on the bandwagon

iii) We had been trying all day to find the solution to this problem, but we just kept _____.

A. Had the last laugh B. Go round in circles

C. leave no stone unturned D. going around in circles

iv) Sriram seems to have fully recovered from his illness. When I saw him , he was _____.

A. Head over heels C. Full of beans

B. Black and blue D. Kept a level head

5. Choose the appropriate question tag to be used for the following: (K/E)

i) There is no water in the jug,___?

A. Isn't there? B) is there? C) is it? D) isn't it?

ii) He hardly does any work, ____?

A. Does he? B) doesn't he? C) will he? D) did he?

iii)They have attended the function ___?

A) did they? B) hasn't they? C) haven't they? D) have they?

Additional Questions:

1. She rarely comes late to class, ____?

A) doesn't she? B) does she? C)isn't she? D) is she?

2. Everybody attended the seminar on consumer rights, ____?

A) didn't they? B) did they? C) haven't they? D) don't they?

3. Let's take a break from shopping, ____?

A) won't we? B) don't we? C) shall we? D) can we?

4. You haven't seen my car keys, ____?

A) have you? B) haven't you? C) did you? D) do you?

5. Buttoo practiced archery with great dedication, ____?

A) does he? B) didn't he? C) wasn't he? D) did he?

6. I am capable of mastering this skill, ____?

A) am I? B) amn't I? C) aren't I? D) isn't I?

7. Nothing is impossible for a determined person, ____?

A) is it? B) isn't it? C) is nothing? D) aren't they?

II. Do as directed (1 Mark)

6. Frame two different sentences using the pair of words given to bring out their meaning (Exp/D)

i) Career – Carrier ii) decent – descent iii) advice – advise iv) present – presence

v) later-latter vi) alternate-alternative vii)principle-principal viii) price –prize

7. Frame two sentences using the following words as a noun and as a verb (Exp/D)

i)conduct ii)award iii) plant iv) produce v) gift

8. Write in the reported speech (Comp/Avg) (2 Marks)

i.. Meera said "I have been writing this letter."
ii. My mother said, "I get up early every morning."
iii. I said to Daniel, "Are you reading this book?"
iv. She said, "I am going to the market."
v. My friend said, "Are you coming to the movie?"
vi. The teacher said to the students, "All the Best for your exams."
vii. Ramu said to Anuj, "Please lend me your bicycle."
viii. Father said, "Why don't you help your mother in the household work."

9. Write the following in the passive voice **(1 Mark) (K/Avg)**

i. He is writing a letter.
ii. You may open the window.
iii. They plant the trees.
iv. They have done the work.
v. The beggar is begging for arms.
vi. Dad washed the car.
vii. They wore the sweater.
viii. She sang the song.

10. Frame questions to get the underlined words as answer: **(1 Mark) (K/Avg)**

i. I waited for the bus for <u>half an hour</u>.
ii. There were <u>six</u> rotten apples in the basket.
iii. Ankith borrowed <u>Mohit's</u> book.
iv. I was born <u>in 2006.</u>
v. I come to school <u>by van</u>.
vi. I watched <u>Kantara</u> yesterday.
vii. We had gone <u>to Mysore</u> for a picnic.
viii. The boy was taken to the hospital <u>for treatment</u>.

11. Combine the sentences using 'as soon as' and 'no sooner than' **(2 Marks) (K/Avg)**

i. She starts singing. He went to sleep.
ii. I heard the knock. I opened the door.
iii The referee blows the whistle. The game starts.
iv. I reached the bus stop. The bus left.
v. The alarm rings. I wake up.
vi. The doorbell rang. I opened the door.
vii. The chief guest arrived. The audience clapped.
viii. I closed the door. Somebody knocked.

12. Change the following sentence into other two degrees of comparison (2Marks) (K/Avrg)

i. Dog is more faithful than any other animal.
ii. Samudra Gupta was one of the greatest kings of India.
iii. Trisha is the tallest girl in the class.
iv. Few English poets were as great as Wordsworth.
v. Gold is one of the most precious metals.
vi. Very few books are as popular as David Copperfield.
vii. Solomon was wiser than any other king.
viii. Mercury is the farthest planet.

13. Observe the relationship in the first pair of words and complete the second pair accordingly

(1 Mark) (K/ave)

i) To make real : actualize :: more than required : _____
ii) Career : carrier :: advice : _____
iii) Advantage : Disadvantage :: Essential : _____
iv) Create : Creative :: Talk :_____

14. Combine the following simple sentences to a complex sentence (U/D) (1Mark)

1. i) Some species of whales are nearing extinction
   ii) Many countries refuse to accept a partial ban on whale hunting

2. i) I shall not oppose your plan of action
   ii) I cannot approve it

III. Answer the following questions in one or two sentences each. (1 Mark)

15. What is GNP? (Comp/Avg)

16. Which is the biggest and the most sophisticated thought- control project ever undertaken? (Comp/Easy)

17.How are television and shopping connected? (Comp/Avg)

18. What is the revenue earned by the manufacturers of Pepsi and cola? (Comp/Avg)

19. What are civil societies? (Comp/E)

20. What do the advertisers mean by the catchy phrase "Shop till you drop"? (Comp/E)

21. According to Cherian Alexander, what should one do to make one's life meaningful and sustainable? (Comp/Avg) (2019&2024)

22. What is the phrase used by the author to refer to advertisement?(comp/E)

23.Which are the words that show, the writer is condemning consumerism?(comp/easy)

IV Answer the following in two to three sentences each: (2 Marks)

24. What thrills the present-day Indian shoppers? (Comp/E)

25. How according to the author, is a bottle of coke harmful to our human body? (Comp/E)

26. Why does the author call the phrase 'shop till you drop', apt and ironic? (Comp/E)

27. The author is being critical regarding the present-day buyers. Elucidate (Exp/D)

28. How has shopping become more than a need? (Comp/Avg)

29. What are the advertisers and marketing professionals working at? (Comp/Avg)
30. What is the success story of Pepsi and Cola? (Comp/Avg)
31. What was the 'dream come true' for the US returned Indian? (Comp/E)
32. What is the 'deep irony' referred to by the author? (Comp./Avg)
33. What negative impact will free market economy have on our country? (Comp/Avg)
34. What according to the author, is the only way to restore sanity? (Comp/Avg)
35. Why does the writer say that the model of development based on consumerism is suicidal? (Comp/Avg) (2018 March)
36. What kind of vision do the enthusiasts of free market economy have for India? (Comp/Avg)
37. How does the author interpret the phrase "shop till you drop" in the end? (App/Avg)
38. Why shouldn't the businessmen be given the task of ruling the world? (Comp/Avg)

V. Answer the following in 6 to 8 sentences each: (3 Marks)

39. "Man, today is an unstoppable buying machine" Explain with examples. (Comp/Avg) (2023 March)
40. Why should any model of development based on high consumption and limitless market expansion proved to be highly dangerous ? (Exp/D) (2019 March) .

VI. Answer the following questions in 8-10 sentences (4 Marks))

41. Write a short note on the views expressed by the writer on the tragic comedy of development. Why does he call it tragic comedy ? (Exp/D)(2019March)
42. .Explain Gandhiji's perception on mans need and greed. What is the only way to restore sanity?
43. "Shopping has become more than a need"-Explain
44. How do advertises and marketing professionals attract people living in rural areas?
45. How are public resources and public spaces affected by the increasing consumerist culture?
46. Why does the writer say that luxury houses and resorts are increasing while playgrounds and public spaces are shrinking?

POEM 9:
BUTTOO

TORU DUTT

Learning Outcomes
Understands the values of self-help, truth and modesty.
Differentiates between faithfulness and selfishness.
Recalls the synonyms and rhyming words.

1 **Four alternatives are given for each of the following questions/incomplete statement. Choose the correct alternative and write the complete answer along with its letter of alphabet.**

(1 Mark)

1. Pick out the word that does not rhyme, in the following words given: (K/E)
   A) same B) some C) name D) game
   A) wood B) could C) food D) should

2. Give one word for the following phrase:
   i) 'Make a promise' (K/E)
   A) swear B) revere C) strife D) severed
   ii) Reward for one's help .
   A) Recompense B) Respect C) Revere D) Severe

   iii) a piece of earth with grass growing on it.
   A) sod B) strife C) pelf D) field
3. Identify the figure of speech in the following sentence.
   "Nor aught refuse I, free from blame."
   A) personification B) metaphor C) alliteration D) simile

II. 4. Observe the relationship in the first pair of words and complete the second pair accordingly in the following:
(1 Mark)

i. unto : to : : thee: ____ (K/E)
ii. generous : generosity : : grateful : ____ (K/D)
iii. dumb : thumb : : task: ____ (K/E)
iv. Pelf : riches :: trouble : _____ (K/Avg)
v. Act : action :: dictate : _____
vi. flower : florist :: wood : _____

III. Answer the following questions in a sentence each: (1 Mark)

5. Why had Buttoo gone to Dronacharya? (Comp/E) (2017,2022,2023 March)
6. What was the science that Buttoo wanted to learn from Drona? (Comp/E) (2019 March)

7. What did Drona seek from Buttoo as recompense? (Comp/E) (2017,2024 March)
8.How did Butto fulfil his promise to his master? (Comp/E) (2019 March)

IV. Answer the following questions in two to three sentences each: (2 Marks)

9. How did Drona respond to Butto's request? (K/Avg)
10. Why did Butto revere Drona as his master? (K/Avg)
11. How did Drona justify his unfair demand? (K/Avg) (2018,2023 March)
12. How did Dronacharya bless Butto? Why? (K/Avg) (2024 March)
13. Write any five qualities of Butto. (App/Avg)

V. Answer the following questions in 4 to 6 sentences each: (3 Marks)

14. Explain why and how Buttoo learnt archery by himself? (App/Avg) (2022 March)
15. Explain self help, truth and modesty. (Comp/ Avrg)

OR

Why did Dronacharya link Butto's name with self-help, truth and modesty?

16. Summarize the poem "Buttoo". (Comp/E)

OR

The poem "Buttoo is known for his loyalty and faithfulness. Explain.

OR

Explain why Buttoo severed his right hand thumb.

VI. Explain with reference to context: (3 Marks)

17. "Beware ! Rash promises ends in strife" (K/Avg) (2022 March)
18. "Lo, all my inspiration here.
And all my knowledge is from thee" (K/Avg) (2020 March)

VII. Answer the following question in 8to 10 sentences: (4 Marks)

18. The poem Buttoo is a saga of loyalty and faithfulness, as well as selfishness and cunningness. Explain. (Exp/D) (2019 March)

UNIT - 10
PROSE -10 THE PIE AND THE TART
- HUGH CHESTERMAN

Learning Objectives

- Be able to understand the plot, characters and theme in the story
- To learn new words
- Analyze the characters
- Frame sentences grammatically while conversing
- Develop listening skill
- Improve communication skill

I. Choose the correct answer: **(1 Mark)**

1. **Fill in the blanks with the suitable articles**:

i) I am concerned about is ___ hollow in my stomach. (R/E)
A) the B) a C) an D) none

ii) I've __ hollow in here that all the birds of the air could nest in. (R/E)
A) the B) a C) an D) none

iii) I gave ___ pie to ___ man who came for it. (R/E)
A) the, a B) a, the C) the, the D) the, an

2. **Write suitable question tag**:

i) I can't very well be seen carrying an eel pie through the streets of Paris, ___ (R/E)
A) can I? B) could I? C) can't I? D) couldn't I?

ii) I'll do anything to keep my stomach quiet, ____ (R/E)
A) do I? B) won't I? C) doesn't he? D) does he?

iii) I'll do it, ___(R/E)
A) will I? B) wouldn't I? C) won't I? D)shall I?

iv) He wants the cranberry tart, ____ (R/E)
A) won't he? B) will he? C) doesn't he? D) does he?

3. **Use the suitable phrasal verb:**

i) Don't forget to ___ the lights in the evening. (R/Avg)
A) turn up B) turn on C) turn down D) turn

ii) Don't ____ your work. Do it now. (R/Avg)
A) put on B) put off C) put down D) put up

iii) You need to work overtime in order to ___ schedule. (R/Avg)
A) go ahead of B) ahead of C) get ahead of D) going ahead of

4. **Identify the figure of speech:**

i) Squint slightly, it's a sign of starvation. (R/Avg)
A) Alliteration B) Metaphor C) Simile D) Personification

ii) Champagne will be heard gurgling in the gutters. (R/Avg)
A) Alliteration B) Metaphor C) Simile D) Personification

iii) Heavens will open; roast fowl and nectarines will be seen to rain up to us from clouds. (R/Avg)
A) Alliteration B) Metaphor C) Simile D) Personification

iv) I've hollow in here that all the birds of the air could nest in. (R/Avg)

A) Alliteration B) Hyperbole C) Simile D) Personification

v) My brain is beginning to function. (R/Avg)

A) Alliteration B) Hyperbole C) Synecdoche D) Metaphor

vi) M. Gaultier is a man of about fifty, well preserved. (R/Avg)

A) euphemism B) Hyperbole C) Simile D) Personification

5. **Study the relationship and complete the second pair:**

i) Blasted: annoying : : pinched : ___ (R/Avg)

ii) Coyly: shyly: : stupefied: ___ (R/Avg)

iii) Pale: pail : : die: ___ (R/E)

iv) Gate: gait : : tear : ___ (R/Avg)

6. **Fill in the blanks with suitable form of verb:**

a) The burette is ___(fill) with Potassium Permanganate solution. (R/E)

b) Water ___ (keep) on the stove for boiling. (R/E)

7. **Change the voice of the sentence:**

i) Radha has asked the questions. (Comp/Avg)

ii) The hunter shot the tiger. (Comp/Avg)

iii) They conserve the rainfall of the country. (Comp/Avg)

8. **Change the following sentence to reported speech: (Two marks)**

i) "Madam, I am sent by M. Gaultier to fetch the pie", said Jean. (Exp/D)

ii) Pierre said, "Well, your honor, I must live." (Exp/D)

iii) "Did you attend the classes yesterday?" said Shyam. (Comp/D)

iv) "Sit down on the carpet," said Savitha. (Comp/E)

II. Answer in a sentence each: (1 Mark)

9. Who opens the door of the cake shop when Pierre knocks on it for the first time? (R/E)

10. What according to Pierre is a sure sign of starvation? (March 2023) (R/E)

11. Why was Pierre pinched? (2024-1,2024-2) (Comp/E)

12. How was Marion going to identify Gaultier's messenger? (Comp/E)

13. What is the only fault that Pierre finds with the pie? (Comp/E)

14. Who were Pierre and Jean? (Comp/E)

15. How many holes did Pierre count in his tunic? (Comp/E)

16. What did Pierre tell Jean to do to beg more convincingly? (Comp/E)

17. Who was Gaultier? (Comp/E)

18. Who was Marion? (Comp/E)

19. Where was Gaultier supposed to carry the eel pie? (Comp/E)

20. Why did Gaultier not want to carry the pie himself? (Comp/E)

21. How did Pierre react after getting the pie? (Comp/E)

22. What did Pierre think the pie was? (Comp/E)

23. Why did Pierre tell Jean to be quiet? (Comp/E)

24. What did Jean do with the pie? (Comp/E)

25. Who entered after Jean and Pierre left with the pie? (Comp/E)

26. How did Pierre describe the pie? (Comp/E)

27. What did Jean say about waiting for nectarines and champagne? (Comp/E)

III. Answer in 2-3 sentences: (2 Marks)

28. What did Jean tell Pierre to convince him that he should go to get the tart? (Comp/E)
29. How did Jean convince Marion that he was Gaultier's messenger? (April 2016) (Comp/Avg)
30. Why did Jean lie to Pierre and send him to fetch the tart? (April 2016) (Comp/Avg)
31. Why did Pierre think he was dreaming? (June 2016) (Comp/E)
32. Why did Jean ask Pierre to get the pie instead of taking it himself? (Comp/E)
33. How did Pierre outwit M Gaultier and take away the tart too? (June 2017) (Comp/Avg)
34. How does the playwright bring out Pierre's nervousness when he presents himself as the messenger to carry the eel pie? (June 2018) (Comp/E)
35. How did Gaultier send away the beggar who knocked on the door? (March 2019) (Exp/Avg)
36. What was Gaultier's excuse for not carrying the eel pie to the mayor's house himself? (R/E)
37. Why was Pierre pinched? How did he defend himself? (June 2019, June 2022,)(Comp/E)
38. Give any two comparisons that Pierre mentions while describing how he would carry eel pie?
39. According to Pierre, the pie eaten by them was a master piece." How? (March 2020) (Comp/Avg)
40. What were the reasons for Pierre to wish to eat the cranberry tart? (March 2022) (R/Avg)

IV. Answer in 5-6 sentences: (3 Marks)

41. "The pie was a master piece." Elaborate. (2025-3) (Comp/D)
42. How are Jean and Pierre similar? (Exp/Avg)
43. How are Jean and Pierre different? (Exp/D)

V. Reference to context: (3 Marks)

44. "But make it seven days and squint slightly." (March 2020) (Exp/D)
45. "I don't really see the necessity." (March 2022) (Exp/Avg)
46. "Paris should be proud of us." (March 2023) (Exp/Avg)
47. "Thief, dog, cut-purse, reptile, rapscallion, slubberdegullion! What have you done with my pie?"
48. "Well, your honor, I must live." (2024-2, 2025-1) (Exp/Avg)
49. "My husband is out and I have nothing for you." (2024-3) (Exp/Avg)
50. "My wife is away and I am busy." (2025-2) (Exp/Avg)

POEM 10 - C.L.M.

- JOHN MASEFIELD

LEARNING OBJECTIVES

- Learn to identify and interpret literary devices such as figure of speech, rhetoric questions used in poem.
- To develop empathy for mothers and understand the sacrifices they make for their children.
- Will recognize the struggles women face in society, including discrimination and inequality.
- Think critically about social issues

I. Choose the correct answer. (1 Mark)

1. Identify the figure of speech:

i) My mother's life made me a man. (R/Avg)
A) Alliteration B) Hyperbole C) Simile D) Personification

ii) Her beauty fed my common earth. (R/Avg)
A) alliteration B) hyperbole C) Simile D) Personification

iii) Unless my soul's face let her see. (R/Avg)
A) Alliteration B) Hyperbole C) Simile D) Personification

iv) For all my mouthless body leech'd. (R/Avg)
A) Alliteration B) Metaphor C) Simile D) Personification

v) And man's lust roves the world untamed. (R/Avg)
A) Alliteration B) Hyperbole C) Simile D) Personification

vi) O grave, keep shut lest I be shamed (R/Avg)
A) alliteration B) Hyperbole C) Apostrophe D) Personification

II. 2. Study the relationship and complete the second pair: (1 Mark)

a) Began : man : : untamed: ___ (R/Avg)
b) Grave : gave : : leech'd : ___ (R/E)
c) Wretched: miserable : : triumph over : ___ (R/Avg)

III. Answer in 2-3 sentences: (2 Marks)

3. How does the poet John Masefield attribute his life to his mother? (March 2019) (Comp/Avg)
4. What might happen to John Masefield if the grave's gates are opened? (June 2019) (Exp/Avg)
5. How does John Masefield justify that he was born at the cost of his mother's life? (March 2022) (Comp/E)
6. Why did the poet want the grave's door to keep shut in the poem C.L.M. (March 2023, 2025-3) (Comp/Avg)

IV Answer in 5-6 sentences: (3 Marks)

7. Write the summary of the poem C.L.M. (April 2015) (Comp/D)

8. How does John Masefield describe his mother's suffering? (June 2018) (Comp/D)
9. How does the poet John Masefield explain that he was born at the cost of his mother's life? (June 2019) (Exp/Avg)
10. Explain how John Masefield regrets for being ungrateful towards his mother. (March 2020) Exp/D)
11. "Providing a happier life to one's mother will repay for all her sacrifice." How does John Masefield regrets for being ungrateful towards his mother. (June 2022) (Comp/D)
12. Summarize John Masefield's sense of guilt in the poem C.L.M. (March 2023) (Comp/Av)

V Explain with reference to context: (3 Marks)

13. "O grave, keep shut lest I be ashamed!" (June 2015, April 2017, March 2022) (Exp/Avg)
14. "What have I done to keep in mind,
    My debt to her and womankind?" (April 2016, June 2016) (Exp/Avg)
15. "If the grave's gates could be undone,
    She would not know her little son." (June 2017) (Exp/Avg)
16. "What woman's happier life repays?
    Her for those months of wretched days?" (March 2018) (Exp/Avg)
17. "….if we should meet,
    She would pass by me in the street". (March 2019) (Exp/Avg)
18. "My mother's life made me a man." (2024-1) (Exp/Avg)
19. "What have I done, or tried or said
    In thanks to that dear woman dead?" (2024-2, 2025-1) (Exp/Avg)
20. "For all my mouthless body leeched." (2024-3) (Exp/Avg)
21. "But through the death of some of her." (2025-2) (Exp/Avg)

VI Answer in 8-10 sentences: (4 Marks)

22. How is the sense of guilt and ingratitude of the son brought out in the poem C.L.M.? (March 2018) (Comp/D)

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SUPPLEMENTARY READER

THE TREASURE ISLAND

- **Robert Louis Stevenson**

Learning Outcomes:

1. Literary Understanding
   - Identify and explain key literary elements in the lesson (e.g. plot, setting, theme, character, conflict).
   - Analyze the structure of the lesson and its impact on the narrative (e.g. first-person

narration, episodic storytelling).

2. Character Analysis

- Examine the development of central characters like Jim Hawkins, Long John Silver, and Dr. Livesey.
- Understand motivations, moral dilemmas, and character transformations throughout the novel.

3. Theme Exploration

- Identify and discuss major themes such as:
  - Adventure and exploration
  - Greed and betrayal
  - Loyalty and bravery

I Answer the following questions in two to three sentences each: 2 Marks

1. Why was Capt. Smollett unhappy? (July 2025) (K/E)

2. What did Jim and his mother take from Billy's chest before they fled the inn? (K/E)
3. What surprise awaited Jim when he returns to the stockade? (R/E)
4. Why did Captain. Smollett and others consider the stockade an ideal place for them? (Exp/E)
5. Give any two examples of Jim's acts of bravery? (K/E)
6. On what condition was Silver willing to surrender to Captain Smollett? (K/E)
7. Why did pirates serve the black spot on silver? (C/Avg)
8. Why had the doctor given the pirates the stockade and the treasure map? (June 2016) (C/Avg)
9. Why did pirates accuse Silver and Jim of treachery? (C/Avg)
10. Why did the captain want to sail to the Spanish Americas? (K/Avg)
11. Why and how was Ben left marooned on the island? (Exp/Avg) (April 2018)
12. What was John silver's treacherous plan? (June 2016, April 2016, March 2015) (K/Avg)
13. How did Jim come to know about the treacherous plan? (K/Avg)
14. Why according to Doctor Livesey did he give the map to the pirates? (April 2015, June 2015, March 2019) (C/Avg)
15. Why was Capt. Smollett unhappy? How did the squire console him? (June 2016, June-Sept 2020) (C/Avg)
16.. How did Jim manage to escape to the Island? (C/Avg)
17. What arrangement did squire Trelawney and Dr. Livesey make for a voyage for treasure hunt? (K/Avg) (June 2019)
18. There are two Captain Flint in the story, who are they? (K/E)
19. Who was nicknamed Barbecue? And Why? (K/Avg)
20. Why did Captain Smollett say that the odds were stacked against their survival? (C/Avg)
21. Why did the pirates serve the black spot on Silver? (C/Avg)
22. What did Silver do in the end? (Exp/Avg)

II 3 Mark Questions:

1. Describe the character of Jim Hawkins and how he matures during the story. (C/Avg)
2. The story has a galaxy of interesting characters. Which of the characters do you like the most? And why? (Exp/Avg)

3. Why, according to Doctor Livesay, did he give the map to the pirates? (Exp/Avg)
4. Why was Captain Smollett unhappy? How did the squire console him? (Exp/Avg)
5. What did Jim and his mother take from Billy's chest before they fled the inn? (K/Avg)
6. What did Jim and his mother do with Billy's precious sea-chest after his death? (C/Avg)
7. Why did the pirates accuse Silver and Jim of treachery? (K/Avg)
8. Why had the doctor given the pirates the stockade and the treasure map? (K/Avg)
9. What arrangement did Squire Trelawney and Dr. Livesey make for a voyage for treasure hunt? (April 2017) (C/Avg)
10. How did Jim come to know about Long John Silver's treacherous plan? (K/Avg) [April 2015, 2016)
11.. What was John Silver's treacherous plan? How did Jim come to know about it? [June 2016, April 2015) (K/Avg)
12. Why, according to Doctor Livesey, did he give the map to the pirates? (June 2015) (C/Avg)
13. What was the result of the attack of the pirates on the stockade? (K/Avg)
14. Give any two examples of Jim's act of bravery. (K/Avg)
15.What was the result of the attack of the pirates on the stockade? (K/E)
16. What surprise awaited Jim when he returned to the stockade? (Diff/ Comprehension)
17.Give any two examples of Jim's acts of bravery. (Know/Easy)
18.Why, according to Doctor Livesey, did he give the map to the pirates? (Avg/ Expression)
19.Why was Captain Smollett unhappy? How did the squire console him? (Avg/ Expression)
20.What did Jim and his mother take from Billy's chest before they fled the inn? (Avg /Expression)
21.What did Jim and his mother do with Billy's precious sea-chest after his death? (Avg/ Know)

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KARNA

- **C. RAJAGOPALACHARI**

Learning Outcomes:

1. Understanding Character Traits:

- Identify Karna’s qualities such as generosity, loyalty, courage, and humility.
- Recognize his challenges, like being judged by birth and facing social discrimination.

2. Moral and Ethical Insights:

- Appreciate the value of self-respect and determination in the face of adversity.
- Analyze the conflict between personal loyalty (to Duryodhana) and moral duty (dharma).
- Reflect on the consequences of decisions made under obligation or gratitude.

2 Marks:

I. Answer the following in two to three sentences each:

1. Why was a large crowd assembled in the arena? (Easy/ Expression)
2. Why was Kunti stupefied? (Avg/ Knowledge)
3. How does Bhima ridicule Karna? (March 2015, 2025-26 Mid Term) (Avg/ Exp)
4. How did Parashurama curse Karna? (April 2019) (Avg/ Exp)

OR

What was the curse Parashurama pronounced in his anger on Karna?

OR

How did Karna earn Parasurama's curse?

5. What was the cause for Duryodhana's exultation? (Diff/Exp)
6. Why was Arjuna's mind wavering when Lord Krishna asked him to slay Karna? (Avg/ Exp) (June 2016)
7. How did Parashurama realize that Karna was not a Brahmana? (April 2016) (K/Avg)
8. Write any two acts of Karna which Lord Krishna recounts which violated fair play and chivalry? (June 2015) (C/Avg)
9. Who are the divine parents of Arjuna and Karna? What did they see? (Easy/ Knowledge)
10. Why did Indra go to Karna? What did he ask Karna? (2025-26 Mid-Term) (Easy/ Knowledge)

OR

Describe how and why Indra approached Karna? (Diff/ Comp)

11. What boon did Karna ask from Indra? What was Indra's condition to the boon? (Avg/ Comp)

OR

Indra granted the boon with a condition. What was the condition?

12. How did Duryodhana make Karna his friend? (Easy/ Know)
13. Explain why Karna gave away his amour and earrings. What was the result of this? (Avg/App)
14. Describe how Krishna saved Arjuna from Karna's serpent arrow? (Easy/Exp)
15. Why is Karna remembered as a tragic hero? (Easy/Exp)
16. Why does Indra offer a boon to Karna? What is the boon? (K/E)
17. How does the writer introduce Karna to the assembly? (Easy/ Know)
18. What was the cause for Duryodhana's exultation? (Avg/Comprehension)

3 Marks:

II. Answer the following in five to six sentences each:

1. How does Chakravarthi Rajagopalachari, justify the killing of Karna? (Avg/ Exp) (July 2025)
2. How did Duryodhana restore Karna's honor? How did Karna repay Duryodhana? (Avg/ Exp)(June 2015)
3. Why did Kripacharya object to Karna joining in the battle? (Exp/Avg)

OR

What was the objection raised by Kripacharya before the single combat between Arjuna and Karna? (Avg/ Exp)

4. How does Duryodhana defend Karna against Bhima's accusations? (K/Avg)
5.. How and why did Indra approach Karna? (K/Avg)
6. a) Why couldn't Karna refuse the gift asked of him? (Exp/Avg)
   b) What does this tell us about Karna's character?
7. When Karna appeals to Arjuna's sense of dharma, Lord Krishna recounts many acts of Karna and the Kauravas which violated fair play and chivalry. Pick out any three such acts. (K/Avg)

OR

Write any two acts of Karna that Lord Krishna recounts that violated fair play and chivalry.

8. a) What was Karna's response to Lord Krishna's denouncement? (Exp/Avg)
   b) What does this tell you about Karna?
9. How does Karna challenge Arjuna? (Avg/ Comp)
10. How does Bhima ridicule Karna? (Avg/ Comp)
11. How does Duryodhana defend Karna against Bhima's accusations? (Diff/ Comp)
12. How and why did Indra approach Karna? (Know/ Avg)

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ULYSSES AND THE CYCLOPS

\- **CHARLES LAMB**

Learning Outcomes:

1. Comprehension and Recall

- Retell the key events of Ulysses' encounter with the Cyclops, including the plan he uses to escape.
- Identify the characters involved: Ulysses (Odysseus), Polyphemus, and the crew.

2. Theme and Moral Understanding

- Understand and explain central themes such as:
  - Cleverness vs. Strength
  - Hubris and its consequences
  - Hospitality and its abuse

3. Character Analysis

- Analyze the character of Ulysses as a hero — focusing on his intelligence, leadership, bravery, and flaws.
- Evaluate Polyphemus as a symbol of brute force and isolation.

I. Answer the following in two to three sentences each: (2 Marks)

1. How did Ulysses describe his bowl of wine? (Easy/ Know)
2. Why did Polyphemus sit near the doorway of the cave? (Avg/ Comp)
3. How did Ulysses bid a goodbye to Polyphemus? (Easy/ Appr)
4. How did the brave Greeks blind the giant? (Easy/ Appr)
5. How strong was the Greek wine? (Easy/ Appr)
6. How do Ulysses introduce himself to the Cyclop at the end of the story? (Easy/ Know)
7. How did Ulysses himself escape from the cave? (Diff/ Comp)
8. What horrid response did the Cyclop give to Ulysses request for hospitality? (Avg/ Comp)
9. Why didn't the fellow Cyclops help Polyphemus when he cried out for help? (Diff/ Underst)
10. How did Ulysses introduce himself and his group to the Cyclop? (easy/ Know)
11. What prevented Ulysses from attacking the Cyclop with his sword? (Easy/ Know)
12. How did Ulysses prove that "manly wisdom excels brutish force"? (Diff/ Appl)
13. What gift does the cyclop offer Ulysses in return for the wine? (Easy/ Comp)
14. What did Cyclops do when he heard the words of Ulysses? (Avg/ Comp)

II. Answer the following in five to six sentences each: (3 Marks)

1. How did Ulysses and his men enter the habitation of Cyclops? (Avg/ Comp)
2. How did Ulysses help his men escape from the Cave? (Easy/Know)
3. How did Ulysses introduce himself and his group to cyclops? (Easy/Exp)
4. Why was the island very strange? (Avg/ Know)
5. Describe the lifestyle of Cyclops? (Easy/ Exp)
6. How did Ulysses prove that "Manly wisdom excels brutish force."? (Avg/ Exp)
7. How did Ulysses help his men escape from the cave? (Easy/ Comp)

8. How was the Cyclop blinded by the brave Greeks? (Exp/E)

OR

What did the brave Greeks do to make the Cyclop blind?

OR

How did Ulysses and his men blind the cyclop?

9. . Why didn't the fellow Cyclops help Polyphemus when he cried out for help? (Avg/ Comp).

OR

Why did the fellow Cyclops leave Polyphemus alone when Ulysses and his men attacked him?
10.How did Ulysses himself escape from the cave? (Avg/ Exp)
11. How did Ulysses introduce himself to the Cyclops at the end of the story? (App/Avg)

*****

ESSAY WRITING

5 MARKS:

I . Write an essay about 18-20 sentences on the following topics:

1) Protection of environment - Responsibility of citizens. / The greener the world, the happier the life.

2) Adverse effects/Influence of mass media on students.

3) Social media should be used with a lot of caution.

4) Need to conserve water/Water is very precious/Conservation of water resources - the need of the hour.

5) Globalisation and its effects.

6) National Integration

7) Role of computers in the modern age

8) Need for value – based education.

9) Environmental awareness.
10) Population Explosion
11) E-waste management
12) Medical wastes
13) Growth of Science and Technology in India
14) The harmful effects of overusing the cell phone
15) The impact of climate change and environmental degradation
16) Advantages of technology in India
17) Safety and dignity of women in India
18) The greener the world, the happier the life
19) Organ donation -life after death
20) Role of students in keeping the environment clean and green
21) Dr. A.P.J. Abdul Kalam
22) Influence of mass media on students
23) Educating girls empowers women
24) The high cost of global warming

25) Recent natural calamities – nature's way of retaliating against degradation
26) Social media should be used with lot of caution
27) Travelling- a learning experience

LETTER WRITING

FORMAL LETTERS

(5 Marks)

1)Write a letter to the editor of a newspaper complaining about the damage caused to the historical monuments in Karnataka due to negligence. Suggest steps that the authorities should take to preserve national monuments.

2) Write a letter to the local Road Transport Authority requesting to have more buses Rathan along your school route to help the students.

3) Imagine you are Lalith/Lalitha, studying in Government High School, Yelahanka. Write a letter to the Mayor of your area seeking a solution for waterlogging problem in your area.

4)Imagine you are Drushti/Dushyanth of Government High School, Mysore.
Write a letter to the Curator of a museum seeking his permission to visit the museum along with your classmates.

5)Write a letter to the Commissioner, Mangalore City Corporation regarding the water scarcity in your area.

6. Imagine you are Rathan / Radhika, studying in Government High School, Theerthalli.
Write a letter to the local Road Transport Authority requesting to have more buses to your school route to help the students.

7. Imagine you are Pratham / Pratheema, studying in Government High School, Magadi.
Write a letter to the editor of a newspaper complaining about the damage caused to the historical monuments in Karnataka due to negligence. Suggest steps that the authorities should take to preserve national monuments.

8. Imagine you are Drushti / Dushyanth of Government High School, Mysore
Write a letter to the Curator of a museum seeking his permission to visit the museum along with your classmates.

9. Imagine you are Neeta / Nagesh from Government High School, Honnavar. Write a letter to the Post Master of the local post office lodging a complaint about your missing letter which was posted from Delhi a month back.

10. Imagine you are Veena/Venugopal of Government High School, Mysore.
Write a letter to the Commissioner, of Mysore, highlighting the need of a public park in your locality.

11. Imagine you are Bharat / Bhagya of Government High School, Yadgir. Write a letter to the Executive Engineer of Electricity Board of your locality, highlighting the irregularity of electricity in your area.

INFORMAL OR PERSONAL LETTERS

(5 Marks)

1. Write a letter to your friend describing the annual day celebrations in your school.
2. Write a letter to your father about your preparation for the public examination.
3. Write a letter to your friend describing the inter-school sports meet of your place.
4. Imagine you are Raksha studying in Government High School, Karwar.

   Write a letter to your friend describing the various club activities conducted in your school.

5. Imagine that you are Deeksha/Deekshith studying in Govt, Highschool Madhugiri ,

   Write a letter to your elder brother congratulating him on his winning a gold medal in the recent state athletic meet

6. Imagine you are Rathan / Radhika, studying in Government High School, Theerthalli.
   Write a letter to your younger brother advising him to participate in the inter- school Music Competition.
7. Imagine you are Pratham / Pratheema, studying in Government High School, Magadi.
   Write a letter to your younger brother, advising him to take part in sports and games.
8. Imagine you are Drushti / Dushyanth of Government High School, Mysore.
   Write a letter to your father explaining to him why you wish to join the defence force of your country.
9. Imagine you are Ratna / Ratan, from Government High School, Belagavi. Write a letter to your brother informing him of the benefits of staying on in India after his higher education rather than migrating to foreign countries.
10. Imagine you are Veena /Venugopal of Government High School, Mysore.
    Write a letter to your friend telling him/her what you want to be when you grow up and why.
11. Imagine you are Bharat / Bhagya of Government High School, Yadgir.
    Write a letter to your friend explaining how the Sports Day was organised in your school.

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KEY ANSWERS

UNIT 1

PROSE:1 AWRONG MAN IN WORKERS' PARADISE

I

1 .i) B) A, the ii) C) The, an iii) D) An, a
iv) C) A, the v) A) an, the vi) D) a, the
2 i) B) by ii) C) over, into iii) B) through
iv) B) in v) D) at, in
3.i) B) personification ii) A) simile iii) A) personification iv) C) simile
4. i) B) have we? ii) A) isn't it? iii) C) shall we?
iv) B) aren't I ? v) D) don't they ?
5. i) C) broke out ii) B) run over iii) B) took over
iv) C) to attend to v) C) carry on
6. i) D) multi ii) D) curable iii) D) mortal

II

7. i) cowardice ii) humble iii) poverty iv) confident
8. i) fame ii) pry iii) grew iv) dine
9. i) blew ii) route iii)sow iv) heir
10. i) height ii) anger iii) puzzled iv) prohibit

III

11. i)Why did you take up this profession? ii)Where did he search for the lost watch?
iii)What was Anand awarded for?
12.i) A book was being written by him. ii) May you be blessed by God with happiness.
iii) The mistake could not have been made by them. iv) The job has been finished by me.
13.i) Life is too beautiful to think of ugly things. ii)The students were so tired that they could not sit in the class.
iii)No sooner did he see the warden than he ran away. iv) May I go out for a few minutes.
v) It was a very nice idea vi) How interesting it sounds!

IV

14. The man had never believed in mere utility.
15. Since he had no useful work, the man indulged in mad whims.
16. Leisure was not found in Workers' Paradise.
17. All the people in workers' paradise exclaimed 'Time is Precious'.
18. The man made little pieces of sculpture of men, women and castles, quaint earthen things dotted over with sea shells, painting and thus wasted time.
19. The men in the workers' paradise say that they haven't a moment to spare.

20. The man wanted to draw some pictures on her pitcher, so he asked for a pitcher.
21. The man offered to make some coloured ribbons for her hair for the next day.
22. The busy girl of workers' paradise had now lot of time every day tying the ribbons around her hair.
23. The aerial messenger made the confession.
24. When the President of the workers' paradise asked the man to leave the paradise, the girl of the silent torrent too accompanied him.
25) The girl's movement on the road was like the rapid movement of a skilled hand on the strings of a guitar.
26) The girl of the silent torrent felt sorry for the man because he was standing idly without doing any work. So, she offered some work for him.

V.

27. The writer tells us that some boys seldom study, and yet pass. He says this to show that similarly this man spent his earthly life in useless work and yet he found a place for himself in Heaven.

28. The girl scanned the painting on the pitcher again and again because, for the first time in her life she had seen something that had no meaning and no purpose at all.

29. The busy girl of workers' paradise spent her lot of time tying the coloured ribbons around her hair. The minutes slipped by unutilized. Much work was left unfinished.

30. The man was summoned because the elders saw that he did useless and needless things. So they knew at once that he was not right sort for workers' paradise.

31. The elders in the workers' paradise became anxious because in workers' paradise, work had of late begun to suffer. Many persons who had been active before had become idle wasting their precious time on useless things such as painting and sculpture.

32. The line means that man did not believe in doing works that are considered useful. He believed in doing other art work that gave him pleasure and happiness to his mind.

33. The busy girl of workers' paradise spent a lot of time everyday tying the bright coloured ribbon around her hair.

34. The torrent in the workers' paradise is silent because in the workers' paradise even the torrent won't waste its energy singing while filling girl's pitcher.

35. There are two worlds in the story, the world of the artist and the world of the inhabitants of the workers' paradise. The man on earth indulged in mad whims. He made little pieces of sculpture – men and women and castles, quaint earthen things dotted over with sea- shells. He painted and wasted time on useless and needless.

37. The phrase 'Hurrying feet' suggests the fast movement of the girl. The hurrying feet were less hurried because the girl was influenced by the lazy idle artist. The meaningless and useless work slowly became

meaningful and useful.

VI.

38. i) Positive: Very few flowers are as beautiful as Lotus.
Comparative: Lotus is more beautiful than most other flowers.
ii) Positive: No other city in India is as good as Delhi.
Comparative: Delhi is better than any other cities in India.
iii) Comparative: Iron is more useful than most other materials in the world.
Superlative: Iron is one of the most useful materials in the world.

39.i) Abhinandan said that it was God's wish that he should not tell him/them what had happened.
ii) Ravi asked where Noida was.

40..i) If it rained, we would stay inside. (2^{nd} conditional)
If it had rained, we would have stayed inside.(3^{rd} conditional)
ii) If you worked hard, you would succeed. (2^{nd} conditional)
If you had worked hard, you would have succeeded. (3^{rd} conditional)

VII.

1. After painting a beautiful picture on the clay pitcher, the artist next offered to make coloured ribbons for the girl to which she agreed. The coloured ribbons fascinated her so much that she started spending a lot of time everyday tying the coloured ribbons around her hair. The minutes slipped by unutilized. As a result, much work was left unfinished in the workers' paradise.

42.The girl's hair was carelessly done, with a few thin strands dangling over her forehead as though they wished to gaze at the dark, wondrous beauty of her eyes. Her way of walking was graceful, like the rapid movement of a skilled hand on the strings of a guitar. In other words, she was a beautiful girl graceful in her movements.

43. At home, when she was all by herself, the girl held the painted pot in the light, turned it round and round, and scanned it from all angles. At night, she lighted a lamp and scanned it in silence. Her actions indicated that she found that something that had no meaning or purpose at all was strangely attractive. New sense awakened in her, which had no meaning and no purpose at all.

44. The man indulged in mad whims as he had no useful work to do. He made little pieces of sculpture-men, women and castles, quaint earthen things dotted over with sea shells. He wasted his time on useless and needless works. People made fun of him but he was not able to shake off his whims. The man did not do any useful work in heaven as well. He lounged in the streets absently and jostled the hurrying men. He lay down in the green meadows or near the fast-flowing stream and was scolded by the busy farmers as he was always in the way of others.

45. The girl saw the idler standing near the stream and felt pity that he had no work. She asked him, how come he was not working and he replied he had no time to spare work. He asked if he could take some work from her hands and asked for her pitcher. She was surprised and asked the reason for his request. He replied that he

wanted to draw pictures on it. The girl was then annoyed and went away saying she had no time for useless conversation.

46. Rabindranath Tagore, the writer of this lesson says that though not all people work hard they still go to heaven. This indicates that it is not only hard work that is a virtue but also being a good human being. Though the idler was quite lazy, always spending his time drawing quaint pictures, he was still a good person who deserved a place in heaven. This lesson also challenges our perceptions of what is 'useful' and what is not? Some may consider the words of the farmer on workers' paradise to be useful. To others, the quaint arts that the artist indulged in are equally useful. This is the broader message by Rabindranath Tagore.

47. At home, when she was all by herself, the girl held the painted pot in the light, turned it round and round, and scanned it from all angles. At night, she lighted a lamp and scanned it in silence. Her actions indicated that she found that something that had no meaning or purpose at all was strangely attractive. She was attracted towards art which had no value at workers' paradise. The next day, her hurrying feet were a little less hurried. A new sense awakened in her, a sense that had no meaning and no purpose at all.

48. Earlier the movement of the girl of the silent torrent on the road was like the rapid movement of a skilled hand on the strings of a guitar but after she saw the painted pitcher, her hurrying feet were a little hurried. Earlier she would be busy in her work and never bothered about her dressing but after she got the pitcher, she spent a lot of time every day in dressing and time slipped by unutilized and much work was left unfinished. The pitcher which was meaningless and served no purpose earlier awakened in her new sense of art.

VIII

49. Lesson: "A wrong man in the Workers' Paradise"

Poet : Rabindranath Tagore.

This was expressed by the author. Here author presents a picture of an artist, who used to make sculptures of men, women and castles, some paintings. Thus, he idled away his time on useless things. At this juncture, author remarks the above sentence. He makes this remark just to say that despites doing no useful work on this earth, he went to heaven.

50. Lesson: "A wrong man in the workers' paradise

Poet : Rabindranath Tagore.

This was expressed by the author.The author says that our lives both on earth and in heaven are decided by fate or destiny. The idle man in spite of wasting time on earth, he was taken to the heaven, as decided by fate. In heaven, the ariel messenger took charge of him and found a place in workers' paradise.

51. Lesson: "A wrong man in the workers' paradise

Poet : Rabindranath Tagore

This sentence was expressed by the men of Workers' Paradise.

After reaching heaven, idler was taken to workers' paradise. The author tells how the workers' spent their time the whole day. They work throughout the day without enjoying any leisure. They exclaimed that they did not have a moment to spare.

52. Lesson: “A wrong man in the workers’ paradise
Poet : Rabindranath Tagore.

As ariel messenger made mistake and sent idler to the heaven he did not fit into the place. It was workers’ paradise, but it did not suit idler. He felt like fish out of water. He lounged in the streets and jostled the hurrying men. Every other person there were busy and they found him obstructing their movement. That is why the author makes this statement.

53. Lesson: “A wrong man in the workers’ paradise,
Poet: Rabindranath Tagore.

This sentence said by the ariel messenger to the elders of the Workers’ Paradise.

Soon after the death of the artist, he was brought to the heaven by fate. Ariel messenger found him place in workers’ paradise. As he was not doing any work, he wasted time in roaming here and there. In short time, he caught the attention of a bustling girl and awakened in her a sense that there can be things in this world which have no meaning no purpose at all. Very soon like bustling girl, quite a good number of people there who came under his influence, started wasting time. Lot of work was left unfinished. The elders got worried and called for a meeting. It is then the ariel messenger said the above statement.

54. Lesson: “A wrong man in the workers’ paradise
Poet : Rabindranath Tagore.

This sentence said by the elders of the Workers’ Paradise to the wrong man.

Workers’ paradise came under the influence of the artist, and their habits and attitude to work changed. Work began to suffer and so the elders became anxious. When they made enquiries, the ariel messenger confessed that such a change was caused by the artist whom he had brought there by mistake. The elders summoned the artist and made this statement.

55. Lesson: “A wrong man in the workers’ paradise
Poet : Rabindranath Tagore.

This sentence expressed by women of the Workers’ Paradise.

The author explains the nature of work in workers’ paradise, one could find everything except leisure. All were busy with some activity or the other. They always had their hands full as they made use of every minute.

56. Lesson: “A wrong man in the workers’ paradise
Poet : Rabindranath Tagore.

This sentence said by the girl of the silent torrent to the wrong man.

A young girl was attracted by the artistic pursuits of the idler, the President of the workers’ paradise ordered the wrong man to leave. As the man sighed and gathered his brush and paints to leave, the girl came up tripping and uttered these words.

57. Lesson: “A wrong man in the workers’ paradise,

Poet : Rabindranath Tagore

These words are said by the wrong man in workers' paradise as he puts no effort at all to work while the rest of them had no moment to spare. The girl in the workers' paradise had seen the work of art of the man the previous day and had been attracted by it. The next day when she saw the man standing by the torrent, she asked him what he wanted from her and the man said these above words.

58. Lesson: A Wrong man in Workers' Paradise

Author: Rabindranath Tagore

Who said it --- The women of Workers' Paradise.

To whom--- They said it among themselves.
When -----They said this while they were busy with their daily work.
Context: The people of Workers' Paradise considered time very precious and believed that every minute should be used productively.

59. Lesson: A Wrong Man in Workers' Paradise Author -

Rabindranath Tagore

Who said it ---- The wrong man/painter said this.

To whom------ He said it to the busy girl of the silent torrent.
When ------He said this after painting pictures on her clay pitcher.

Context: The painter wanted to introduce beauty and something without practical purpose into the girl's busy life.

60. Lesson: A Wrong Man in Workers' Paradise Author -

Rabindranath Tagore

Who said it ---- The wrong man/painter said this.
To whom----He said it to the busy girl of the silent torrent.

When -----She asked him whether he had any work to do.

Context: The girl could not understand how someone could have no work. The painter humorously replied that he had no time to spare for work

61. Lesson: A Wrong Man in Workers' Paradise Author:

Rabindranath Tagore

Who said it ---- The wrong man/painter said this.
To whom----- He said it to the busy girl of the silent torrent.
When ----She offered to give him some work to do.

Context: Instead of doing useful work, the painter asked for one of her pitchers so that he could draw pictures on it.

IX

62. The world of the idler an artist is a world where the man has no time to spare for any work. He spends his time standing by a stream or painting some object which has no meaning or purpose. On the other hand, in the world of workers' paradise men are busy at work. They have no time to spare for recreation or painting. To them time is precious and they have too much to do. Neither world is good. Working all the time with no breaks or entertained is not good either. We should opt for a world where work and recreation are balanced.

63.In workers' paradise one could find everything except leisure. The people there were always bustling about doing some work or the other saying "time is precious" and "time's a flying". Though they sighed that they had their hands full and made use of every single minute, the work made them happy and proud. They did not believe in spending time on any activity that did not have any utility or purpose. They believed that every work should have a meaning and purpose.

In contrast, the artist had never done any useful work in his life on the Earth. He had spent his time sculpting, painting for pleasure. After his time on the Earth, he was mistakenly put in the workers' paradise. But there too he did not follow the others but spent the time lounging about and idling about. When he was offered to be given some useful work, he said that he had no moment to spare for work. He meant that he would only do some work which would bring him joy and satisfaction even if it was without any utility or purpose.

X

64. a. With plenty of stable land, India's agriculture was vibrant with productivity comparable to the best in the world. There was a vigorous and large skilled artisan workforce that produced not only cotton but also luxurious products for the zamindars and the courts. The economy produced a great financial surplus and India's wealth sustained more than a hundred million people.

b. When the English got this wealth, they found that India produced the world's best cotton yarn and textiles. To this huge industry, they provided the powerful stimulus of European demand and made it even richer.

65. A) Hans Christian Anderson is known as the father of modern fairy tales. "The little mermaid", "The ugly duckling", "The Emperor's New clothes" are a few popular short stories by Anderson.

b) Anderson was born in the slums of the Danish town of Odense. His father was a poor shoe-maker and his mother was a washerwoman. His father died when he was eleven and he was forced to go to work. He apprenticed as a tailor and a weaver and also worked at a tobacco factory.

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POEM :1
TO A PAIR OF SARUS CRANES

I

1)i) B. Hyperbole ii)C) Paradox iii)B) simile iv)D) Euphemism v)B) Paradox

vi)C) It was the bird's filling that the sun was reluctant to rise vii)A) callousness of the hunters

II

2. The time of the day referred here is sunrise.

3. It suggests the callousness of the hunters.

4. The cry of the bird is compared to the Morse Code.
5. A wave of the seas which the female bird had never seen came to her from far away and carried to her, towards her dead partner.
6. Hoping to hatch them into a toddling chick.
7. The dead body of the male sarus crane.
8. When he was flying high stretching his neck in the morning.
9. Its proud neck was humbled to lie like a dirty linen.

III

10. The male bird was shot as he tried to pull the reluctant sun out from the rim of horizon. The female crane was so engrossed in grief over the death of its male partner and thus she too died of grieving.

11. It was said that a wave of seas, the female had seen came to her from far away and carried her towards her male partner. She went away beyond the legends and fable of human love into a world beyond Hume's words.

12. The male bird was shot dead, picked up hands and jaws and stuffed the bird into a coarse bag. The proud neck was humbled to lie like a dirty linen in a coarse washing bag which was utterly humiliated.

14. The female sarus crane sat on the blood-stained feathers of her dead male partner with anguish in a desperate attempt to bring him back to life by hatching some blood-stained feathers.

14 . The female bird picked few blood stained feathers that the wind had not taken away and try to hatch it into a toddling chick.

15. Its proud neck was humbled to lie like a dirty linen. Then the hunters callously stuffed the dead body of the male sarus crane into the course washing bag, they picked up by its hands and jaws and took it away without showing mercy.
16. The line says that a sudden wave came and carried the bird away. It actually means that the bird pined away to death. The female sarus crane experienced immense grief at the death of her partner when it was shot dead. She suffered so much that she pined away from grief.

17. The female bird flew crying. It circled the sky in movements of grace then returned to the place of death and cried with intense sorrow.
18. The male bird had stretched its neck to pull the reluctant sun out from the rim of horizon.

IV

19. The end of the female bird is suggested in the last stanza with lines like "A wave of seas she had never seen came to her and carried her to him". Instead of making direct references to the death of the female bird, the poet says that the wave carried to her partner. The intention of the poet perhaps to compare the inhuman world of men with the humane world of nature. It is as though nature came to the rescue of the bird in grief and put an end to its life as well.

20. The poet speaks of the Morse code to describe the intensity of the female bird's grief. The female bird's cries of sorrow are compared to the Morse code. The figure of speech is a simile and the purpose is to compare the sound made by the combination of long and short sounds for sending messages in a symbolic

language. On the other hand, if the comparison serves the purpose of describing the shrill sounds made by the female bird in sorrow, on the other it raises the question as to who will listen to the message of sorrow.

21. The female Sarus crane is shown grieving over the death of the male Sarus crane. She is shown kissing the few blood stained feathers left behind and gathers them as though she desperately tries to bring life back to the dead feathers. The intensity and expression of grief of the female Sarus crane attribute humans' traits to her.

V

22. The callousness of the hunter is brought out in the poem by describing the indignity with which the hunter shoots the crane in its neck. After killing the bird, these killers did not treat the body with dignity. They just lifted the lifeless body of the crane by its wings and callously stuffed it in a coarse bag like a dirty linen in a coarse washing bag. They never regarded it as a being with life. The mere fact that it was not human with the faculty of speech made them treat it like an inanimate object.

23. The cranes pair for life. Having seen its mate shot dead by the hunters and being taken away the female sarus is heartbroken. The bird circled the sky with grace mourning over the disgraceful end of its partner. After the killers had left the place, the female bird returned to the death scene and kept flying around whining for its companions with short and long cries resembling the Morse code. With her beak she kissed and blood-stained feathers of her mate which the wind had not yet carried away and sat down to hatch them with the hope that she could bring him back to life. This shows the agony and the despair of the bird.

VI

24. These lines are from the poem, 'To a pair of sarus cranes' by Manmohan Singh, describes the helplessness of the female sarus crane. After the hunter shoots down the male crane, they pick the bird indifferently and carry it like dirty linen in a coarse washing bag even as the grieving female flies in circles crying piteously. The female circles the sky waiting for the proper time to go to the bloodstained feathers of its mate. The poet here contrasts the graceful movement of the female bird against the disgraceful end of the male bird.

25. These lines, which are full of pathos, are taken from the poem 'To a pair of sarus cranes' by Manmohan singh. The poem opens with the picturesque description of the male sarus crane which is said to stretch its neck to pull the reluctant sun from the rim of horizon. Just as the male bird necks as if to pull the reluctant sun out from the rim of horizon, the hunters shoot it down, reducing the proud neck to an undignified heap. The hunters pick the bird indifferently and carry it like dirty linen in a coarse washing bag making it clear that in the selfish and cruel world of human beings, there is no place for beauty and innocence.

26. These lines, taken from the poem 'To a pair of sarus crane' by Manmohan singh, describe the plight of the female crane that has lost its male partner. The poet uses Euphemism while talking about the death of the female bird. Instead of making direct references to the death of the female bird, the poet says that the wave carried the bird to her partner. The poet compares the inhuman world of men with the humane world of nature.

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PROSE:2
THE ELIXIR OF LIFE

I. (1) (i) D) the, the (ii) C) an, the (iii) B) the, the (iv) B) a, the
(v) A) The, the (vi) D) a, the (vii) A) an,the (viii) C) the, an
(ix) B) a,the,a (x) C) the,the

(2) (i) C) Personification (ii) B) Metaphor (iii) C) Personification (iv) D) Simile
(v) C Personification (vi) B) Metaphor (vii) C) Personification

(3) (i) C) didn't they (ii) A) isn't it? (iii) B) didn't we? (iv) is it?
(v) haven't they? (vi) doesn't it?

(4) (i) D) precipitation (ii) C) suspension (iii) D) catchment (iv) A) harnessing
(v) B) alluvial (vi) A) precipitation (vii)A) crust (viii) D) contour

(5) (i) A) deforestation (ii) B) shallow (iii) A) stale (iv) C) fiction
(v) A) cowardice (vi) B) succumb (vii) D) urban (viii) C) ancient

(6) (i) B) justice (ii) C) vessel (iii) A) beauty (iv) D) equipment
(v) A) copper

II. (7) (i) threat (ii) grow (iii) speed (iv) powerful
(v) proper/suitable

(8) (i) fertile (ii) adversity (iii) fiction (iv) urban
(v) modern

(9) (i) inadequate (ii) irregular (iii) discontinue (iv) irresponsible (v) imperturbable
(10) (i) route (ii) see (iii) seize (iv) grate (v) rain

III. 11) (i) How did you pursue your education? (ii) Why did he take up that profession?
(iii) When is the annual examination? (iv) Which is the first month of the year?
(v) Whom did you meet in the park last night?

12) (i) The Judges were pleased by the recitation. (ii) The wall is being built by the mason.
(iii) The meeting was called off by the President. (iv) A nice meal was being cooked by Niharika.
(v) The conduct certificate was issued by the Principal.

13) (i) How beautiful this scenery is! (ii) How sweet this rose smells!
(iii) What a beautiful flower it is! (iv) How great Mother Theresa is!
(v) How great the power of water is !

IV. 14) Elixir is a liquid substance with a magical power to prolong life indefinitely.

15) The divine amrita which can make man immortal is the real elixir of life.

16) Man has sought in vain for an imaginary elixir of life, the divine Amrita.

17) C. V. Raman refers to water as the real elixir of life.

18) The Egypt's ancient civilization was created and sustained by the life giving waters which come down year after year with unfailing regularity.

19) The writer compares the Libyan desert and the Nile valley in the lesson .

20) River Nile flows in Egypt.

21) The Nile river brings down the finest silt from the highlands of Abyssinia and from remote central Africa.

22) The rain-fed tanks that are common in South India are a cheering sight when they are full.

23) The writer compares the water in a landscape to the eyes in a human face.

24) Catchment area is an area which collects plentiful rainfall.

25) The colour varies with the nature of the earth in the catchment area and is most vivid after a fresh inflow following rain.

26) The rain-fed tanks are shallow, but this is less evident since water in these tanks is silt laden and throws the light back and the bottom does not show up.

27) Sudden bursts of excessively heavy rain resulting in a large run off of surplus water is the main cause of soil erosion.

28) The sudden bursts of excessively heavy rain resulting in a large run off of surplus water is the main cause of evil erosion.

29) The existence of ruts makes the water flow with rapidly gathering momentum along with the soil.

30) Gullies and ravines are formed by running water which cuts up and washes away the soil.

31) Contour cultivation is cultivation along the same level of elevation to prevent soil erosion.

32) Systematic planting of suitable trees in every possible and impossible area is called as civilized forests or man-made forests.

33) Scrub jungle is a forest consisting of stunted trees.

34) Wild and untamed jungles are jungles that are produced by nature.

35) Water is the basis of all life.

36) Artesian water and rain or snowfall are the two main sources of water.

37) Artesian water is underground water springing from a hole.

38) Soil is the foundation of agriculture.

39) Rain fed tanks play a vital role in South Indian agriculture.

40) Irregular and inadequate seasonal rainfall and soil erosion are the two major problems of Indian agriculture.

41) One of the most remarkable facts about water is its power to carry silt or finely divided soil in suspension.

42) The systematic planting of suitable trees in every possible and even in impossible areas and the development of civilised forests would directly or indirectly prove a source of untold wealth to the country.

43) The cheapest means of transport is by boats and barges through canals and rivers.

44) Indian agriculture is very sensitive because it depends o seasonal rainfall which is inadequate and irregular.

45) The availability of electric power would enable the overall development of rural economy.

46) According to the writer water is the commonest and uncommonest of liquids because of its many unique properties which enables it to sustain plant and animal life.

V.

47) The civilized forests provide raw materials for the industries. They also check soil erosion and conserve the rainfall of the country from flowing the waste.

48) The development of hydro-electric power will enable underground water to be tapped. It will help to overcome the difficulties arising from irregularity or inadequacy of other sources of supply.

49) The flow of water has helped in the formation of soil on the earth's surface. It also plays a destructive part by washing away of the soil which is the foundation of agriculture.

50) The presence of water adds to the beauty of the country side. A little stream trickling over the rocks. A little pond by the wayside where the cattle quench their thirst in the evening.

51) Water is the commonest of liquids. It is also considered as the most uncommon of liquids because of its amazing properties which are responsible for its unique power to maintain both animal and plant life.

52) Civilized forests are a source of untold wealth to the country. They check soil erosion and conserve the rainfall of the country from following to waste.

53) The adoption of technique preventing soil erosion would help to conserve water. It also helps to keep the water where it is wanted.

54) The water in the rain-fed tanks gets its colour from the silt or finely divided soil in suspension. This colour varies with the nature of the earth in the catchment area.

VI. 55)

(i) Very few forms of energy are as cheap as solar energy – (Positive)
Solar energy is cheaper than most other forms of energy- (Comparative)
(ii) Very few Indian Scientists were as great as Sir C. V. Raman – (Positive)
Sir C. V. Raman was one of the greatest Indian Scientists – (Superlative)
(iii) Very few cities in India are as big as Mumbai. (Positive)
Mumbai is bigger than most/many other cities in India (Comparative)
(iv) No other general was as brave as Napoleon (Positive)
Napoleon was braver than any other general. (Comparative)
(v) Darjeeling is more beautiful than any other hill stations in India. (Comparative)
Darjeeling is the most beautiful hill stations in India (Superlative)

56)

(i) The boy said that it gave him great pleasure to be there that evening.
(ii) Vijay said that he had done his homework.
(iii) He requested him to wait there till he returned.
(iv) He asked me whether/if I was from India.
(v) The Principal declared that the next day would be a holiday.

VII.

57) The water in a landscape is compared to the eyes in a human face. The eyes reflect the mood of a person. They look bright and cheerful when they are happy; dull and gloomy when they are sad. In the same way, water in the landscape looks bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

58) Soil erosion occurs in successive steps. Sudden bursts of excessively heavy rain resulting in a large run off of surplus water is the main cause. The other causes are slope of the land, removal of natural protective coat of vegetation, the existence of ruts, along which the water can flow with rapidly gathering momentum and the absence of measures to check the flow of water.

58) Incredibly large quantities of precious soil is washed away if we do not prevent soil erosion. It can be prevented by terracing of land which prevents soil erosion on slopes. The construction of bunds, the practice of contour cultivation that is cultivation along the same level of elevation and the planting of appropriate types of vegetation can check soil erosion.

VIII.

60) Lesson: 'The Elixir of life'

Author: C. V. Raman

Sir C. V. Raman describes the importance of water. Life cannot exist on earth without water. Every animal and plant contains a substantial proportion of free or combined water.No physiological activity is possible without water. Water is necessary for animal life, while moisture in the soil is equally imperative for the growth of plants and trees. The preservation and utilisation of water is thus fundamental for human welfare.

61) Lesson: 'The Elixir of life'

Author: C. V. Raman

The author C. V. Raman makes this statement when he talks about the important role of water in human life. He says that the entire soil of the Nile Valley is the creation of river Nile. The flood waters from Abyssinia and from remote Central Africa have brought down the finest silt. Egypt and its ancient civilisation is created and sustained by river Nile.

62) Lesson: 'The Elixir of life'

Author: C. V. Raman

The author Sir C. V. Raman describes and compares water to the true elixir of life. Man has tried to find an imaginary elixir of life that is divine Amrita in order to confer immortality. The author says that true elixir of life is near to our hands. It is plain water which is the commonest of all liquids.

63) Lesson: 'The Elixir of life'

Author: C. V. Raman

The author considers water as the most potent and most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and civilization. It continues to play the leading role in the drama of life on the surface of our planet.

IX

64) Water is the basis of all life, animals, plants or human-beings. Water has the power to carry silt which is very necessary for agriculture. C. V. Raman shows that water is the elixir of life. He gives us the example of the Libyan desert where there is no vegetation and not a single living thing visible. On the other hand in the immediate neighbourhood, the Nile valley is teeming with vegetation and people. The water has shaped the history and civilization of our earth. The presence of water makes the country side beautiful and it has enabled agriculture to thrive. Water enriches soil and makes it fertile. If water is used judiciously, it can improve our economy by generating electricity.

65) Sir C. V. Raman is talking about water from the Nile Valley. He gives us the example of the Libyan desert where there is a sea of billowing sand, without a speck of vegetation and not a single living thing visible. On the other hand, in the immediate neighbourhood, the Nile Valley is one of the greenest, most fertile and densely populated areas on the earth, teeming with life and vegetation. This difference is because of the river Nile flowing down to the Mediterranean.

66) Geologists tell us that the entire soil of the Nile Valley is the creation of the river. It was brought down as the finest silt in its flood water, from the highlands of Abyssinia and from remote Central Africa and laid down through the ages in the trough through which the Nile flows. Egypt was made by the river and ancient civilization was created and is sustained due to this water which comes down year after year with unfailing regularity.

67) Soil erosion occurs in successive steps. Sudden bursts of excessively heavy rain resulting in a large run off of surplus water is the main cause. The other causes are slope of the land, removal of natural protective coat of vegetation, the existence of ruts, along which the water can flow with rapidly gathering momentum and the absence of measures to check the flow of water. Incredibly large quantities of precious soil is washed away if we do not prevent soil erosion. It can be prevented by terracing of land which prevents soil erosion on slopes. The construction of bunds, the practice of contour cultivation that is cultivation along the same level of elevation and the planting of appropriate types of vegetation can check soil erosion.

68) The rain-fed tanks that are common in South India, often so sadly neglected in their maintenance. Cheering sight when they are full. They are shallow, but this is less evident, the water is silt-laden, throw the light back. The bottom does not show up. Tanks play a vital role in South Indian Agriculture. Some of these tanks are surprisingly large. It is a beautiful sight to see the sunrise or sunset over one of them.

69) There is nothing which adds so much to the beauty of the countryside as water. Little stream trickling over the rocks. Little pond by the wayside. Cattle quench their thirst. The rain fed tanks are common in South India. Cheering sight when they are full. These play a vital role in agriculture. Beautiful sight to see the sunrise or set over rain fed tanks. It reflects the mood of the hour.

70. C.V. Raman observed a great contrast between the Libyan Desert and the valley of the Nile. The Libyan Desert was dry, barren and completely lifeless. There was only sand, rock and no vegetation at all. There were no birds, animals or human beings in the desert. On the other hand, the valley of the Nile was green and fertile. It had lush crops, trees and beautiful flowers. The valley was full of life with people working in the fields. The main cause for this difference was water. The Nile River flooded every year and brought water to the valley. This water made the soil fertile and supported agriculture. Thus water made the Nile valley a paradise while the desert remained barren.

71. C.V. Raman considers water to be the most wonderful and potent substance on earth. He saw this truth in Egypt during his visit. The Libyan Desert had no water and so it was dry and dead. But the valley of the Nile had water and so it was full of life and greenery. Water has the power to change a desert into a fertile land. It is essential for the survival of all living beings. Without water there can be no plants, no animals and no human life. Water is needed for drinking, agriculture and for maintaining health. It also brings prosperity and happiness to people. Raman understood that life depends completely on water. Therefore he called water the "Elixir of Life"

72. The preservation and proper utilization of water can contribute a lot to human welfare. Water is the most important natural resource for all living beings. If we preserve water we can prevent drought and scarcity. Proper use of water in agriculture increases food production. Clean drinking water is necessary for good health and to avoid diseases. Water is also used in industries and factories for manufacturing goods. It is used to generate hydroelectric power which gives us electricity. If we avoid wastage of water in our homes, we can save it for future use. Conservation of water helps to maintain ecological balance. It also ensures water for future generations. Thus by saving and using water properly we can lead a healthy and prosperous life.

73. According to C.V. Raman, water is useful to mankind in many ways. First, it is essential for drinking and for our body functions. Second, it is very important for agriculture and growing crops. Third, water is used in industries for various purposes. Fourth, it is used for producing hydroelectric power. Fifth, rivers and oceans help in transport and trade. Sixth, water is necessary for maintaining cleanliness and hygiene. Seventh, water adds beauty to nature in the form of rivers, lakes and waterfalls. Eighth, water supports all forms of plant and animal life. Without water life on earth is not possible. Thus water is useful for our life, health, economy and civilization.

X.

74) i) a) The earliest Egyptian writing was cut in stone. Later on, the Babylonians and the Assyrians did their writing with a pointed instrument on cakes or bricks of soft earth. Later on writing was done on a special sort of thin leather.

b) Egyptians made discovery of grass from whose stems they were able to make paper. Europeans wrote on a special sort of thin leather. Finally, Chinese invented the paper.

ii) a) Garbage comes from various sources – used paper, tiffin packings, plastic bags, ice cream wrappers, bottle caps, fallen leaves from trees and many more.

c) A compost pit can be made at a convenient location where the refuse can be placed with layers of soil and an occasional sprinkling of water. This would help decomposition to make valuable fertilizer.

XI.

75) Essay writing.

- Matter
- Sequence

- Language

XII.

76) Letter writing.

- Format
- Matter
- Language

POEM :2 ABRAHAM LINCOLN'S LETTER

I (1) (i) B) isn't he? (ii) A) are you? (iii) A) did they? (iv) B) are you?
(v) D) isn't he?

(2) (i) C) The, the (ii) B) a, the (iii) A) an, the (iv) B) a,the
(v)D) an,an

(3) (i) B) at, for (ii) D) to, of (iii) A) through (iv)D) with
(v) C) with, of

(4) i) C) think (ii) A) supreme (iii) C) everlasting (iv) D) glory
(v) A) honesty (vi) C) kind

(5) i) C) see-saw (ii) B) steal-stole (iii) B) bold-cold
(iv) D) sell-sale (v) A) were – where (vi) C) star - scar

(6) (i) B) Simile (ii) A) Antithesis (iii) C) Antithesis
(iv) D) Repetition (v) B) Alliteration (vi) A) Alliteration
(vii) A) Oxymoron (viii) C) Hyperbole

II (7) (i) supreme (ii) jealous (iii) mock (iv) integrity
(v) hero

(8) (i) dishonest (ii) impatient (iii) unpopular (iv) incorrect
(v) inactive

(9) (i) commitment (ii) acceptance (iii) mysterious (iv) preference
v) patient

(10) (i) heel (ii) grate (iii) new (iv) herd
(v) flour

III (11) The poet father says that his son has no choice but to all the values taught by the teacher.

(12) He wants his son to accept both failure and success positively.
(13) In spite of all wickedness in this world, there is enough goodness.
(14) "That a dollar earned is of far more value than five found".
(15) 'Brown and brain' refer to the physical strength and intellectual ability that the son should learn to use and offer for his livelihood.
(16) The son must have love and passion towards his books because only then he will be able to gain knowledge.
(17) Cheating and passing an exam is easy, but it doesn't teach any value in life. It is far honourable to fail in exam or life than being a cheat.
(18) It refers to the harsh reality of life.

IV

(19) According to Lincoln it is more honourable to fail than to cheat. This line means that it is better to fail in school or in life rather than show great results through cheating. Honesty is better than being a cheat.
(20) The father wants his son to be a good listener and listen to everyone. He needs to filter what he hears and take in only the good after knowing the truth.
(21) The poet father doesn't want his son to follow the crowd. Anyone who follows the crowd blindly doesn't think for himself and doesn't exercise his reasoning. He wants his son to be independent and take his own decision.
(22) According to Abraham Lincoln we must have faith in oneself only then we can have sublime faith in mankind. Having sublime faith in mankind is fundamental for all human relationship without which we cannot live together in a society.
(23) It is not possible to laugh when one is sad. Here the poet is telling his son to face sadness with the cheerful heart. The poet is highlighting the need for a positive attitude to overcome sadness and face difficulty with a smile.
(24) Lincoln believes in instilling moral values which is the ultimate teaching he recommends for his son. He wants his son to imbibe good values and be a good citizen.
(25) A howling mob causes too much violence. He wants his son to close his ears and not to listen to such opinion. He further advices his son to stand and fight for what he thinks is right.
(26) The term too much sweetness is used by Lincoln to caution his son regarding people who talk sweetly only to please but do not mean what they say. Such sweet talk cannot be believed and one should be careful while dealing with such people.

V

(27) For every scoundrel there is a hero; for every selfish politician there is a dedicated leader. All men are not just all men are not true. For every enemy there is a friend. A dollar earned is more valuable than five found. Learn to lose and enjoy winning, honourable to fail than to cheat.
(28) The poet father wants his son's teacher to teach him many values.
(a) Regarding Books and nature: to teach him the wonder of books. To give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, flowers on a green hillside.

(b) The value of being honest: the value of a dollar earned is far greater than five dollars found. In school to teach him it is far honourable to fail than to cheat.

(29) This line refers to the way the poet wants his son to be trained in school. Literally the line means that when steel is melted in the fire, it becomes stronger. Similarly, if his son is put through a hard training he will become stronger. So, he wants his son to go through hardships in order to become successful and strong.

VI

(30) Poem: Abraham Lincoln's Letter to his Son's Teacher.

Poet: Abraham Lincoln

Abraham Lincoln wants his son's teacher to teach him that for every enemy there is a friend. He wants his son to identify between good and bad people in this world. This will help his son to know that there is enough goodness inspite of evil in this world.

(31) Poem: Abraham Lincoln's Letter to his Son's Teacher.

Poet: Abraham Lincoln

Abraham Lincoln wants his son to learn that hard earned money has more value than money which is earned through wrong means or without any effort.

(32) Poem: Abraham Lincoln's Letter to his Son's Teacher.

Poet: Abraham Lincoln

Lincoln wants his son to grow up and be able to use his brown and brain in order to earn his living by rendering his services to the one who employs him. He does not want his son to put a price tag on his soul. This means that he does not want his son to sell his moral values.

(33) Poem: Abraham Lincoln's Letter to his Son's Teacher.

Poet: Abraham Lincoln

Lincoln wants the teacher to teach his son all the values that are mentioned in his letter. He considers it as a big order, since the task of teaching such values is too difficult for any teacher or school. Lincoln acknowledges the challenge but also emphasizes the importance of these qualities for his son to become a good person.

VII.

34) All men are not just and not true. For every scoundrel there is a hero. For every enemy there is a friend. For every selfish politician there is a dedicated leader. Not to follow the crowd. To have faith in his own ideas. To close his ears to the howling mob. Not to follow the crowd blindly. To filter all he hears on a screen of truth. There is no shame in tears. To be aware of too much sweetness. To sell his strength and intelligence to the highest bidders, but never, to sell his soul. To stand and fight for the right. To have sublime faith in mankind.

(35) Abraham Lincoln is of the opinion that all men are not just, all men are not true. For every scoundrel there

is a hero. He feels that for every selfish politician there is a dedicated leader. For every enemy there is a friend. A dollar earned is far more valuable than five dollars found. Lincoln wants the teacher to teach his son to learn to lose and to enjoy winning. To steer him away from envy and to teach the secret of quiet laughter. To learn that bullies are the easier to lick. To have faith in his own ideas even if everyone tells him, they are wrong. Finally, how to laugh when he is sad, as there is no shame in tears.

(36) All men are not just and not true. For every scoundrel there is a hero. For every enemy there is a friend. For every selfish politician there is a dedicated leader. Not to follow the crowd. To have faith in his own ideas. To close his ears to the howling mob. Not to follow the crowd blindly. To filter all he hears on a screen of truth. There is no shame in tears. To be aware of too much sweetness. To sell his strength and intelligence to the highest bidders, but never, to sell his soul. To stand and fight for the right. To have sublime faith in mankind.

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Lincoln wants his son to learn to depend on his own will by:
Teaching him to have faith in himself-He asks the teacher to teach his son to have faith in his own ideas, even if everyone says he is wrong.
Teaching him to be strong:-teach him to be strong enough to stand alone against the crowd.
Teaching him to listen and judge himself:-He asks the teacher to teach his son to listen to all men, but to filter the truth and think for himself, and take in only the good after knowing the truth.
Learning from failure:-
He wants his son to learn that it is honorable to fail, but it is shameful to cheat. This makes him self-reliant.
To value hard work:-He wants his son to learn the value of earning through his own effort - that a dollar earned is more valuable than five found.
To have courage to be unpopular:-He says, teach him to be able to laugh when he is sad, and to not follow the crowd just to be popular.
Honesty and Truthfulness:-
Learn that an honest dollar earned is better than five found.
Humility: Learn to be humble and gentle, even when he is strong.
Kindness and Compassion:-
Learn to be kind to others and not to be cruel.
Power of Knowledge:-
Value books and learning, but also learn to think for himself. Finally to accept failure honourably and enjoy victory gracefully.

UNIT 3
PROSE: 3 THE GIFT OF THE MAGI

I

1. i) B. an
   ii) A. The, the
   iii) C. A
   iv) B. An
   v) A. The
   vi) B. An
   vii) A. The
   viii) B. An

2.
i) A. didn't she?
ii) D. didn’t they?
iii) B. Aren’t they?
iv) B. doesn’t she?
v) A. isn’t she?
vi) C. is he?
vii) B. aren’t we?
viii) B. don’t I?

3.
i) B. or
ii) A. but
iii) D. yet
iv) B. lest
v) B. however
vi) A. but
vii) A. if
viii)B. yet

4.
i) A. is
ii) A. are
iii) A. was
iv) A. belongs
v) B. developing
vi) C. united
vii) D. interesting
viii) B. completed

5.
i) B. made for
ii) C. to attend to
iii) B. run over
iv) A. cut down
v) B. put on
vi) D. gave up

6.
i.) C. latter
ii) A. always
iii) A. urban
iv) C. cautious
v) A. idle
vi) B. waste
vii) B. expand
viii) C. deficient

II)
7. active
8. clearly
9.dislike
10.forgot
11. new
12. carpentry
13. stitching
14. scene

III.
15. a) One dollar and eighty seven cents were saved by Della.
b) Gandhiji is being admired as a great leader by the world.
c) If it could be done by you.
d) A reward was given to him by the Government.
e) The answer scripts were valued by the Teacher.

16.a) Jim was so poor that he could not buy a gift for Della.
b) It is so cold that we cannot go out.
c) The dress is so old that I cannot wear it anymore
d) He is so stupid that he cannot understand.
e) Life is so beautiful that I cannot think of ugly things.

17.a)The door opened and Jim stepped in.

b) He must work very hard and make up for the last time.
c) His health was poor but he worked very hard.

18. a) No other gift was as beautiful as it.(positive)
It was more beautiful than any other gift.(comparative)
b) December is cooler than any other month in the year. (Comparative)
December is the coolest month in the year.(superlative)
c) Few doctors in our village are as popular as Sharada (Positive)
Sharada is popular than many other doctors in our village (Comparative)

19.a) Della said that her hair grows so fast.
b) Ravi asked where Noida was.
c) He said that the earth moves around the sun.

20. a) As soon as I reached home, it began to rain.
b) As soon as she heard the news, she broke down.
c) As soon as he saw me he came up and spoke to me

21. a) No sooner did the teacher enter the class than the students stood up.
b) No sooner did she get the telegram than she left in a taxi.
c) No sooner did the referee blow the whistle than the game started.
d) No sooner did he stand up to speak than the people started making noise.
e) No sooner did she hear the news of her husband's death than she fainted.

IV) Answer the following in a sentence each:
22. By bargaining with vegetable vendor and meat seller
23. To buy a gift for her husband Jim.
24. Della bought a platinum fob chain for Jim.
25. Magi were wise men who brought gift to Babe in the manger.
26. Jim bought a set of beautiful combs.
27. Twenty dollars.
28. James full name is "Mr. James Dillingham Young"

V)
29. Jim had a watch inherited from his father. Della had beautiful hair like a brown cascade.
30. Jim was like a platinum chain simple and plain. He proclaimed his value by himself without any decoration.
31. Della screamed with joy and hugged the Gift to her bosom. She also felt unhappy because she could not use it as her hair was cut off.
32. If the king Solomon's all treasures piled up in the basement, then Jim would pulled his watch every time he passes just to see jealousy of the king.
33. Had the queen of Shiba lived in the flat across the airshaft, Della would have let her hair hang out

of the window someday to dry just to depreciate her Majesty's jewels and gifts.

34. The last word to the wisemen of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts such as they are wisest.
35. Jim and Della loved each other. They sacrificed their precious possession to give Christmas gift to each other. It shows their true and pure love for each other. They showed that love is not accepting but giving their best to other.
36. No, the gift were not useful to each other at that moment. But they decided to keep away their present for awhile.
37. His eyes were fixed upon Della, and there was an expression in them that she could not read and it terrified her. It was no anger, not surprise, not disapproval, not horror, nor any of the sentiments that she had been prepared for.
38. The moral is that we should not become too emotional in love. We should act wisely in all matters of life. We should not over reach ourselves.

VI.

39. This extract is taken from the lesson The Gift of Magi written by O Henry. Della said this to Jim when he looked at her fixedly with a peculiar expression on his face after she sold her hair for 20 dollars in order to buy a beautiful gift for her husband Jim.

40. This extract is taken from the lesson' The Gift of magi written by O Henry.Jim said this to Della when he saw Della without her beautiful hair. Della tried to console Jim by saying that her hair grows very fast. He asked him to say Merry Christmas to her. But Jim expressed his reaction as he could not accept the fact that Della had sold to her.

41. This extract is taken from the lesson' The Gift of Magi written by O Henry. This was said by Madam Safronie to Della who sold her hair. After lifting her hair by her hand, Madame used to fix the price of the hair by seeing its volume and density. After lifting Della's hair in her hand she fixed the price as 20 dollars.

42. This extract is taken from the lesson The Gift of Magi written by O Henry. Della said this to Jim showing him the platinum chain she bought. Della was very eager to see how the platinum chain looks on Jim's golden watch, so with excitement she asked Jim to give his watch.

43. This extract is taken from the lesson The Gift of Magi written by O Henry. After cutting of her hair, Della reached home. She wanted to set her hair before Jim comes home. She got out her curling irons and lighted the gas and went to her repairing the ravages made by generosity added to love.

44. This extract is taken from the lesson The Gift of Magi written by O Henry. This was said by Della to herself. Della had a habit of saying little silent prayers about the simplest everyday things and now after cutting of her hair she whispered this prayer to God.

45. This extract is taken from the lesson The Gift of Magi written by O Henry. This was said by Della to Madame Sofronie. She sold her hair for 20 dollars. She was eager to get the money to buy a beautiful present

for her husband, as they had a tradition of giving gift to each other during Christmas.

46. This extract is taken from the lesson The Gift of Magi written by O Henry. This was said by Della to her husband Jim. She bought a beautiful platinum fob chain to Jim as her Christmas present. She held it before him and asked them to give his watch. Little she knew that Jim to sold his watch to buy a gift for her.

47. Lesson: THE GIFT OF THE MAGI
Author: O. HENRY
Who said to whom: Della said to Jim, her husband
When: On Christmas Eve, when Jim comes home from work
Context: Della and Jim were a poor young couple. Della wanted to buy a Christmas gift for Jim but she had only $1.87. So she sold her beautiful long hair to buy a platinum chain for Jim's watch. When Jim returned home, he looked pale and strange. Della was nervous. She said this line to show Jim that her hair was cut. She wanted Jim to see her short hair. The line shows Della's love, sacrifice and nervousness.

48. Lesson: THE GIFT OF THE MAGI
Author: O. HENRY
Who said to whom: Jim said to Della, his wife
When: Immediately after coming home and seeing Della
Context: Jim loved Della's long beautiful hair more than anything. He had bought a gift for Della by selling his gold watch. When he saw Della with short hair, he was shocked. He said this line in surprise and sadness. He thought Della had cut her hair because she was unhappy. This shows Jim's love for Della and also creates irony because both had sacrificed their most precious things for each other.

49. Lesson: THE GIFT OF THE MAGI
Author: O.HENRY
Who said to whom: The narrator, O. Henry to the readers. When: At the end of the

story, after both gifts were exchanged

Context: Della sold her hair to buy a chain for Jim's watch. Jim sold his watch to buy combs for Della's hair. Both gifts became useless. But the narrator says this line to praise them. He calls them "Magi" or wise men because they gave the most precious gift - love and sacrifice. The context shows that true wisdom lies in selfless love, not in expensive gifts.

50. Lesson: THE GIFT OF THE MAGI
Author: O. HENRY
Who said to whom: The narrator, O. Henry to the readers. When: When Jim came

home and gave Della her Christmas gift

Context: This happens after Della tells Jim about her short hair. Jim was quiet because he too had a surprise. He took out a package and threw it on the table. Inside was a se t of beautiful combs for Della's hair. Jim had sold his gold watch to buy them. The action shows Jim's excitement and also the irony of the situation. Both sacrificed their most valuable possession for the other.

51. Lesson: THE GIFT OF THE MAGI
Author: O. HENRY
Who said to whom: Jim to Della.
When: After they realized both gifts were useless for now
Context: After exchanging gifts, Jim and Della found out that Della had no hair for the combs and Jim had no

watch for the chain. Instead of being sad, Jim said this line calmly. He meant they should keep the gifts safely and use them later. This shows their maturity, understanding and deep love. Material things don't matter to them. Their love is more important than the gifts.

52. Lesson: THE GIFT OF THE MAGI
Author: O. HENRY
Who said: The narrator, O. Henry to the readers.
When: At the beginning of the story, while describing Della and Jim's life.
Context: O. Henry starts the story by describing the life of poor people like Della and Jim. Their life had tears "sobs", worries "sniffing", and very few moments of happiness "smiles". But sadness "sniffles" was more. The line sets the mood of the story. It shows their poverty but also prepares us for the loving and touching ending where their sacrifice brings real joy.

VII.

53. Jim lived in a rented flat for dollar eight per week. At the entrance. Of it, there was a letter box in which no letter would go. From the calling bell no one could make a ring. It also had a name plate bearing the owner's name Mr. Dillingham from which the letter D had been flung away.

54. Della had a beautiful long hair like a cascade of brown. It reaches below her knee and made itself almost a garment for her. It is so silky and shining that if she put it outside the window to dry, it would depreciate the jewelry of Queen Sheba.

55. The Magi were the wise men who brought gift to the babe in the manger. They invented the art of giving Christmas presents. Being wise their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. Here writer correlate s two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house.

VIII.

56. Jim and Della were a couple lived in a flat. On the eve of Christmas they decided to give present for other. Della saved one dollar and eighty seven cents by bargaining with vegetable vendor and meat seller. But the money was not sufficient to buy a beautiful gift for Jim. She sold her beautiful hair and bought a platinum fob chain for Jim. Jim had a golden watch without chain. He sold his watch and bought a set of beautiful combs for Della. Jim and Della sacrificed the most precious possessions of their for other. So they loved each other.

56. In the lesson, the gift of Magi, the author O Henry explained that it is a heartwarming story of couple who sacrifice their more precious things to buy Christmas gift for each other. The Magi who brought the first gift for baby Jesus in the manger which mentioned in the Bible can be compared to Jim and Della, because they sacrificed a lot in giving their Christmas gift. To Jim the gold watch was precious and for Della, her beautiful long hair. The young couple are like Magi because they in their extreme poverty they are very rich as their symbolize deep love for each other.

POEM: 3
THE TEMPLE AND BODY (VACHANA)

I) 1
i) Metaphor
ii) Metaphor
iii) Synecdoche
iv) Simile
v) Simile
vi) Personification
vii) Metaphor
vii) Synecdoche
2.
i) d. see-say
ii) c. brook
iii) d. great
iv) d. pond
v) c. seer
vi) d. gone
vii) b. matter
3.
i) c. dis
ii) b. fortunate
iii) c. auto
iv) c. ir
v) a. inexpensive
II)
4. i) stay
ii) poor
iv) stood
iv) day
v) ear

III)
5)
i) Noun
ii) Adjective
iii) Adverb
iv) Conjunction
v) Pronoun

IV)
6. Shiva was the Lord of meeting river.

7. The legs are pillars, the body the shrine, the head a cupola of gold.

V)

8. Standing stands for manmade temples that might fall. Moving refer to true love and devotion in the heart which continues to live forever.

VI)

9. The poem VACHANA is written by Basavanna. He says that the rich will make temple for Siva to show their love and devotion to God. But a poor man could not afford to do so. He considers his body itself a temple. For him his legs are pillars, body the shrine and the head are cupola of god. As the time passes man made temples might fall but One's true love and devotion for God continue ed to live forever even after the person's death.

10. In the vachana, Basavanna brings out that ideas of the permanence of spiritual things and the Impermanence of the material things . All material things are subjected to destruction in course of time. Only that stays according to the will of god in the humility stands of forever. The poet says that the rich may build temples because they can afford to do that, but the poor will make their bodies the temple of god. He says that static things like temple may decay but things which are dynamic, mobile and changing never decay. Flexibility, movement and changes are signs of life, building cannot signify life.

11**.** The rich express their devotion to god by building temples. But the poor man cannot do so, but wants to show his devotion. So, he expresses his devotion by offering himself as a temple of god. The speaker compares his body or the human body to a temple because he is unable to dedicate a temple of stone to god. He says his legs are pillars, his body the shrine and his head a cupola of gold. This moving temple of flesh and blood is a contrast to the static temple of brick and mortar. He says that the solid, unmoving temple shall fall one day. Things which move according to god's will shall stay forever. Things made by man will perish and only the good deeds done by human beings will remain forever.

12. The poet Basavanna says that the rich may build temples because they can afford to do so, but the poor will make their bodies the temple of god.
He says that static things like temples may decay but things which are dynamic, mobile and changing will never decay.

13. Poverty is not an impediment in worshipping god.
Our body itself which houses the soul in it – is the temple of god.
All the material things are subjected to destruction in the course of time.
All that does not move or stay according to the will of god have a great fall one day or the other.
The spiritual, the one that moves according to god's will is permanent.

14. The poor man expresses his devotion by offering himself as a temple of god.
- He says his legs are pillars
- Body the shrine the head a cupola of gold.
- He says the solid, unmoving temple shall fall one day
- Things which move according to god's will, shall stay forever.
- Things made by man will perish and only the good deeds done by human beings remain forever.

15. The rich people express their devotion to god by building temples to siva (god)
Basavanna cannot do it but wants to show devotion to his lord.
he consoles himself saying that his body itself is a temple.

his legs are pillars, the body is the shrine where his lord resides and his head is a cupola of gold.
- things standing are not permanent but the moving shall stay for ever.

VII)

10.
The rich
Will make temple for Siva
What shall,
a poor man,
do?
My legs are pillars,
the body the shrine,
the head a cupola
of gold.
Listen, O lord of the meeting rivers,
Things standing shall fall,
But the moving ever shall stay.

VIII)

11. The Poem The Temple and the Body is written by Basavanna. According to him the rich will make temple for Shiva to show their love and devotion. But the poor people can't do it. The poor person consider his body itself a temple. His legs are pillars, body the shrine and the head a cupola of gold. The temple made by the people might fall as the time passes, but once true devotion continues to live forever even after person's death.

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UNIT 4
PROSE:4 LOUIS PASTEUR, CONQUEROR OF DISEASE

I.

1

a) isn't it
b) did he
c) didn't he
d) wasn't he
e) hadn't he

2)

a) in
b) to
c) from
d) at
e) of

3)

a) a , the
b) an
c) a, a
d) the, the
e) a, the

4)

a) simile
b) simile
c) metaphor

5)

a) antidote
b) oculist
c) euthanasia
d) amputate
e) amnesia
f) autopsy
g) epidemic
h) ophthalmology
i) urologist
j) rhinologist
k) B] Pediatrics
l) B] Pathologist
m) B] Anatomy
n) A] Anesthetic.
o) B] Asphyxia

p) B] Congenital

q) C] Gerontologist

r) B] Convalescence

s) C] Panacea

6)

a) goes
b) is
c) wrote
d) has
e) has

7)

a) pronoun
b) noun
c) adverb
d) verb
e) preposition

II.

8) retreat
9) heal
10) wisdom
11) brought
12) lioness
13) stopped
14) earn
15) carpentry
16) Neurologist
17) stitching
18) fingers
19) courageously
20) storeys

III.

21)The Tiger was shot by the hunter.
22) No sooner did he see the warden than he ran away.
23) Life is too beautiful to think of ugly things.
24) He is so fat that he cannot run fast.
25) Could you please bring it here
26) Walk fast otherwise you will miss the train.
27) No other hill stations in India is as beautiful as Darjeeling

28) She replied in a courteous manner.

IV

29) Bacteria are vegetable organisms – little rod-shaped plants which exist in the air, water and soil, and in the bodies of animals and plants; some but not all are the causes of diseases; some convert matter into food for plants.

30) Rabies is a dangerous disease of dogs and other mammals, caused by a virus that can be transmitted through the saliva to humans, causing madness and convulsions.

31) Pasteurization is the process of heating the wine or milk of any other liquid to a temperature of 50 to 60 degrees centigrade to make the germs harmless. Pasteurized milk is milk which has been treated in this way and then sealed to prevent more germs from entering.

32) Some scientists believed in 'spontaneous generation', i.e., they believed that germs had no parents but just occurred by themselves.

33) Introduction of weak or dead organisms into the body to produce immunity is called inoculation.

34) Pasteur discovered that yeast was a tiny plant and is made up of tiny living cells. When these cells were healthy the yeast acted well, but if they were diseased, the yeast would spoil the beer.

35) The supreme happiness Pasteur talks about is the consciousness of having contributed in some measure to the progress and welfare of humanity.

V

36) Louis Pasteur not only made some exciting discoveries about germs but he was also able to use his discoveries in very practical ways. He could help many people running various industries in France. His discoveries were all for the welfare of humanity

37) Why living things decay, milk turns sour, Wine ferments, meat goes bad.

38) Introducing live organisms into the body to generate immunity is vaccination (for viral diseases like small pox, rubella, chicken-pox, measles, tuberculosis) whereas introduction of weak or dead organisms into the body to produce immunity is called inoculation (for bacterial diseases like typhoid, diphtheria and cholera).

39) Although Dr. Jenner had already discovered how to vaccinate against smallpox, he did not really understand about bacteria. Pasteur after giving his life to this study was able to prove the value of inoculation and to find out ways of varying it for different diseases.

40) Pasteur used to sit for hours, quite silent and motionless, thinking hard about the difficult problems.

41) Lille was a busy manufacturing town in the north-east of France. He was happy about this because he always felt that traders & industries could be helped very much by the researches of men of science.

42) Vaccination is injecting a vaccine to protect against a particular disease, it is a substance given to develop immunity against a disease. Inoculation is to treat someone against a disease by injecting a weak form of the same disease into the body.

VII.

43) Lesson - Louis Pasteur, Conqueror of Disease
Writer – E. H. Carter

- Said by the mother of the boy
- Who was bitten by a mad dog to Louis Pasteur.
- Pasteur had discovered a cure for the terrible disease called anthrax
- That attacked cows and sheep
- during that time a young Alsatian boy came to him in Paris ,with bites from a mad dog

44)
Lesson - Louis Pasteur, Conqueror of Disease
Writer: _E.H.Carter

- Pasteur's 70th Birthday/Jubilee was celebrated
- His Speech was read by his son
- Addressed the young students must ask themselves after their education what have I done for my education
- As they advance in life they should ask what have I done for my country so that they will get the supreme happiness in their life

45)
Lesson - Louis Pasteur, Conqueror of Disease
Writer – E.H.Carter

- Pasteur is the speaker
- People like Pasteur actually believed that germs were carried in the air and might infect other things that came in contact with them.
- Pasteur proved that he was right through a simple and clever experiment.
- Some people believed that the spontaneous generation is a cause for this and had no parents but just occurred by themselves.

46)
Lesson - Louis Pasteur, Conqueror of Disease
Writer – E.H. Carter

- Pasteur's 70th Birthday/Jubilee was celebrated
- His Speech was read by his son
- The scientist who had come from all over the world
- Addressed the young students must ask themselves after their education what have I done for my education
- At the juncture he uttered the above words.

VIII.

47) Pasteur was busy in discovering cure for Anthrax.
He found that a cow could not get it twice.
He thought of giving weak old germs to make beings safe from Anthrax.
Explanation: Pasteur was trying to discover a cure for the terrible disease called Anthrax, which men sometimes get from infected shaving brushes, and which was attacking cows and sheep in France and killing them off very quickly. He found out first of all that a cow could not have anthrax twice. Then he began to wonder whether it would not be possible to make a cow and even a man just a little ill with anthrax so that they might not get again. He conducted an experiment with sheep. Perhaps this could be done by giving the cows or sheep very weak old germs to make them safe or 'immune' for the future and successfully developed the idea of immunity.

48) .Louis Pasteur was a great French scientist who lived an inspiring life. He was born in a poor family and his father was a tanner. Even as a child he was curious and worked hard in studies. He became a famous chemist and later devoted his life to science and medicine. He discovered the germ theory and saved millions of lives. His work on vaccination and pasteurization made him one of the greatest scientists of the world

49) The brewers in Lille had a big problem with their beer getting spoiled. Louis Pasteur was a professor in Lille at that time. He studied the beer and found that tiny germs were causing it to turn sour. He told the brewers to heat the beer to a certain temperature to kill the germs. This process is now called pasteurization. Because of this, the beer stayed fresh for a long time. Thus Pasteur solved the problem of the brewers in Lille.

50) We still remember Louis Pasteur today because of his great contribution to science and human welfare. He proved that germs cause disease and this discovery changed medicine forever. He developed vaccines for deadly diseases like anthrax and rabies. He also gave us the process of Pasteurization to keep food and drinks safe. His work saved millions of lives and reduced human suffering. That is why he is called the "Conqueror of Diseases" and is remembered even today.

51) The description of Pasteur's face and eyes tells us that he was a serious and determined man. His face showed the marks of hard work and deep thinking. His eyes were bright and full of curiosity and intelligence. They showed his love for science and his desire to help people. His appearance reflected his dedication, courage and strong will. Overall, he looked like a man who was fully devoted to the service of humanity.

52) Wine and beer makers faced the problem of their products getting spoiled very quickly. Germs in the air made the wine and beer turn sour and undrinkable. This caused great loss to the makers. Louis Pasteur studied this problem carefully under a microscope. He discovered that germs were responsible for spoilage. He suggested heating the liquids to kill the germs without spoiling the taste. This process called Pasteurization saved the wine and beer industry.

53) Louis Pasteur was a remarkable scientist with admirable qualities. He was dedicated to science and worked tirelessly to find solutions for diseases. He was curious and observant, studying problems carefully to find answers. Pasteur was driven by a desire to help others, whether it was brewers, wine makers, or humanity at large. His innovative thinking led to breakthroughs like pasteurization and vaccines for deadly diseases. He is remembered as the "Conqueror of Diseases" for saving millions of lives.

IX.

54) Pasteur collected some sheep, goats and cows, and divided them into two lots. To one lot he gave injections of his weak anthrax germs. The other lot was left alone. Then on a certain day all the animals were injected with the most deadly anthrax germs that could be produced. On the third day after the experiment, a crowd of people gathered round the sheds to see what had happened to the animals. Pasteur, even though he was so sure of himself, must have felt nervous. All the two dozen animals that had first been protected by the weak germs were perfectly well. The deadly injection had done them no harm at all. Of the other two dozen animals, twenty-two were dead and the other two were dying. When the news spread that Pasteur had discovered a cure for anthrax, hundreds of people wrote to him for supplies of "vaccine" or weak germs, and he had to turn his laboratory into a kind of small germ factory

55) French wine-growers were troubled by a germs.Pasteur showed them how to render these germs harmless.This process was called 'Pasteurization'. Some French wine growers were troubled by a germ which had turned their wine sour. Pasteur showed that by heating the wine to a temperature of 50 or 60 degrees centigrade, the germs were made harmless. This process was called 'Pasteurization'.

56) In the second soup experiment, the bottles opened in the hotel bedroom were full of soup which had gone completely mouldy due to the presence of many germs; the bottles opened in the field were mouldy, but not quite so bad; those opened on the mountain had no germs in them at all. The last bottle of soup was the best, the first one was worst, and the second one was better than the first one.

57) Pasteur discovered many things about germs and also used that knowledge well. '
He worked hard in his laboratories to help people in specific problems.
He discovered 'inoculation'. Pasteur not only made some exciting discoveries about germs but he was also able to use his discoveries in very practical ways. He worked hard in his laboratory with test tubes and all kinds of experiments, but nearly all the time he was working to help people who were suffering in some special way from the disease. Among the people whom Pasteur was able to help were brewers, breeders of silk works, and cow keepers, all of whom were trying to carry on important industries in France. He discovered 'inoculation' which provided immunity to people and animals against anthrax and also the dreaded disease, rabies.

59) Louis Pasteur's greatest achievement was the discovery of the vaccine for rabies, a deadly disease. Rabies was spread by the bite of mad dogs and was always fatal. Pasteur worked for many years in his laboratory to find a cure for this disease. Pasteur had sure about the power of inoculation, and he decided to try out the same idea in cases of rabies. He then developed a method to weaken the germs and use them as a vaccine. In 1885, a young Alsatian boy was bitten by a mad dog and was brought to Pasteur. The boy survived and did not develop rabies. This was Pasteur's first great success with a human patient. His discovery brought hope to millions of people around the world and saved countless lives.

60) Louis Pasteur used science to solve many industrial problems and improve the welfare of industries. When he was a professor in Lille, the brewers there faced a big problem with their beer turning sour. Pasteur studied and found that germs in the air were causing it to spoil. He suggested heating the beer to kill the germs without affecting. This process came to be known as pasteurization. He also helped wine makers who faced the same problem of spoilage. By applying the same method, he saved the wine industry from huge losses. Pasteur proved that science could be used not only for medicine but also for solving problems

in industries. His work increased the quality and shelf life of many products. Thus he made science useful for the common people and industries.

61) Louis Pasteur solved many important problems during his lifetime that helped both industry and medicine. First, he solved the problem of wine and beer spoilage by discovering pasteurization. This saved the wine and beer industries from huge losses. Second, he worked on diseases in silkworms which were destroying the silk industry in France. He found the cause and suggested ways to control it. Third, he proved the germ theory and showed that germs cause diseases. Fourth, he developed vaccines for deadly diseases like anthrax which affected cattle. His most famous work was the vaccine for rabies, which was always fatal before his discovery. He also improved methods to keep food and milk safe from germs. Through all these discoveries, Pasteur reduced human suffering and saved many industries. He truly deserved the title "Conqueror of Diseases".

62) Louis Pasteur did not believe in 'Spontaneous generation'. Scientists at that time believed that

germs had no parents and just occurred by themselves. But Pasteur believed that germs were carried in the air and could infect things that came in contact with them. To prove this, he did a simple and clever experiment. He put some soup into bottles and boiled it to destroy any germs that might already be in the soup. After heating, he pulled out the neck of each bottle to form a long narrow 'neck' with a big bend in the middle. He observed that the soup in these bent-neck bottles remained fresh for a long time and never went bad. Pasteur said this was because there were no parent germs in the soup and new germs could not reach it because of the bend in the long tube. To prove it further, he took one bottle and tilted it so that some soup went down the tube and settled in the bend. After that the soup went bad. The bend in the tube acted as a dust trap, because the dust which carried germs with it could get only up to the bend and settled there, and then infected the soup. Thus Pasteur proved that germs in the air cause spoilage and infection.

POEM:4 LOCHINVAR KEY ANSWER

I)

1. Simile
2. Alliteration
3. Alliteration
4. Hyperbole
5. Hyperbole
6. Alliteration
7. Hyperbole

II

8. ran
9. stopped
10. cowardice

11. knight
12. behaviour

III

13. Lochinvar was a brave young knight who was in love with Ellen.
14. Ellen was getting married to another person at Netherby Hall. So, Lochinvar came to claim her as his own.
15. Lochinvar was a young knight. He was brave. He rode all alone without any arms to protect himself other than a broadsword
16. On the horse(charger) which was standing near the hall door Lochinvar escaped with Ellen.
17. Bride's father asked Lochinvar whether he came to participate in the wedding or to fight

IV

18. Ellen kissed the goblet of wine which Lochinvar drank. She looked down to blush and looked up to sigh, with a smile on her lips, and a tear in her eye.

19. Lochinvar answered bride's father that he had come to attend the wedding, dance once with the bride and drink one cup of wine. He also says that there are many maidens in Scotland who are lovelier than Ellen and would gladly be his wife.

20. As they danced and came near the door, Lochinvar touched Ellen's hand and whispered one word in her ear, signalling her to be ready to escape.

21. The fact that Lochinvar had come to Nether by hall probably gave her hope. So she smiled, She shed a tear as she has to marry someone else.

22. With his hand on his sword, the bride's father wanted to know whether Lochinvar had come in peace or in a war to the hall, or to dance at the wedding.

23) He was a 'laggard in love', so timid that he couldn't even express his love to Ellen, and was a 'dastard in war', i.e., cowardly and hardly any competition to brave Lochinvar.

V.

24) Quote from memory

O young Lochinvar is come out of the west,
Through all the wide Border his steed was the best;
And save his good broadsword he weapons had none,
He rode all unarm'd, and he rode all alone.

IV.

25)
Poem – Lochinvar
Poet – Sir Walter Scott
Lochinvar said this to Ellen's Father

Lochinvar enters the Netherby hall
The Girl whom he loved was getting married to a laggard
Ellen's father asked him whether he had come to attend the wedding or to fight
Lochinvar hides his actual intention and says just to attend the wedding and dance with Ellen

26)
Poem – Lochinvar
Poet - Sir Walter Scott
The Poet said these words to the readers
Lochinvar was a brave Knight.
Who came out of the west through the border between England and Scotland
He rode all alone with his stead, only with his broad sword
He had no other weapons with him

27)
Poem – Lochinvar
Poet - Sir Walter Scott
Speaker – Lochinvar
Lochinvar wants to express his love and he has come with a plan of abducting Ellen from the wedding hall. But he does not want people to know about his plan. Hence he speaks in that careless manner.

28) This line is taken from the poem Lochinvar written by Sir Walter Scott. Lochinvar said this to Ellen's father upon entering the Netherby Hall. The girl whom he loved was getting married to a laggard. When Ellen's father asked him if he came to fight or attend the wedding, Lochinvar hid his true intention. He replied that love, like the Solway tide (the river separating England and Scotland), rises to great heights but also ebbs away. He suggested that his intense feelings for Ellen had diminished.

29) This line is taken from the poem Lochinvar written by Sir Walter Scott. The Poet said these words to the readers. This line describes Lochinvar, a brave knight who came out of the west. It emphasizes his valor and confidence that he traveled alone, armed only with his good broadsword, without other weapons.

30) This line is taken from the poem Lochinvar written by Sir Walter Scott. Lochinvar spoke this to Ellen's father. After the father questioned his presence at the wedding, Lochinvar claimed he had only come to dance with Ellen for the last time. By saying this, he suggested that his love for Ellen had cooled, and many other beautiful maidens in Scotland would gladly marry him.

31) This line is taken from the poem Lochinvar written by Sir Walter Scott. This was uttered by Lochinvar as he and Ellen made their escape. As they danced toward the door, he whispered a word in her ear and touched her hand. Once they reached the door, Ellen quickly jumped onto the waiting horse, and they fled over banks, bushes, and scales (fences), symbolizing their successful abduction.

32) This line is taken from the poem Lochinvar written by Sir Walter Scott. Lochinvar spoke this to the bride's father. He was explaining his presence, stating that he had sought the father's permission to marry Ellen for a long time, but his marriage proposal had been refused. He used this explanation to convince the father that he had merely come to drink a final cup of wine and dance with the bride.

33) This line is taken from the poem Lochinvar written by Sir Walter Scott. This is a description given by the

Poet of Lochinvar's character. The poet highlights Lochinvar's admirable traits: he was faithful in his affections towards Ellen and was totally fearless in war, unafraid of any kinsmen or conflict.

34) This line is taken from the poem Lochinvar written by Sir Walter Scott. This was said by the bride's father to Lochinvar. When Lochinvar boldly entered the Netherby Hall, the father, with his hand gripping his sword, asked if Lochinvar came intending to enjoy the wedding (in peace) or with the purpose of fighting (in war).

35) This line is taken from the poem Lochinvar written by Sir Walter Scott. This statement describes the cowardly bridegroom whom Ellen was set to marry. The groom was a "laggard in love" (slow/timid in romance) and a "dastard in war" (cowardly). The sources highlight that the groom stood silently, unable to uttera word or challenge Lochinvar, even when the knight danced with Ellen in the hall.

V.

36)- Ellen kisses the goblet of wine that Lochinvar held in his hand to drink. She blushes and sighs: there is a smile and also a tear in her eye, signalling to Lochinvar that all is not yet lost for him.

-When he signals her to be ready to sit on the horse to escape, she cooperates with him.

Explanation: Lochinvar gave Ellen's father to understand that he had come to the wedding in peace. Before he could be stopped he took Ellen by her hand and began to dance. He used this as an excuse to lead her close to the door where his war horse was waiting. Once at the door he whispered something into her ear and then took off with Ellen at such speed that the supporters of the Netherby clan couldn't catch up with them. Lochinvar finally managed to win Ellen as his bride.

VI

37)

-Lochinvar and Ellen had been in love with each other for a long time.

-Lochinvar had asked Ellen's father for permission to marry her but had been denied.

-Lochinvar tells a number of lies in order to gain time and understand Ellen's feelings.

Explanation: The cowardly groom didn't deserve Ellen not any bride as his companion. The poem illustrates this point very clearly. Lochinvar having been in love with Ellen wished to marry her. But her father didn't approve of his offer of marriage. A coward was chosen to be her groom. But being brave Lochinvar took the matter into his hands. He attended Ellen's wedding like any peaceful guest. He tricked the father to believe that he. had come to wish Ellen well. He chose to dance with her. Being both brave and clever he led her towards the door and he lifted her on to the waiting horse. They swiftly galloped away. The Netherby clan was never able to find the couple. Hence, brave Lochinvar was rewarded.

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UNIT 5

PROSE: 5 MORAL ACTION

I Multiple Choice.

1 i) B) Isn't he? ii) D) could he ?

2 i) A) an ii) D) a iii) C) the

3 i) B) with ii) A) out of iii) B) in

4. i) D) is studying, has completed ii) B) were, entered

5. i) B) carry out ii) D) look into

II Analogy

6. i) immoral ii) non-conventional

7. i) glorious ii) purity

8. i) bare: bear ii) peace:: piece

9. i) Happiness, ecstasy ii) Act profoundly, Pierce

III

10. I) A moral action is performed without selfish motive by a man.

ii) The order of the pardon is being given by the messenger.

11. i) Who passionately prayed that his mind always remains pure?

ii) Where did Geeta see her friend last night?

12. i) The music is so soft that we cannot hear it

ii) The book is too difficult to read it.

iii. It is so cold that we cannot go out.

13. i) No sooner did she hear the news than she broke down.

ii) As soon as the child closed her eyes, she began to imagine most fantastic shapes.

14. Positive: No other human quality is as noble as selfless action.

Comparative: Selfless action is nobler than any other human quality.

15. i) He asked where he was going the next day.

ii) He said that the earth moves around the sun

1 Mark Answers

IV

16. Action which is performed without a sense of duty, conscience, mechanically or without a good intention can be called a non-moral action.
17. According to Gandhiji, when we all care only for what a conscience says, then alone we can regard ourselves to have stepped on to the moral road.
18. The belief that Gandhiji talks about is the belief that God is within us, the god of all, is the ever present witness to all our acts.
19. If the Messenger bears the order considering it to be his duty, it can be called a moral Action
20. It is difficult to judge the morality of a man's action because we cannot penetrate the depth of his mind.
21. Daniel Webster was known for his intellect, sense of the heroic and the sublime.
22 Mother Theresa said to serve God from love alone without fear of hell and without temptation of heavenly bliss.
23. In the example of feeding the poor, a man who out of great pity feeds the poor, then his act is considered as moral action.
24. Using our own intelligence and power of thought in doing an act is the necessary conditionfor a man to understand morality.
25. Gandhiji considers Wendell Philips a great Hero because he defined convention and acted on his own with a view to doing absolute good.
26. Whether an act is moral or not depends on the intention of the doer.
27. God is the ever -present witness to all our acts.

V 2 marks Answers

28). Conventional behaviour is often necessary. If no such rules are observed anarchy would be the result. Society and social intercourse would come to an end.
29). If the action is done mechanically and does not spring from our own will, there is no moral content in the act. It is a mechanical act. On the other hand, an action done out of once own will without a thought of reward or gratitude can be called a moral act.
30) Daniel Webster, for all his great intellect and his sense of the heroic and the sublime, once sold his intellectual integrity for a price. By a single mean act he wiped out all his good deeds.
31). Saint Theresa wish to have a torch in her right hand and a vessel of water in a left so that with the one she might burn the glories of heaven and with the other extinguish the fires of hell, and men might learn to serve God from love alone without fear of hell and without temptation of heavenly bliss.

VI 3 marks Answers

32). It is not enough that an act done by us is in itself good. It should have been done with the intention to do good. Whether an act is moral or otherwise depends upon the intention of the doer. Two men may have done exactly the same thing but the act of one may be moral and that of the other the contrary. A man who out of great pity feeds the poor and another who does the same but with the motive of winning prestige or with some such selfish end. Though the action is the same, the act of one is moral and a of the other non-moral.

39. King Alexander, wherever he went in the course of his conquests, he took the Greek language and the Greek culture, arts and manners and today we enjoy the benefits of Greek civilization. But the intention of

Alexander behind all this was only conquest and renown. So his conquests cannot be called moral actions.

34. Gandhiji comments that if someone tries to be honest in his actions and does not have any self-interest behind it only then an honest act becomes a moral act. On the contrary if someone acts honestly believing that honesty is the best policy and has a self-interest in it, then it cannot be called a moral act.

35. Gandhiji says that a moral action should have no self-interest behind it. As Shakespeare says, 'Love born out of the profit motive is no love'. So an action promoted by the motive of material gain is non-moral. If honesty is practiced in the belief that it is the best policy. It will not endure for long.

36. The peasants rose in revolt with bloodshot eyes went to king Richard II of England demanding their rights. He granted them the rights under his own seal and signature. But when the danger was over, he forced them to surrender the letter.

It would be mistake for anyone to say that King Richards first act was moral and the second immoral. For, his first act was done only out of fear and had not an iota of morality about it.

51. According to Gandhiji, an action that springs from our own will is an intentional act. Any action done without the involvement of our will is a mechanical act. It may be moral of a king to pardon a culprit. But the Messenger bearing the order of pardon plays only a mechanical part in the king's moral act. But if the Messenger were to bear the kings order, considering it to be his duty, his action would be a moral one. One who does not use his own intelligence and power of thought will be swept along like a log of wood and he cannot understand morality. When we care for a conscience, then alone we can regard to have stepped on to the moral road.

38.An act is moral if

i) it springs from one's own will
ii) it is done without compulsion or fear.
iii) it is done with the intention to do good
iv) there is no self-interest behind it.
v) not done with expectations of benefits in the life after death.

VII. 4 marks

39. According to Gandhiji, just as an action prompted by the motive of material gain here on earth is non-moral, so an action done for comfort and happiness in another world is also non-moral . St Francis Xavier, passionately prayed that his mind might always remain pure. For him devotion to god was not for enjoying a higher seat after death. He prayed because it was man's duty to pray. The great Saint Theresa wished to have a torch in her right hand and a vessel of water in her left so that with the one she might burn the glories of heaven and with the other extinguish the fires of hell and men might learn to serve God from love alone without fear of hell and without temptation of heavenly bliss.

40. According to Gandhiji an action done out of fear and compulsion cannot be called a moral action. If a person rises early in order to be in time to his office, so that he may not lose his job,there is no morality in his act. Similarly, there is no morality in living a simple and unpretentious life if one has not the means to live otherwise but plain, simple living would be moral if, though wealthy, he thinks of all the want and misery in the

world and feel that he ought to live a plane, simple life and not one of ease and luxury. If an employer pays an employee a higher salary so that he doesn't leave the job, it is an immoral act. It would be moral, if the employer wishes well of them and treated them kindly realising how he owed his prosperity to them. King Richard II of England, who granted rights to the people who rose in revolt. When the danger was over, he forced them to surrender the letters.

41 .A good action becomes a moral action when it is done with a sense of duty and genuine concern for others.
It should be done without expecting any personal benefit or reward. The intention behind the action is very important in making it moral. For example, feeding a hungry poor person is a good action.
If a person feeds the poor only to gain praise or publicity, it may not be considered a truly moral action.
But if the person feeds the poor out of kindness and compassion, it becomes a moral action.
A moral action should bring happiness or relief to others.
It should also be guided by values such as love, kindness, sympathy and selflessness.

Thus, feeding the poor becomes a moral action when it is done sincerely and selflessly to help those in need.

42. It is difficult to judge whether an action is moral or immoral because we cannot judge an action merely by seeing what is done.
The intention behind the action is very important in deciding whether it is moral or not. Two persons may do exactly the same thing, but their intentions may be different.
For example, one person may feed the poor out of pity, while another may do the same thing to gain prestige or for a selfish purpose.
Though their actions are the same, the first action is moral and the second is non-moral. We should also remember the distinction between non-moral and immoral.
We may not always see good results flowing from a moral act, because the result of an action is not within our control.
God alone is the giver of the fruit of an action.
Therefore, while judging an action, we should mainly consider whether the act is good and whether it was done with a good intention.

43. Intention plays an important role in determining whether an action is moral or non-moral.
It is not enough that an act done by us is good in itself.
The act should have been done with the intention to do good .
Whether an act is moral or otherwise depends on the intention of the doer.
For example, two men may feed the poor, but their intentions may be different.
One may feed the poor out of genuine pity, while the other may do so to gain prestige or for some selfish purpose.
Though the action is the same, the action of the first person is moral, while that of the second is non-moral.
Therefore, a good action with a good intention is considered a moral action.
The result of an action is not always within our control; hence, the intention behind the action is very important.

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POEM:5 POISON TREE

I Multiple choice.

1. I) A) Alliteration ii) B) personification

2. I) D) bright ii) C) Mine
3. I) C) anger ii) A) Covered iii) C) Lying dead

II. 1marks

4 The poet expressed his anger; thus, his anger came to an end.
5 The anger grows with the poet because he did not reveal it to his foe.
6 The poet watered the tree of anger with tears, fears and sunned it with the hypocritical smiles.
7. The enemy came into the poet's garden in the night.
8. He saw his enemy lying dead in his garden near the poison tree after having eaten the poisonous fruit.
9. When he was angry with his friend, he expressed it. So, it ended.
10. The poison tree grew in the garden of the speaker which is a metaphor for the heart or mind of the speaker.
11. He watered it with his tears and Sunned it with his wiles.
12. With his fear which was the outcome of his anger.
13. A poisonous apple.
14. An enemy went into the speaker's garden.
15. The enemy went into the speaker's gardens to steal the Apple.
16. The speaker's enemy went into the garden in the night.
17. He is glad to see his enemy lying dead beside the tree after having eaten the poisonous apple
18. The poison tree symbolises the speaker's hatred and wrath.

III 2 marks

19. When the poet was angry with his foe (enemy), he did not express his anger. He watered it in fears night and morning with his tears. He nourished his anger with smiles and with soft deceitful tricks, just to behave normal in front of his enemy.

20. The speaker was angry with his enemy and did not express it. As result, his anger grows. His growing anger is compared to the growth of a tree. Just as a tree requires soil, water and sunlight for his growth, in the same way the speaker nurtured his anger with fears, tears, fake smiles and evil tricks. The tree of anger bears an apple that shines brightly. It attracts the enemy and he steals it at night entering into speaker's garden. As a result, the apple from a poisonous tree kills the enemy. This is the destructive effect of suppressed anger. The speaker too dies spiritually and emotionally for allowing his anger to grow and for rejoicing at the death of his enemy.

21. If one allows once anger to grow like a tree, anger becomes destructive. If a tree gets nurtured by water and sunlight in a positive manner for a positive outcome anger gets nourished for negative outcome. That is why the fruit turns out to be a poisonous one.

22. Expression of anger in the first instance relieved the person of all ill feelings and his anger ended. But when the poet suppressed his anger in the second instance his anger grew more

23. The speaker watered it in fears night and morning with the tears and nourished it with smile.

24. The speaker's enmity dies in the end along with his enemy's death. And hatred, the speaker had for him also dies. His anger towards his enemy also dies.

25. The poet could have told about his anger to his foe and cleared the misunderstanding. This would not have created the feeling of despair and anger in him turning his thoughts poisonous. Thus, he could have been avoided planting a poisonous tree

IV 3 marks

26. The speaker was angry with his enemy and did not express it. As a result, his anger grows. His growing anger is compared to the growth of a tree. Just as a tree requires soil, water and sunlight for its growth, in the same way the speaker nurtured his anger with fears, tears, fake smiles and evil tricks. The tree of anger bears an Apple that shines brightly. It attracts the enemy and he steals it at night entering into speaker's garden. As a result, the Apple from a poisonous tree kills the enemy. This the destructive effect of suppressed anger. The speaker too dies spiritually and emotionally for allowing his anger to grow and for rejoicing at the death of his enemy.

27. No, the speaker was not right in being glad at his enemy's death. Destructive thoughts only bring about destruction, difference of opinion, hatred and vengeance. It is always better to clear a misunderstanding, whether it is with a friend or an enemy. We will feel happier. Anger only serves to destroy.

28. The poem speaks of the need for openness in interpersonal relations. With a friend you can speak out your anger and sort out the issue. With someone you don't like, it isn't that easy. It displays a hidden feeling, with each one trying to get an upper hand over the other. Therefore, if and when the enemy try to take advantage of you, he would find that your long held grudge has kept you prepared and he would be defeated at his own game. This is what happens to the enemy of the speaker. He steals into the garden and eats the poisonous Apple and dies.But though the defeat of the enemy is symbolized through his death, the speaker's downfall is equally evident in his immoral response of happiness at the death of the enemy caused by the long held grudge.

29. By taking the matter for of a tree for the anger that grows in his heart, Blake highlights the fact that negative emotions like anger and revenge are like the double edged sword, destroying everyone. The poem starts off with the speaker describing in two situations, both involving anger and cold feelings. When the speaker is angry with his friend, he told the friend of it and his wrath did end. However when he was angry with his enemy he kept the anger hidden, allowing it to grow. His wrath, which is watered in fears and Sunned with smiles and with soft deceitful wiles, grows into the poisonous tree of the title the tree bears are Apple bright that the speaker's enemy desires. The greedy enemy takes the fruit even though he knows it belongs to the speaker, and eats. The next morning the speaker is glad to see his enemy outstretch'd beneath the tree. If the enemy shows is degradation by stealing into the garden, the speaker shows his degeneration by exhibiting his happiness over the death of his foe. Since he schemed the death of his enemy, he is no less than a murderer.

V Reference to the context

30. The above extract is taken from the poem a poison tree written by William Blake. In these lines the poet says he allowed His anger against is enemy to grow by nurturing it by fears tears hypocritical smiles and deceitful wiles.

31. This extract is taken from the poem a poison tree written by William Blake. The poet says when he did not disclose his anger, it went on increasing and become a poisonous tree bearing poisonous fruit. He developed a sort of fear.

VI Quote from memory (4 marks)

32 i)And I water'd it in fears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles

ii)I was angry with my friend:
I told my wrath; my wrath dis end.
I was angry with my foe:
I told it not, my wrath did grow.

iii) And it grew both day and night,
Till it bore an Apple bright;
And my foe beheld it Shine,
And he knew that it was mine.

iv) And into my garden stole
When the night had veil'd the pole
In the morning glad I see
My foe outstretched beneath the tree.

UNIT - 6
PROSE: 6 THE EYES ARE NOT HERE

I

1.

i) B) must
ii) B) could
iii) B) may
iv) A) should
v) B) might
vi) A) should
vii) B) can
viii) B) could
ix) B) can
x) D) would
xi) D) must
xii) A) may

2.

i) A) but
ii) A) because
iii) B) or
iv) C) but
v) B) until
vi) C) so
vii) A) and
viii) B) if
ix) A) and
x) B) though

3.

i) A) isn't she
ii) A) do they
iii) B) aren't we
iv) B) has he
v) D) can't you
vi) A) haven't I

4.

i) D) a, a
ii) C) an
iii) A) a
iv) C) an
v) B) the

5.

i) B) personification
ii) A) Simile
iii) D) Metaphor
iv) C) Alliteration
v) D) Metaphor
vi) A) Simile

6.

i) A letter is written by her.
ii) A delicious meal was cooked by the chef.
iii) The project will be completed by them next week.
iv) Football is being played by the children.
v) The car has been repaired by him.

II

7. October is the best month to visit Mussoorie.
8. The girl was going to Saharanpur.
9. The girl told the narrator that her aunt was meeting her at Saharanpur because she wanted to convey a message that he couldn't take advantage of her thinking that she was alone.
10. The narrator realized that the girl was wearing slippers by the way they slipped it against her heels.
11. As the girl was getting ready to alight, the narrator began to wonder if the girl wore her hair in a bun or if it was plaited or if it hung loose over her shoulders or if it was cut very short.
12. The new fellow traveler told the narrator that he did not notice anything else about the girl except for her attractive eyes which were of no use to her as she was completely blind.
13. He inferred that it was possible for people with good eye-sight to fail to see what was right in front of them.
14. The narrator describes Mussoorie based on his memories. We could infer from this that the narrator was not always blind and had visited Mussoorie when eye-sight was good.
15. The girl got into the train at Rohana.
16. Ruskin Bond's stories are based on Mussoorie, the foothills of Himalayas where he lived.
17. The new fellow traveller revealed that the girl was blind.

18. She couldn't bear to sit in a train for more than three hours.

III

19. He thought it often happens that people with good eye-sight fail to see what is in front of them. He must have been sitting in a corner.
20. The narrator made these remarks with the intention of firstly flattering her however, he also made this safe remark in order to gather more information about her looks.
21. The narrator feels that people with good eye-sight fail to see what is right in front of them as they have too much to take in. On the other hand, people without eye-sight take in only the essentials or whatever register their senses deeply.
22. The narrator constantly wondered if the girl had discovered his blindness. However, this doubt was dispelled when she asked him to look out of the window. This question of hers made it clear to the narrator that the girl had still not discovered his blindness.
23. The narrator heard a girl board the train at the Rohana station. He immediately knew that she was being seen off by her parents, judging by anxious tone in their voices. While he was unable to tell what she looked like, he knew that she wore slippers due to the slapping sound that it made.
24. The narrator says he loves the hills of Mussoorie in October and it is the best time. The hills are covered with dahlias; the sun is delicious and at night one can sit in front of log fire and listen to music. Many of the tourists are gone and the roads are quiet and almost deserted.
25. The speaker spoke about the beauty of Mussoorie in the month of October. He pretended to look out of the window and remarked that the trees seemed to be moving while they seemed to be standing still. He complimented the girl.

IV

26.

i) He said that he was learning French.
ii) She said that she would call his/her the next day.
iii) John said that he had bought a new phone.
iv) The teacher said that the Earth orbits the Sun. (Fact – no change in tense)
v) They said that they were going to the market.

V

27. The narrator who was blind was trying to pretend to be normal sighted to the girl who was traveling with him in the same compartment of the train. When the girl asked him to look out of the window, he moved to the window ledge, thus making a pretence of studying the landscape. He said that trees seemed to be moving while they seemed to be standing still.
28. Following are the instances of the narrator trying to impress that he was normal sighted during his encounter with the girl
    - He initially startled the girl by enquiring about her destination even before she had noticed his presence in the same compartment, thus not revealing his handicap.
    - He describes the countryside flashing by and about the trees that seem to move along with the train.
    - Yet another instance is, his pretence is observed in his flattering comment about the girl's interesting face.

29. The narrator told the girl that October is the best time in Mussoorie, though he was blind he described how beautiful it was through his memories. He said that the hills in Mussoorie are covered with wild dahlias, the sun is warm and delicious and the nights are pleasant and can be spent in front of a log-fire listening to music. As October is not a tourist season in Mussoorie, the roads are quiet, mostly deserted and peaceful. Thus, he confirmed that October is the best time in Mussoorie.
30. The narrator did not reveal his deformity when he spoke to the girl. When the girl spoke of the beauty of Mussoorie during October, he too spoke about it as if he was able to see it. He never said that his thoughts on the place were got from his memories. He then described the countryside flashing by. A little later, he told the girl that she had an interesting face. All these instances show that the narrator tried his best to impress that he was normal sighted during his encounter with the girl.
31. The narrator on finding out that the girl was blind, would have experienced the following emotions. He would have felt astonished as he least expected the beautiful girl sitting across him to be blind. He must have also felt a sense of embarrassment for putting up pretence in front of the girl when there was no need for it. He would have regretted not talking to the girl like they were similar in somewhere, in that they both lacked the sense of sight.

VI

32. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. Asked by the narrator to the new fellow traveler. The fellow traveler was a beautiful girl who was blind. The narrator too was blind preventing others from discovering that he was blind was his game and he succeeded in it with the girl. The girl too hid about her blindness. When she alighted from the train and a new passenger came in, the narrator who was curious about the appearance of the girl asked this question.
33. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The next companion traveler who boarded the train told to the narrator. The narrator became silent after the girl got down from the train. The traveler began his conversation with the above statement.
34. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The narrator said this to the man who entered the compartment after the girl got down in the next station. Then the man remembered the conversation with the girl without realizing that she was blind.
35. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The presence of girl is compared to the vase. The shattering of the vase refers to the departure of the girl, who the man was charmed by from the train. The scent of the roses refers to the lingering perfume of the girl's hair.
36. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. These words are said by the narrator. He said this when the girl said that she was getting down at Saharanpur and her aunt was meeting her there. The narrator did not want to be familiar with the girl and said these words.
37. This is taken from the lesson 'The Eyes Are Not Here' written by Ruskin Bond. The girl in the train says these words to the narrator. When the narrator said that they would be at her station, the girl made this statement because she could not bear to sit in a train for more than two or three hours.
38. This sentence is taken from the lesson “The eyes are not here" written by Ruskin Bond.
    The narrator said this to the girl. The blind narrator was trying to pretend to be normal sighted to the girl who was travelling with him in the same compartment of the train. When the girl asked him to look out of the window he moved to the window - ledge making a pretence of studying the landscape and said that the trees seemed to be moving while they seemed to be standing still.
39. This sentence is taken from the lesson “The eyes are not here” written by Ruskin Bond.
    Narrator said this to blind girl. The girl boarded the train in Rohana. The narrator wanted to discover something about her. He started to speak by asking this.

40. This sentence is taken from the lesson “The eyes are not here” written by Ruskin Bond.
The girl said to the narrator. The narrator was travelling to Rohana and then a girl got in. Conversation takes place between them. The girl enquired the narrator, where he was travelling to. He replied that he was travelling to Dehra then to Mussoorie. The girl was very happy to hear that.

VII

41. The blind girl's parents were very concerned about her due to the following instances of their behavior:
    i) They seemed very anxious about her comfort.
    ii) Her mother gave the girl detailed instructions as to where to keep her things.
    iii) She also told the girl when not to lean out of the window.
    iv) The mother also advised the girl to avoid speaking to strangers.
42. The narrator was attempting to conceal his blindness to the passengers sitting across him. This is seen in various instances where the narrator pretends to be a man of normal eye-sight. He exclaims that the game should not be too difficult to play as long as he keeps to his seat. The first instance where the narrator is seen to be playing a game is when he gives a detailed description of Mussoorie in October. The second instance in which the narrator seen in pretence is when he looks out of the window and pretends to study the landscape. Finally, the narrator informs the girl that they would soon be at her station. This gives off the impression that he was capable of reading the sign board on the way.

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POEM: 6 SONNET 73

I

1.

i) B) Personification

ii) A) Personification
iii) A) Metaphor
iv) D) Paradox
v) C) Alliteration

II

2. The poet compares the weather to time of year. His old age is like late autumn, he says, when the leaves have almost completely fallen from the trees, and early winter when the weather has grown cold, and the birds have left their branches.
3. The poet compares his whole age to nature on the whole. He draws a parallel between his old age and the tree, here the leaves have almost completely fallen from the trees because of late autumn and the branches are shaking because of early winter.
4. The poet says that his age is like late Twilight, just as the sun fades away after setting in the west the remaining light is slowly extinguished in the darkness.
5. The poet means the steady vanishing of the youth is like "black night" where the light is seized slowly and old age sets in like the sunset.

6. "Death's second self." is a metaphor, the light that is seen after sunset and before the dark night sets in is compared to the passing of the youth and stepping into the chilliness of old age which the poet accentuates as "Death's Second Self ".
7. The image of the fire consumed by the ashes of its youth is significant, one for its brilliant disposition of the past and the second for the ashes. The ashes eventually snuff out the fire. The fact however is that when the fire is extinguished, it can never be lit again.
8. The poet and the younger individual resign 'themselves' to the fact that they must soon leave each other, so it is important for the youth to love the poet well.

III

9. The four stages of man's life that the poet is speaking about are childhood, youth old age and death. The poet imagines himself to be in the stage of old age.
10. The comparison that the poet gives to explain that he is approaching the night of his life is with the setting of the sun at the end of the day. He has reached that twilight of the day when the sun is going to fade soon in the West. Further, he compares the night to death when he says that the night will end all activities in sleep.
11. The speaker refers to a sequence of metaphors to portray the nature of what he perceives to be in his old age. In the first quatrain, he tells the beloved that his age is like a "time of year", late autumn, when the leaves have almost completely fallen from the trees, and the weather has grown cold, and the birds have left their branches. It highlights the severity and unimportance of old age, with its branch shaking against the cold and its "bare ruined choirs" bereft the birds singing.
12. Every individual must resign themselves to the fact that just like the fire, old age of everyone will be extinguished by time, so it is better that we recognize these things and strengthen our love by the knowledge that we will soon be parted from the bloom of our youth into the ever-fading old age.

13. - He has reached the twilight of the day.
    - Soon the sun is going to fade in the west.
    - The black night, the twin of death will close all activities in sleep.

14. - Morning – childhood
    - Noon -youth
    - Evening-Old age
    - Night – death
15. Weather / Seasons to time of the year-old age is like late autumn. Time of the ate autumn. E branches g of the birds leaves are almost fallen from trees because of autumn. Branches are shaking with cold. Birds have left the bare branches of the trees. Singing of the birds is heard no more.

IV

19. If a year is divided into four seasons - spring, summer, autumn and winter the poet compares his stage of life to the second last season before the end of the year that is autumn. Secondly, he uses the stages of a day that is morning, noon, evening and night; compares himself to be in the evening stage before night closes up everything in sleep. Thirdly, he uses the image of fire with four stages fuel, flame, ember and ash, puts himself in the ember stage to represent his aging body before death.

20. The speaker refers to a sequence of metaphors to portray the nature of what he perceives to be his old age. In the first quatrain, he tells the beloved that his age is like a "time of year", the late autumn, when the leaves have almost completely fallen from the tree, and the weather has grown cold, and the birds have left their branches. It highlights the severity and unimportance of old age with its branch shaking against the cold and its "bare ruined choirs" grieving of birds singing. The poet compares his old age to nature on the whole. He draws a parallel between his old age and the tree, here the leaves have almost completely fallen from the trees because of late autumn and the branches are shaking because of early winter.

V

21. This is an extract from William Shakespeare's Sonnet 73 "That time of the year". Here the poet tells his friend that he is aware of his advancing age and he compares his life to the autumn season, the evening of the day and a dying fire. He says his life is like the twilight when sun would soon set causing darkness and this darkness of the night, which is personified, will take away his sleep or Death's second self. Just as death closes up everything in one's life the dark night engulfs everyone in sleep.
22. This is taken from the poem "That time of the year" written by William Shakespeare. "Death's second self" is a metaphor, the light that is seen after sunset and before the dark night sets in - is compared to the passing of the youth and stepping into the chilliness of old age which the poet accentuates as "Death's Second Self ".
23. This line is taken from the poem "That time of the year…" written by William Shakespeare.
    The poet says this. When one approaches the night of one's life, he understands that he should be loved more and well because he has to die and leave this earth very soon.

VI

24. "Sonnet 73" is introspective and talks about the growing pensiveness of old age. It is written to a much younger individual but this does not manifest in itself until the last couplet. This poem speaks of old age slowly catching up on the speaker and his distaste for it. However along with the distaste, the speaker highlights that growing old and death is inevitable and no matter how much we dislike it, we must find the strength in us to accept it. The strength, as he tells the younger individual, comes from the love he has for 'the older man'. The poem is relatable, renews the appreciation for life in the present, and also endeavors to prepare us for the inevitable.

UNIT - 7
PROSE: 7 THE GIRL WHO WAS ANNE FRANK

I.

1.
i) B) the, a
ii) A) a, an
iii) C) a, the
iv) A) a, the
v) A) a, an
vi) D) the, the
vii) D) the, the
viii) D) the, the

2.
i) B) are you?
ii) C) isn't it?
iii) B) doesn't it
iv) C) isn't he
v) B) is there
vi) D) wasn't it
vii) B) haven't I
viii) C) isn't it

3.
i) B) make
ii) C) take
iv) B) make
iv) D)make
v) A) constant
vi) C) inspire
vii) B) making
viii) A)do

4.
i) B) was brought
ii) C) are produced
iii) B) is considered
iv) D)is used
v) A) have taken

5.
i) C) indictment
ii) B) adolescence
iii) C) decree
iv)B)anonymous
v) C) anti-Semitism
vi) B)emigrate
vii) B) annexe
viii) D) deportation
ix) A)exhaustion
x) A)forecast

6
.i) A) argumentative
ii) A) promising
iii) C) authenticity
iv) B) symbolized
v) B)rapturous
vi) C)pitifully
vii) B)autumnal
viii) C)ominous

ix) B)responsive
x)D)dramatized

II.

7. unjust
8. sculptress
9. glorious
10. ear
11.argumentative
12.courageous
13.strength
14.heel
15. wisdom
16.hair
17accusation
18.argument

III.

19. i) The loan is being given by the bank.
ii)The circus show is being enjoyed by the children.
iii)A nice meal was being prepared by Niharika.
iv)The question has been asked by Radha.
v) Nakula was carried away by intense thirst.
vi) He was made a general by the king

20. i)When is the annual examination?
ii)Who was awarded for bravery?
iii)When are they coming to India?
iv)When did Shalini have her breakfast?
v) Why did Radha join the college?
vi) where did Raju meet his friend?

21.i) Could you please return my library books?
ii)Please give me a pen.
iii)could you please bring the chair here?
iv) Would you do me a favour?
v) May I come in?

IV.

22.In the autumn of 1933, Hitler issued Anti-Jewish decree one after another. So, Otto Frank decided to emigrate to hospitable Netherlands.

23.Annelies Marie was a real problem child.

24.Anne carries the message of courage and tolerance all over the world.

25. Adolescence is a period of time in a person's life when she or he is developing into an adult.

26. Miep was one of the typists at Otto Frank's office.

27. Anne revealed about her mother in the diary that she feels that her mother does not understand her.

28. She compared herself to the song bird because she had been isolated from the outside world for nearly 16 months.

29. Anne's father Otto Frank was a banker.

30. The diary of Anne Frank published in 19 languages.
31. There were eight People.
32. A fellow refugee, whom Otto Frank took in as partner in his office.
33. Margot Frank.
34. Otto Frank, a banker.
35. In the Annex a heap of paper lay on the floor.
36. When an argumentative young student asked the professor how he knows that the human race is worth saving, he said this in reply to the Question.
37. Anne's father Otto Frank.
38. Some passages which he felt to be too intimate or which might hurt other people's feelings were left out by him.
39. Mr. Otto Frank, Mrs. Otto Frank, Margot Frank,Annelies Marie.
40. Otto Frank and others hid themselves in a few derelict rooms on the upper floor called Annex.
41. The care of his daughter's diary had become the passion and mission of Mr. Franks life.
42. It took Otto Frank many weeks to finish reading the diary as he used to break down after every pages over, combined emotion and pain.
43. Mr. Frank spent all the money he got from the publishers and as royalties on humanitarian causes just like Anne's wish.

V.

44. One day, in the camp Anne saw hundreds of Hungarian Jewish children who were standing naked in freezing rain, waiting to be led to the gas chambers.

45. Anne Frank was a girl who loved chatting and being with people. She had been isolated from the outside world for nearly 16 months. So, she felt like a song bird whose wings have been brutally torn out and who is flying in utter darkness against the bars of its own cage.

46. In the autumn of 1933, Hitler issued anti-Jewish decree one after another. Otto Frank found that the Netherlands was hospitable to run a small firm. So, Otto Frank decided to migrate to the Netherlands.

47. The staff liked his warm personality. They admired his courage and evident care he took to give his two girls a good education.

48. Anne was cold and hungry. Her head was shaved. Her skeleton like form draped in the coarse, shapeless striped garb of the concentration camp. She was weak and her body racked by typhoid fever.

49. Anne Frank recorded her life in the annex with all its inevitable tensions and quarrels. She created a wonderful and delicate record of adolescence with complete honesty of a young girls' thoughts and feelings.

50. Anne proved to be a courageous leader of her small Auschwitz group. When there was nothing to eat, she dared to go to the kitchen to ask for food. She constantly told Margot never to give in.

51. The diary of Anne Frank has been published in 19 languages including German and has sold nearly two million copies. It was made in to a play by Frances Goodrich and Albert Hackett, it won the Pulitzer prize for drama. It played in 20 different countries to two million people. In London it ran nearly for six months at the Phoenix Theatre. Twentieth Century -Fox turned it into a film.

52.In West Berlin, Anne Frank home was opened, devoted to social work for young people. The people of Berlin had chosen her name "to symbolize the spirit of racial and social tolerance". In Germany an organization was set up in the name of Anne.

53. When the Nazis invaded the Netherlands in May 1940, the Franks were trapped. Otto Frank realized that the time might come when he and his family would have to go into hiding.

54. Eight people managed to hide in the Annexe. They were Otto Frank and his wife, his two daughters Margot and Anne, Van Daan and his wife, his 17 years son and a dentist.

55. A tenuous link with the outside world was provided by the radio and by four courageous members of Otto Frank's staff , two of them typists, who in secret brought food ,magazines, books.

56.Anne kept her diary secret by wrapping it in a tartan cloth. She kept her diary in her father's briefcase and also used fake names which she intended to use in case of publication. She wanted it to keep secret until they were out of the Annexe.

57. When Miep returned to the Annexe, a heap of papers lay on the floor. Miep recognized Anne's handwriting and decided to keep the diary but not to read it. Had she read it, she would have found detailed information on the help she and other people had given to her family at the risk of their own lives, and she might have decided to destroy the diary for reasons of safety.

58. It took Otto Frank many weeks to finish reading the diary as he used to break down after every pages over combined emotion and pain.

VI

59. i) Superlative: Iron is the most useful metal.
Comparative: Iron is more useful than any other metals.
ii) Superlative: India is one of the hottest countries.
Comparative: India is hotter than many other countries.
iii) Positive: Very few energies are as cheap as tidal energy.
Comparative: Tidal energy is cheaper than most other forms of energy.
iv) Comparative: Delhi is bigger than most other cities in India.

Superlative: Delhi is one of the biggest cities in India.
v) Positive: Very few cities in India are as magnificent as Mysore.
Comparative: Mysore is more Magnificent then many other cities in India.

60.

i) The woman told the police officers that they could not search her house without a warrant.
ii) She asked if he /she had seen any animals.
iii)Rajesh said that he would speak about that the next day.
iv) Maya said that she was busy then.
v) She asked that wheter he/she would come for the party
vi) Harsha says that he will become a doctor.

61.

i) As soon as the guest entered the auditorium, the students stood up.
No sooner did the guest enter the auditorium than the students stood up.
ii) As soon as she returned from tour she fell ill.
No sooner did she return from tour, than she fell ill.
iii) As soon as the referee blows the whistle the game starts.
No sooner does the referee blow the whistle than the game starts.

VII

62. While in hiding, Anne decided to write a diary which her parent had given on her 13th birthday. She described the life in Annex with all its inevitable tensions and quarrels. She created first and foremost a wonderfully delicate record of adolescence, sketching with complete honesty a young girl's thoughts and feelings, her longing and loneliness. She compares herself to a song bird whose wings have been brutally torn out and who is flying in utter darkness against the bars of its own cage. Her diary reveals the trust she puts in a wise father and a grief that she feels that her mother doesn't understand her.

63. More than 2000 young people eagerly answered his appeal. Hundred peddled on bikes 120 km in lashing rain. Standing in front of one of the mass graves, a seventeen-year-old school girl expressed what all felt. Anne Frank was younger than them when her life so horribly ended. She had to die because others had decided to destroy her race. Never again among them as such a diseased and inhuman hatred arise.

64. Packed audiences received Anne Frank's tragedy in a silence heavy with remorse. People did not even go out during the interval. They sat in their seats as if afraid of the lights outside, ashamed to face each other. The Dusseldorf producer, Kuno Epple, explained:" Anne Frank had succeeded because it enables the audience to come to grips with history, personally and without denunciation. We watch it as an indictment, in the most humble, pitiful terms, of inhumanity to fellow men. No one accuses us as Germans. We accuse ourselves."

65. In West Berlin an Anne Frank home was opened, devoted to social work for young people. The people of Berlin had chosen her name to symbolize the spirit of racial and social tolerance.

66. Mr. Frank took some time to publish Anne's diary because he was deeply affected by the loss of his family and needed time to recover from his grief. He was also unsure whether Anne's diary should be published, as it contained her personal thoughts and feelings. After reading the diary carefully, he realized that it expressed Anne's dreams, hopes and experiences during the war. He decided that her writings should reach the world. Finally, with the help of others, he prepared the diary for publication.

67. The people outside the Secret Annex helped Anne Frank and the other people in hiding by providing them with food, clothes, books and other essential supplies. They also brought them news from the outside world and kept them informed about the war. They took great risks because helping Jewish people in hiding was dangerous during the Nazi occupation. The helpers also supported and encouraged the people in the Annex during their difficult days. Their kindness, courage and selflessness helped the people in hiding survive. Thus, the people outside played an important role in giving them food, safety, hope and moral support.

68. Anne Frank believed that war and hatred should never destroy humanity. She strongly opposed racial hatred and persecution. She continued to believe that people were good at heart despite the cruelty around her. Her diary shows her hope in mankind even during the difficult days of war. She wanted people to live with love, peace, tolerance and understanding. She believed that such hatred should never arise among human beings again. Thus, Anne's message is one of courage, hope, peace and tolerance.

69. Anne Frank's statement, "In spite of everything, I still believe that people are really good at heart," shows her strong faith in humanity. During the Second World War, Anne and her family suffered greatly because of the persecution of Jews. They had to live in hiding in the Secret Annex and faced fear, loneliness and uncertainty. She was aware of the cruelty and hatred caused by the war. Yet, Anne did not lose hope or become hateful. She believed that goodness still existed in people. Her words show her optimism, courage and positive attitude towards life. She believed that people could overcome hatred and choose kindness. Thus, Anne's statement is a powerful expression of her unshaken faith in human goodness

VIII

70. This line is from the lesson "The girl who was Anne Frank" by Louis De Jong
-A professor said this to his argumentative young student
-An argumentative young student asked his professor how he knew that the human race was worth saving. The professor replied that he had read Anne Frank's diary. The small Book had tremendous impact on all, as it carries the message of courage and tolerance all over the world.

71. This line is from the lesson "The girl who was Anne Frank" by Louis De Jong.
Otto Frank describes his daughter to the author
The author remembers Otto Frank describing his daughter Anne. According to him Anne was not particularly brilliant like her sister Margot. She was emotional and strong willed. She was a real problem child, a great talker and fond of nice clothes. She was always surrounded by a chattering crowd of girl
friends.

72. This line is taken from the lesson "The girl who was Anne Frank" by Louis De Jong.
The Nazi policeman said this to Mrs. Frank and Mrs. Van Daan.
On August 4,1944 one German and four Dutch Nazi policeman suddenly stormed upstairs of the Annexe and shouted the above question to Mrs. Frank and Mrs. Van Daan.

73. This line is from the lesson “The girl who was Anne Frank” by Louis De Jong.

These words were said by Anne. Once Anne passed some Hungarian Jewish children in the concentration camp at Auschwitz, standing naked in freezing rain waiting be led to the gas chambers. She noticed the fear in their eyes as they were unable to grasp the horrors inflicted upon them in the world of adults.

74. This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong.

A girl wrote these words to Otto Frank. After Anne’s diary was published, Otto Frank received letters from around the world. Girls of Anne’s age poured out their troubles. One girl wrote that Anne was so much like her that she did not know where she begins and Anne Frank ends.

75. This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong.

The headmistress of one of the England's largest School wrote to Otto Frank.
The letters that Otto Frank received from around the world sadly reminded him of the losses he had suffered. But he felt there was truth and consolation in what the Headmistress of one of England’s largest schools wrote. She said that in all his sorrow, it must be a source of joy for him that Anne’s brief life is only just beginning with the world reading Anne’s diary.

76. This line is from the lesson “The Girl who was Anne Frank” by Louis De Jong.

These words are an extract from Anne Frank’s diary.

At the close of the epilogue of the play on Anne frank's life, Anne’s father would appear on the stage, a lonely old man. He would turn the pages of the diary to find a certain passage and as he found it, Anne’s confident voice was heard saying the above words. She carries the message of courage and tolerance around the world.

77. These line are taken from the lesson The girl who was Anne Frank written by Louis de Jong. She could feel the tension building up in the other members of the annexe as well every one was fed up of that time and Ann felt like a song bird who’s wings had been cut off and who kept hurling itself against the bars of its cage. She was young and want to become free.

IX

78. For years Germany's post-war administrators toiled to make people feel the senseless and criminal nature of the Nazi regime. But they failed. The Diary of Anne Frank succeeded. Leading actors received dozens of letters. It expressed that he was a good Nazi and never knew what that meant until that night. German school children sent Otto Frank letters people signed by entire classes saying that Anne's Diary had opened their eyes to the viciousness of racial persecution. In West Berlin, Anne Frank home was opened, devoted to social work for young people. The people of Berlin had chosen her name to symbolize the spirit of racial and social tolerance. In Vienna, money was collected for Anne Frank Forest, to be planted in Israel.

79. When the play opened in seven German Cities simultaneously, no one knew how the audience would react. The drama progressed through eight brief scenes. No Nazis were seen on the stage, but their ominous presence made itself felt every minute. Finally, at the end Nazi Jack boots were heard storming

upstairs to raid the hiding place. At the close of the epilogue only Anne's father was on the stage, a lonely old man. Quietly he told how he received news that his wife and daughters had died.

80. Nazis were hateful towards Jews. They had no compassion for men women and children too. Jews had to follow many rules. They were called up by the police without any reason and deported to concentration camps. They were made to starve and die there. Members of the family were separated and children died of typhoid. The Jews were transported in cattle trucks filled way beyond capacity. Adults were usually taken directly to gas chambers. Starvation and disease killed them in holocaust camps. Human dignity was stripped in these camps and everyday was a struggle physically and emotionally.

*****

POEM – 7 STOLEN BOAT

I.

1. i) B) Simile
   ii) D) Personification
   iii) C) Transferred Ephithet

II

2. Threat.
3. Height

III

4. The boat was tied to a willow tree within a rocky cave.
5. The boy took the boat which doesn't belong to him without the permission of the owner.
6. There are two peaks mentioned in the poem.
7. The poet's pleasure is troubled because his conscience pricks him on his stealthy act.
8. The boat is compared to elfin pinnace.

III

9. The peak was described as black and huge peak. The boy felt that the peak moved towards him and was filled with the voluntary power raising its head. He felt that it was growing continuously in height with a fearful shape. It rose up like a tower between the boy and the stars. It looked like a living thing walking with long steps towards the boy. All these appearances of the peak made the boy fearful.
10. The evening is silent and still. The boat is moored near a willow tree. The lake appears smooth and shining under the moonlight. This creates a picture of peace, charm and natural beauty. As he begins to row, he feels a sense of freedom and delight. The ripples he creates sparkle in the light. The natural world seems to welcome him, filling him with pride and excitement.

IV

11. The boat was tied to a willow tree within a rocky cave. The poet moves the boat without asking anyone. As the boat belongs to someone else this act of moving the boat without any permission makes him feel that it is an act of stealth. The boy realized that it was an act of stealth. So, his joy was troubled by a sense of guilt. It is morally not correct. So, he feels guilty.
12. Wordsworth starts the poem by blaming Mother Nature for coaxing him into stealing the boat. He uses the phrase ‘led by her’ and shows that for him nature is a living presence. The rocky cave is described as ‘home’ a human dwelling place. When he steals the Boat Mountains are said to warn him. This is an example of personification. One more example of personification is found in the description of the lake as a silent lake.

Finally, the peak that seems to follow him is said to have life and purpose of its own. Thus, we see that for Wordsworth nature is a living presence.

13. The narrator left the boat and he went homeward in a serious mood. After that spectacle, for many days his brain worked with a dim and undetermined sense. Unknown mode of being took over his thoughts. There hung a darkness, solitude or blank desertion. No familiar shapes remained. No pleasant image of trees, sea or sky. No colours of green fields. But he was troubled by huge and mighty forms that did not live, like living men moved slowly through his mind during the day and in his dreams.

14. William Wordsworth takes a boat out without permission- untied the boat-act of stealing – he pushed it from the shore – small circles of water gleaming idly under moon light – row it to the horizon to see summit of crazy ridge – the boat heaved like elfin pinnance – black peak put its head up as if it were a living creature endowed with a will power of its own – growing larger in stature, seemed to stand between him and stars – this spectacle remained for many days in his mind even in his dreams -no pleasant images came to his mind.

15. The poet Wordsworth was led by nature and the spirit of adventure to the boat which was moored in its original place in a rocky cave. The owner of the boat was not in sight, so the poet decided to steal the boat and row it to the horizon to see the distance mountains. The poet unloosed the chain fastening the boat, he pushed it from the shore in a quiet and careful manner in order not to be seen or heard. This was an act of stealth. The poet was guilty of his act because he had stolen the boat and knew he was committing a mistake.

16. The poet had stolen the boat and rowed it with troubled pleasure fixing his view upon the summit of a craggy ridge suddenly a huge and black peak put its head up as if it were a living creature endowed with a will power of its own. Slowly growing larger in stature, the awful peak seemed to stand between him and stars, seemed to follow him with irregular shape. This spectacle remained for many days in his mind, even in his dreams, no pleasant images of tress, sea or sky no colours of green fields came to his mind but huge and mighty turns of the peak.

17. The poet words worth calls his boat elfin pinnace, it is heaving through water like a swan. The huge peak has raised its head as if to stop him from rowing ahead. It is going larger and larger as if to stand between him and the sky. It is moving as if to follow him. The nature around him seemed to stare, at him and follow him. The spectacle remained in his mind even in dreams as if it is alive like a living thing.

VI

18. These words are spoken by the speaker in the poem The Stolen Boat by William Wordsworth, after he has gone through the disturbing experience of coming in contact with the mysterious forms of life in nature. His mind was clouded by a deep darkness and all previous knowledge was wiped out. He was without any pleasing sights like that of trees, sea, and sky or of colours of green fields. Only huge powerful form and shapes, haunted his mind during the day and also troubled the poet in his dreams at night. The speaker is unable to decide whether he had the pleasure of solitude in nature or the anxiety of being deserted by nature.
19. These words are spoken by the speaker in the poem The Stolen Boat by William Wordsworth, The poet enjoyed stealthy ride of the boat. Suddenly as if from nowhere a huge black peak appeared before him. It grew in stature and stood like a tower between the poet and the stars the peak seemed to follow after him with measured steps in great strides like a living being. Greatly frightened and with trembling oars he turned back and rowed silently to the shelter of the willow tree.

VII

20. After stealing the boat, he rowed it with troubled pleasure fixing his view upon the summit of a craggy ridge. Suddenly a huge and black peak put its head up as if it were a living creature endowed with a will power of its own. Slowly growing larger in stature, the awful peak seemed to stand between him and the stars and seemed to follow him with regular steps. This spectacle remained in his mind for many days even in his dreams. No pleasant images of trees, sea or sky, no colours of green fields and familiar shapes came to his mind. Huge and mighty forms that do not live moved slowly through his mind.

UNIT - 8
A VILLAGE CRICKET MATCH

I

1.
i) B) bounced
ii) D) had grabbed
iii) B) bowled
iv) B) was delivered
v) A) searching for

2.
i) A) a
ii) C) an
iii) D) the
iv) A) The , the
v) A) A , an

3.
i) B) with
ii) A) at
iii) C) until
iv) D) from
v) C) with

4.
i) C) but
ii) B) and
iii) A) for
iv) C) but
v) B) if

5.
i) A) didn't they?
ii) D) could he?
iii) D) weren't they?
iv) D) does she?

v) C) didn't we?

6.

i) D) Metaphor
ii) C) Simile
iii) A) Metaphor
iv) D) Metaphor
v) D) Hyperbole

7.

i) B) took over
ii) B) put across
iii) C) break into
iv) D) give away
v) B) make out

8.

i) Terrestrial

ii) Hopeless

iii) Imperturbable

iv) Straight

v) Disciplined

II

9. story
10. speed
11. escaped
12. terrestrial
13. elegance

III

14.

i) Which is the first month of the year?
ii) Where did Radhakrishnan have his early schooling?
iii) Where did the man confess his crime?
iv) When do you have your annual exam?
v) Who visited the western countries?

15.

i)The ball was caught by Mr. Pollock after it hit the wicket keeper.

ii) The piece of grass was discarded by Mr. Southcott.
iii) The judges were pleased by the recitation.
iv) New workers were hired by the company last year.
v) A dictionary is being presented by me.

16.
i)He is too fat to run fast.
ii) The news is too good to be true.
iii)The coffee is too hot to drink it.
iv) He is too tired to walk.
v) She was too nervous to speak.

IV

17. The fielders mentioned are Mr. Shakespeare Pollock, Mr. Southcott and Mr. Hodge
18. The match was a tie.
19. Napoleon laid a dictum that it was impossible to have too many men upon a battle field but used to do everything in his power to call up every available man at battle.
20. Mr. Hodge, a youth in blue jumper and Mr. Pollock knew that the match was a tie.
21. The two teams were the English and Scottish team.
22. Boone was angry even after catching the ball because it hit his midriff very hard causing great pain.
23. The humorous reference to the major is that he had already downed a quart and a half of drinks.
24. The chief invention of Sir Isaac Newton refereed to here is the "Theory of Gravity".
25. The blacksmith and the baker ran like a pair of high stepping hackneys.
26. Donald congratulated Boone for his catch.
27. Both the team spent the evening after the cricket match at the Three Horseshoes.
28. Mr. Harcourt had lost sight of the ball altogether and he was running round and round Boone, giggling foolishly.
29. The French word 'Mouvemente' means something which indicated a dramatic incident.
30. The ball was finally caught by Mr. Shakespeare Pollock that ended the match in a tie.
31. Mr. Hodge was the captain of the fielding team in the village cricket match.

V

32. The ball landed on the Professor's head and it leapt up into the air a foot or so, hit Boone's head and trickled slowly down the wicket keeper's broad back. When it was only a foot from the ground Mr. Pollock sprang with a loud roar and grabbed it off the seat of the wicket keeper's trousers.
33. Initially Hodge ordered Livingstone to catch the falling ball. Then he remembered Livingstone's two missed catches and reversed his decision and roared to Bobby to catch it. That was the fatal mistake committed by him because Livingstone had not heard the second order of Hodge and continued running and all crashed together.
34. The writer criticizes the government officials by saying that they don't work and therefore don't take risks.
35. Livingstone balanced himself on his toes, Pollock hoped about almost upon the batsman and breathed excitedly and audibly. Southcott discarded the grass that he had been chewing steadily.

36. The Sexton was old, therefore was of cautious nature and the postman was a government official who did not take any risks. Therefore, they both did not take a run when it was possible.
37. The ball hit by the blacksmith went high up in the air and fell back quite slowly. Therefore, the batsman the blacksmith, the baker who was his substitute runner and Joe, three of them began running for getting a run.
38. All the three had their heads turned towards the falling ball and did not notice the batsman running from the other end. They also did not see where they were going. Therefore, they crashed into one another and fell down.
39. When Mr. Hodge saw his fielders getting ready to catch the descending ball, he disagreed with the dictum that it was bad to have too many men in the field.
40. It means that according to the theory of gravity, the ball had to crash down immediately, but it defied gravity and remained suspended in the air for quite some time before falling down.

VI

41.

i) The captain told them to catch the ball.
ii) He said that he hadn't wanted to catch the darned thing.
iii) Donald ventured that it might save the side.
iv) The manager asked me whether I would join the company the next day.
v) The teacher told the boys that he/she would prove then that the earth moves round the sun.

42.

i) Complex: I worked hard because I wanted to pass the exam.
Compound: I worked hard and I passed the exam.
ii) Complex: Although he is rich, he is unhappy.
Compound: He is very rich yet he is unhappy.

43.

i) Simple: Inspite of being rich, he is not happy.
Compound: He is rich yet he is not happy.
ii) Simple: By running fast, you will catch the train.
Compound: you must run fast and you will catch the train

44.

i) Simple: After sunset, the stars appeared.
Complex: When the sunset, the stars appeared.
ii) Simple: By working hard, he succeeded.
Complex: He succeeded because he worked hard.

45.

i) English is easier than most other languages.
English is one of the easiest languages.
ii) Very few Indian kings were as great as Samudragupta.
Samudragupta was greater than most other Indian kings.
iii) Bengaluru is one of the most populated cities in Karnataka.
Very few cities in Karnataka are as populated as Bengaluru.

46.

i) As soon as the guests entered the auditorium, the students stood up.
No sooner did the guest enter the auditorium than the students stood up.
ii) As soon as the sun rises, the fog disappears.

No sooner did the sun rise than the fog disappears.

iii) As soon as the referee blows the whistle, the game starts.
No sooner did the referee blow the whistle than the games start.

VII

47. The writer compared the ball to a thunderbolt that struck his midriff like a red-hot cannon ball upon a Spanish galleon. Comparing the cricket ball to a red-hot cannon ball on a Spanish galleon is humorous.
48. Struck in the midriff like a red-hot cannon ball upon a Spanish galleon and the sound of drumstick upon an insufficiently stretched drum. It hit him very hard so he was in a great pain. When Sexton hit the ball, it flashed like a thunderbolt at the youth in blue jumper. Boone who was standing behind got hit by the ball on his midriff. He caught and threw it angrily. Then he started to massage the injured spot.
49. Joe, the batsman was running with his head thrown back and his eyes goggling at the hawk like cricket ball. The other two batsmen ran with their heads sometimes upwards and sometimes backwards looking at the ball with an alarming sort of squint and a truly terrific kink in their necks.
50. After the exit of the Sexton, the Blacksmith walked in as the last man, leaning heavily upon the shoulder of the baker, his runner. He limped as if he was in great pain. He took guard and looked around savagely. He was clearly still in a great rage. When he received the first ball, he lashed at it widely and hit it straight up in the air to an enormous height. It went up and up until it became difficult to focus on it. At the top, it seemed to hang motionless poised like a hawk fighting the law of gravity. It was later caught by Mr. Shakespeare Pollock, off the seat of the wicket keeper's trousers.

VIII

51. When the Sexton hit the ball, it flashed like a thunderbolt straight at the youth in blue jumper but he sprang backwards out of its way. It went and struck the mighty Boone in the midriff like a red-hot cannon ball upon a Spanish galleon. Boone clasped his hands to his outraged stomach and found that the ball was on the way.

When the blacksmith lashed the ball wildly, it hit straight up into the air to an enormous height. In his excitement the blacksmith forgot his sprained ankle and started running for the run. So, there were three batsmen running. Since the three batsmen were running with their heads thrown back and eyes goggling at the cricket ball, halfway down the pitch the three met with a magnificent clang.

The two batsmen and the runner, undaunted to the last, picked themselves up and were bent on completing the run but unfortunately dazed by their falls, they all ran for the same wicket, simultaneously realized their error and all three turned back and ran for the other.

When the blacksmith lashed the ball, almost all the fielders were running for the catch. Mr. Harcourt lost sight of the ball and he was running round and round Boone and giggling foolishly. Livingstone and Southcott were approaching competently for the catch. Mr. Hodge had to choose between them. So, he yelled to Livingstone to catch and Southcott stopped. Then remembering Livingstone's two missed sitters, he yelled to Southcott to catch. Livingstone who did not hear this, went a head-thus created a confusion.

52. The humorous situation is: the blacksmith who was the last batsman to play leaned heavily upon the shoulder of the baker who was a substitute to run for him as he had sprained his leg. The blacksmith took guard looking around savagely took on the first ball and lashed at it wildly hitting straight up into

the air. The ball reached a height where it was not visible at one point so the blacksmith forgetting his sprained ankle set out at a fast pace towards the other end roaring 'Come on Joe!' in a thunderous voice while he kept running.

The baker who was running on behalf of the invalid blacksmith also set out on a pace and he too kept roaring 'Come on Joe!' and side by side, like a pair of high-stepping hackneys the pair cantered along. From the other end Joe heeding to both their request set out on his mission of sprinting and at one point all three of them dashed one another and fell down.

53. Mr. Hodge saw both Livingstone and Southcott approaching the falling ball competently. Either of them would catch it easily. He made a quick decision and yelled at Livingstone to catch the ball. Southcott being a disciplined cricketer, stopped. Mr. Hedge reversed his decision when he remembered Livingstone's two missed catches and asked Southcott to catch it. Southcott started to run but Livingstone did not hear the order so went straight on and both crashed into each other. Caption Hodge had restored the status quo but it resulted in a crash and a fall.
54. **The Sexton:** A Sexton is a person who works in the church ringing the bell, cleaning, digging graves in churchyard etc. He was old therefore cautious. He displayed this quality in his batting too. His strokes were powerful because of his regular digging work.

The Postman: He was a government official and therefore did not take any risk. He showed this quality in the game.

The Blacksmith: He was injured, but came into the field leaning heavily upon the shoulder of the baker, who was going to run for him and limping as if in great pain. The kind of work the blacksmith do is physically strenuous and batting style of this man was also quite savage like hitting iron on the anvil.

The baker: He had come to the field to run as a substitute runner to the injured blacksmith. Like his profession, he did not do the taxing work of hitting the ball, but physical work like running which was not taxing on his body just like baking.

55. All the players on the field were not organized at all, neither the fielder nor the batsman. When the ball was hit into mid-air the fielders ran helter-skelter trying to catch the ball on its descent and in the process all of them crashed into each other and fell down. The confusion increased even more when Hodge gave contrary instructions to some of his fielders. Even among the batsmen once the ball was hit straight into the air, both blacksmith and baker and the other batsman, instead of running towards the wicket they concentrated on the ball which was in the air looking at ball and backwards and crashed into each other on the pitch. All this uncertainty and disorganization added to the humour.

POEM – 8 MENDING WALL

I.

1.
   i) C) Personification
   ii) B) Metaphor
   iii) D) Paradox
   iv) A) Simile

II.

i) Knight
ii) Glorious
iii) Departure
iv) Worn
v) Unutilize
vi) Stationery
vii) Height
viii) Contract

III.

2. The two characters in the poem "Mending wall" are the speaker and the neighbour.
3. The mending of the wall takes place during spring time.
4. The neighbour's stock reply was that "Good fences make good neighbours".
5. The neighbour appears to the poet as an armed savage of the Stone Age.

IV.

6. The speaker tells he has apple trees and his neighbour has pine trees in each other's properties. The speaker's apple trees will not walk into his property and eat up his pine cones. Hence there is no need of a wall between their properties.
7. The speaker resents the distance his neighbour wants to maintain with him. He wants both of them to become friendly and open-minded sharing both physical and mental spaces.
8. In winters the ground gets frozen and the frozen ground swells and it pushes the wall from underneath. It spills the upper boulders in the sun. it tends to make gaps where two of them pass side by side thus causing the stones to fall.
9. The narrator let his neighbour know that the wall separating their properties had broken down and that it was time to repair it.
10. By building a wall between neighbours we are 'walling in' distrust and privacy. We are 'walling out', love, friendship and togetherness.
11. The hunters disturb the stones to catch hold of the rabbit which is hiding there. They don't leave one stone upon another stone as they want to bring out the hiding rabbit by all means.
12. Great message is given in robert frost's poem 'mending wall'. His poem begins in delight and ends in wisdom. At the outset of the poem, frost says that some supernatural power does not love a wall because wall is an evil thing which destroys the brotherhood of man. It is opposite to freedom.

13. The speaker says they do not need the wall because his property is filled with an apple orchard and his neighbour's property is filled with pine and he knows that his apple trees will never get across and eat the comes under his neighbour's pines.

14. They can't be good neighbours because they build a wall against one another based on caste, colour, religion, language and riches. In the present world there are so many walls erected all round us which is hard to break.

15. The poet says that there is something in the nature doesn't love wall. It makes the ground to swell. It also splits the upper boulders in the sun. It makes gaps. The work of hunters is another thing in order to find the rabbit from their hiding place.

V.

16. During the spring, the speaker tells his neighbour about the damaged wall. During winter the moisture of the earth hardens into ice, swells the ground and dislocates the wall. When the rabbits are chased by the hunters, they hid between the stones, and the hunters try to put out the rabbits.
17. The speaker refers to rebuilding the wall as just another outdoor game. Every spring the wall has to be rebuilt as it gets destroyed frequently. Their hand gets rough because they repair it now and then. While repairing the wall the speaker and the neighbour stand on the either side of the wall so the speaker calls it a game.
18. Walls are destroyed by natural factors and hunters. Neighbours continuously rebuild the wall in spring. He feels that there is no need of the wall. Nothing to wall in and wall out. Neighbour replied that "Good fences make good neighbours". In order to maintain privacy wall is built, which leads to disharmony, hatred, differences and leads to mental darkness.
19. The speaker and his neighbour mend the wall by having an annual ritual each spring, where they walk along the wall together to build the sections that have fallen.
20. The speaker told his neighbour that he had apple trees in his land whereas the neighbour had pine trees. His apple trees would not cross to go over to the neighbour's property to eat pine cones. Moreover, there were no cows in both the places. Thus, there was no need for the wall as there was nothing to wall in and wall out.
21. The speaker has given many reasons for the wall to get damaged. According to him, sometimes the frozen ground swells and pushes the wall from underneath, thus causing the stone to fall. Another reason may be the hunters who search for rabbits hidden in the gaps of the wall. The hunters tear down the wall looking for the rabbits and the wall gets damaged.

VI.

22. Poem – Mending wall

Poet - Robert Frost

Here the poet is speaking about the stones on the wall requesting them not to fall down at least till such time that he and his neighbour go away from that place. However, the neighbour on the contrary believes in an age-old proverb; "Good fences make good neighbours". The poet feels sceptical about this and so he impishly pressurizes the neighbour to move past this conventional thinking.

23. Poem – Mending wall

Poet - Robert Frost

While mending wall, poet thinks that there is no need to build a wall. Poet has apple trees; neighbour has pine trees. Poet said that there is no need of building a wall. But neighbour answered "Good

fences make good neighbours".

24. Poem – Mending wall

Poet - Robert Frost

During spring time, the speaker and his neighbour meet to mend the wall which was disturbed by nature and the hunters. As they keep the boulders one above the other- the speaker feels that there was no need of mending the wall. But the neighbour says that "Good fences make good neighbours" and continues mending the wall. Therefore, he looks like a savage to the speaker when he moves with the stones in each hand and expresses that he was moving in darkness.

25. Poem – Mending wall

Poet - Robert Frost

According to the speaker, there are some forces of nature that break down the wall. The neighbours meet to repair the wall. The narrator asked his neighbour why the wall is needed. There were only apple or pine trees, which could not intrude on the other's property. The narrator wants to put one notion in his mind that why do they make good neighbours.

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UNIT – 9
PROSE – 9 CONSUMERIST CULTURE

I

1 i) B) confusing ii) C) attract iii) A) uncontrolled
iv) B)range
v) A) a model vi) B) fashionable and expensive
vii) D) manufacturers viii) A) sarcastic

2 i) B) merchandise ii) A) global economy iii) D) inexorable iv) B) Sophisticated
v) A) entranced vi) C) holocaust vii) A) profusion viii) B) undertaken

3. i) C) non ii) A) un iii) B) in iv) A) in
v) B) il vi) A) ir vii) C) mis vii) D) dis

4.

i. A) kept a level head ii. C. leave no stone unturned iii. D. going round in circles
iv) C. full of beans

5. i) B) is there? ii) A) does he? I ii) C) haven't they?

Additional questions:

1. B) does she? 2)A) didn't they? 3) C) Shall we? 4) A) have you? 5) B) didn't

they? 6) arent I? 7) A) is it?

II

6.

i) Career: I never imagined that I would end up with a career in teaching.
Carrier: Mosquitoes act as carriers of diseases.

ii) Decent: The wages are quite decent.
Descent: The aircraft began its slow descent.

iii) Advice: He gave me a piece of advice which I'll always remember.
Advise: I strongly advise you to sell your old car.

iv) Present: I received a surprise present on my 18^{th} birthday.
Presence : We miss the presence of something when we lose it.

v) Later: Do not postpone your work to a later date.
Latter: Me and my friend planned for a movie, the latter did not turn up.

vi) Alternate: We had to attend the practice on alternate days.
Alternative: There is no alternative for hard work.

vii) Principle : Sarojini Naidu is a follower of Gandian principles.
Principal : Our school principal is a strict task master.

viii) Price: There was fall in the price due to the reduction in GST.
Prize: My brother received a number of prizes in the annual sports meet.

7. i) conduct (n): Their conduct at the conference was disgraceful.
conduct (v): She was hired to conduct training sessions for new employees.

ii)award (n): Bharath Rathna is the highest civilian award in India.
Award(v): I was awarded the best student for the year 2025-26

iii)plant(n): On Vanamahotsava each one of us get a plant as a gift.
plant(v): We planted a thousand trees this year.

iv) produce(n): This year due to good monsoons the farmers saw a good produce.
produce(v): Factories produce a variety of products.

v) gift (n) : She was a gift to her parents.
gift(v): He was gifted with extraordinary talent.

8. i) Meera said that she had been writing that letter.
ii) My mother said that she gets up early every morning.
iii) I asked Daniel if / whether he was reading that book.
iv) She said that she was going to the market.
v) My friend asked me whether I was going to the movie with him.
vi) The teacher wished the students all the best for their exams.
vii) Ramu requested Anuj to lend him his bicycle.

viii) My father asked me why I didn't help my mother in the household work.

9.
i) A letter is being written by him.
ii) The window may be opened by you.
iii) The trees are planted by them.
iv) The work has been done by them.
v) Alms are being begged by the beggar.
vi) The car was washed by dad.
vii) The sweater was worn by them.
viii) The song was sung by her.

10.
i) How long did you wait for the bus?
ii) How many rotten apples were there in the basket?
iii) Whose book did Ankith borrow?
iv)When were you born?
v) How do you come to school?
vi) Which movie did you watch yesterday?
vii) Where had you gone for the picnic?
viii) Why was the boy taken to the hospital?

11.
i) As soon as she started singing, he went to sleep.
No sooner did she start singing than he went to sleep.
ii) As soon as I heard the knock, I opened the door.
No sooner did I hear the knock than I opened the door.
iii) As soon as the refree blows the whistle, the game starts.
No sooner does the refree blows the whistle, the game starts.
iv) As soon as I reached the bus stop, the bus left.
No sooner did I reach the bus stop, than the bus left.
v) As soon as the alarm rings, I wake up.
No sooner does the alarm rings than I wake up.
vi) As soon as the doorbell rang, I opened the door.
No sooner did the doorbell ring than I opened the door.
vii) As soon as the chief guest arrived the audience clapped.
No sooner did the chief guest arrive than the audience clapped.
viii) As soon as I closed the door, somebody knocked.
No sooner did I closed the door than somebody knocked.

12.
i) Positive: No other animal is as faithful as a dog.

Superlative: Dog is the most faithful animal.

ii) Positive: Very few kings of India were as great as Samudra Gupta.
Comparative: Samudra Gupta was greater than many other kings of India.

i) Positive : No other girl in the class is as tall as Trisha.
Comparative : Trisha is taller than any other girl in the class.

ii) Comparative : Wordsworth was greater than many other English poets.
Superlative : Wordsworth was one of the greatest among the few great poets.

iii) Positive : Very few metals are as precious as gold.
Comparative : Gold is more precious than many other metals.

iv) Superlative : David Copperfield is one among the most popular books.
Comparative : David Copperfield is more popular than many other books.

v) Positive : No other king was as wise as Solemon.
Superlative : Solemon was the wisest king.

vi) Positive : No other planet is as far as Mecury.
Superlative : Mercury is father than any other planets.

13.i) superfluous
ii) advise
iii) inessential
iv) talkative

14. i) Some species of whales are nearing extinction and yet many countries refuse to accept even a partial ban on whale hunting.
ii) I shall not oppose your plan of action but I can't approve of it.

III Answer the following questions in one or two sentences each

15. Gross National Product
16. Global advertising is the biggest and the most sophisticated thought -control project ever undertaken.
17. Television commercials provide the theory which can then be acted upon in the shopping malls.
18. The revenue of the sellers of Pepsi and Cola is measured in billions of dollars bigger than the combined GNP of nearly a score of the world's poorest countries.
20. Civil societies are groups which strive towards an exploitation free society based on humanitarian lines.
21. The catchy phrase "shop till you drop" means to shop till you can either no longer stand on your feet or run out of money.
22. According to Cheriyan Alexander one should turn to the commodities of the spirit, the art, culture, community life in order for life to be truly meaningful and sustainable.
22. Machinery of persuasion

23. ‘Mindless consumption’ and ‘Mania’.

IV)

24. The present-day Indian shoppers are thrilled to get the kind of choice that people in the west have enjoyed for a long time.

25. A bottle of Coke is harmful to one’s health as it has no nutritive value, but rather has a damaging effect on the digestive system and the bones.

26. It is apt and ironic because it is the media driven mania of mindless consumption that characterizes our lives in the modern age.

27. In the very first paragraph, the writer makes it clear that he is very critical of the present day buyers, where he refers to ‘posh’ malls and their catchy phrase “shop till you drop” which ironically sums up the media driven mania of mindless consumption.

28. Shopping has become more than a need for increasing number of people today it has become the chief form of entertainment and obsessive compilation they have little control over and very often an end in itself.

29. Advertisers and marketing professionals are working hard to see that even people who live at the subsistence level in remote rural pockets are lured and entranced into becoming passive consumers of everything from cola drinks to shampoos.

30. Pepsi and cola are sold even in the remotest nook and corner of the world today. These sellers of colored sweetened water are giant multinational corporations with revenues measured in billions of dollars bigger than the combined GNP of nearly a score of the world's poorest countries.

31. The dream come true for the US returned Indian is the availability of 83 different flavours of ice cream in India which was not possible earlier. The high consumption lifestyle of their first world counterparts is now well within reach.

32. The deep irony is that while pockets of private prosperity are growing, there is an inexorable impoverishment of the resources that belong to the public realm. There is thus an amazing variety of sleek new car models to choose from, but the roads in our cities are in pretty bad shape and getting worse. Fashionable luxury resorts for the effluent are coming up everywhere, but lung spaces for public use like parks and playgrounds are shrinking.

33. It will be easier to get a bottle of coke rather than tender coconut or buttermilk. The increasing presence of plastic garbage in our rural areas is a clear warning signal. A day will come to face the sheer tonnage of the garbage we throw out.

34. The only way to restore sanity is for local communities, corporative, civil societies and democratic governments everywhere to take back the autonomy and initiative for their own development which they recently traded away to the giant global business corporations.

35. The price paid in ecological terms will make it the most suicidal enterprise the human race has ever embarked upon. The sheer tonnage of the garbage with throw out, plastic cups, junk cars, refrigerators and TV sets, matches the level of the land of the almighty dollar. The resources of the planet will prove

horribly inadequate. We would need at least another three planets.

36. In the name of development, the agencies like the World Bank have made the way smooth for the unbridled expansion of the so-called free market economy into every corner of the globe. Enthusiasts of this vision of development are dreaming of a day when all of India will look like the United States with two cars in every garage and the reassuring glow of MacDonald and Pepsi signs all along every highway.

37. In the end, the author says that all human beings have a right to the basic material requirements for a life of dignity. But there comes a point beyond which it is necessary to say enough to the merely material. He also hopes that humanity can muster up enough soul force to contain the damage caused by unrestricted consumerism, lest we really shop till we drop and nothing of value is left standing on our beloved Mother Earth.

38. Businessman cannot be counted upon to have the wisdom or will to think of the welfare of all of humanity, leave alone the health of the planet. They are mainly trained to do everything possible to maximize profits for the corporation that employ them.

V

39. The author brings to the notice of the readers, their own spending habits. He wants the readers to understand why they are shopping and what they are shopping for. Is their shopping meeting their basic requirements or are they indulging in unnecessary purchase? He holds advertisers and big corporations responsible for creating attempting market, where the consumers become unstoppable buying machines. An example of it would be buying flavored drinks with no nutritive value. Buying commodities which is not of much use to them. Buying another pair of shoes just because it is on 50% sale.

40. Any model of development based on simulating high consumption lifestyles through aggressive advertising and limitless market expansion is not only unsustainable but also highly dangerous for the well-being of humanity. The price paid in ecological terms will make it the most suicidal enterprise the human race has ever embarked. To make this paradigm of development a reality for developing countries like India, the resources of planet Earth will prove horribly inadequate paving the way to ecological destruction.

VI) 41. The writer is perplexed at the behavior of the people of the 21st century. Modern man seems to suffer from a mania of mindless consumption. Ironically, he seems to believe that cultivating a high-consumption lifestyle is a sign of development and by doing so he will be equated on par with the people of the advanced west. However the author disagrees with this view. He believes that such a model of development will favour only a few while the rest suffer from poverty. He calls it the tragic comedy of development because what makes the lives if a few lucky ones happy, also makes the lives of many more unhappy. For example: Land developers buy large patches of land to build villas and luxury houses for the affluent. This leads to shrinking of lung spaces like parks and playgrounds, for public use. The author says that it is much the same story with many other services in the public domain like transportation,

health care, libraries and education. Thus if the most essential services are privatized, it will lead to an inexorable impoverishment of the resources and the poor will be pushed to become the consumers of increasingly expensive goods and utilities.

42. Gandhiji had a clear and simple perception of man's needs and greed. He believed that a person should take only what is necessary for a comfortable and meaningful life. According to him, the earth has enough resources to satisfy everyone's needs, but not everyone's greed. He warned that excessive consumption and selfishness would lead to the exploitation of nature and other people. Consumerism makes people constantly desire more material possessions and creates dissatisfaction. Gandhiji believed that people should control their desires and practice simplicity, self-discipline and moderation. The only way to restore sanity is to reduce our wants and adopt a simple way of life. We should respect nature and use resources responsibly. Thus, Gandhiji's ideas provide a way to overcome the harmful effects of consumerist culture.

43. Shopping has become more than a means of fulfilling our basic needs in the modern consumerist culture. People often go shopping not because they need something, but because shopping has become a form of entertainment and pleasure. Attractive advertisements, discounts and the desire for new products encourage people to buy more and more. Shopping centres and malls have become popular places for people to spend their leisure time. Many people also use branded goods to display their social status and lifestyle. As a result, unnecessary wants are created and people are tempted to replace perfectly useful things with new ones. This increases consumption and leads to the wastage of natural resources. Thus, shopping has changed from a necessity into a habit and a way of life. The lesson advises us to control our desires and differentiate between needs and wants.

44. According to "Consumerist Culture," advertisers and marketing professionals attract rural people by understanding their aspirations and changing lifestyles. They take their products to villages and make them easily available through an expanding market network. They use advertisements in television, newspapers, radio and other media to create awareness and desire for new products. They present modern consumer goods as symbols of comfort, progress and a better life. Attractive packaging, offers and easy availability encourage people to purchase these goods. Advertisers also influence consumers by showing that branded products can improve their social image and status. In this way, they create wants beyond basic needs and encourage greater consumption. Rural people gradually become part of the growing consumer market. Thus, advertising and marketing professionals play an important role in spreading consumerist culture to rural areas.

45. The growth of consumerist culture has a serious impact on public resources and public spaces. As people's wants increase, the demand for natural resources also increases. Resources such as water, land, forests and energy are used excessively to produce and consume more goods. This results in the depletion and wastage of valuable resources. Consumerism also creates a huge amount of plastic, packaging and other waste, which pollutes public places. Public spaces such as roads, parks and streets are often occupied by commercial activities, hoardings and advertisements. The common resources that should be available to everyone are gradually affected by private and commercial interests. Excessive consumption therefore creates environmental problems and affects the quality of community life. The lesson reminds us that public resources belong to everyone and must be used carefully and responsibly. Therefore, controlling our unnecessary wants is essential for protecting public resources and spaces.

46. The writer says this to show the harmful effects of consumerist culture on society. As people become more interested in luxury and private comforts, more land is used for luxury houses, resorts and commercial

buildings. At the same time, open spaces meant for public use are gradually disappearing. Playgrounds, parks and other common spaces are being reduced because they are often considered less profitable. This affects children, who need playgrounds for games, exercise and healthy development. It also reduces the opportunities for people to spend time together in public places. The writer criticizes the tendency to give importance to private luxury rather than public welfare. The shrinking of public spaces shows how consumerism changes our priorities. Thus, the writer emphasizes the need to protect public spaces and community resources.

POEM – 9

BUTTOO

I

1.

i. B) some

ii. C) food

2.

i) A) swear

ii) A)recompense

iii) A)sod

3. **C. alliteration**

II 4.

i) you
ii) gratitude
iii) ask
iv) strife
v) dictation
vi) carpenter

III

5. Buttoo had gone to Dronacharya to learn archery.

6. Buttoo wanted to learn the science of archery from Drona.

7. Drona asked for Buttoo's right- hand thumb as recompense.

8. Buttoo cheerfully, without any hesitation, severed his right thumb and offered it to Drona.

IV

9. Buttoo was neither from a royal family nor rich, hence Drona rejected to take him as his disciple.

10. Buttoo revered Drona as his master because Drona was the best in archery and Buttoo got his inspiration and knowledge from him.

11. Drona justified his unfair demand by saying that he had promised Arjuna that he shall make him the best archer ever and there shall be no equal to Arjuna in archery.

12. Dronacharya moved by Buttoo's reverence and sacrifice blessed him that his fame shall spread everywhere and men shall remember him as a model of self-help, truth and modesty.

13. Though born in a low caste, Buttoo had high ambitions of becoming a great archer. His dedication to pursue knowledge is commendable. His revence, truthfulness, modesty, selfhelp and sacrifice personifies the noblest human qualities.

V

15. Once Buttoo went to Dronacharya and requested him to teach the science of archery. Dronacharya rejected to take him as his pupil as he did not belong to royal family nor was, he rich. Driven by shame, Buttoo learnt all by himself before a stone idol of Dronacharya, as he revered Dronacharya as his master. With complete dedication he mastered the art of archery.

16. Self help – because he went to Drona to learn archery but was refused as he was not rich or from royal family. So he learnt himself the skill of archery and became an expert.
Truth he did not ho back on his promise of giving anything his master demanded as his due cut off his right hand thumb as recompense.
Modesty – though he learnt the skill of archery all by himself, he never considered himself as great but considered his guru as his inspiration.

17. One day Buttoo went to Dronacharya to learn the science of archery but was neglected by the guru as he was not from a royal family. Buttoo broken hearted goes back, yet he revered Drona as his master because all his inspiration was from him as he was the best in archery. He created an image of Drona respected, took blessings and started practicing every day in front of it and became an expert archer. Once Dronacharya happens to witness his skill and demands gurudakshina Buttoo readily promises that he will give whatever he asks Dronacharya warns him against making promises that he might regret later. He asks his right hand thumb as the gift Buttoo doesn't hesitate even for a moment, he immediately cuts off his thumb with his sharp knife and offers it to be guru Drona. Dronacharya was pleased and blesses him with everlasting fame and glory. He gives a message that self – help, truth and modesty is the greatest virtue.

VI

17. This line is extracted from the poem Buttoo written by Toru Dutt. It is said by Dronacharya to Buttoo. This was said when Dronacharya asked Buttoo for his due for being his guru and Buttoo readily agrees to give whatever his master asks for. Dronacharya also says these lines regretting his promise made to Arjuna.

18. This line is extracted from the poem 'Buttoo' written by Toru Dutt. It is said by Buttoo to himself. After being rejected by Dronacharya, Buttoo learns all by himself the art of archery before the stone idol of his

master. At this point he says the above lines with great respect and reverence to his master from whom he took inspiration and knowledge.

VII

19. In the poem "Buttoo" written by Toru Dutt. she has personified the noblest human qualities of truthfulness, modesty, self-help and sacrifice. Buttoo is made an epitome of all these qualities as against the selfishness and cunningness of Dronacharya. Dronacharya under the pretention of keeping up his promise made to Arjuna demands for a sad recompense. Although Buttoo is aware about the fact that he cannot practice archery, with great respect and reverence to his master sacrifices his right thumb as recompense, leaving everything to God and was at peace with himself.

*****

UNIT -10
PROSE -10 THE PIE AND THE TART

I

1. i) A) the
   ii) B) a
   iii) C) the, the
2. i) A) can I
   ii) B) won't I
   iii) C) won't I
   iv) C) doesn't he
3. i) B) turn on
   ii) B) put off
   iii) C) get ahead of
4. i) A) Alliteration
   ii) D)Personification
   iii) D)Personification
   iv) B) Hyperbole
   v) C)Synecdoche
   vi) A) euphemism
5. i) arrested
   ii) surprised and shocked

iii) dye
iv) tier

6.

i) filled
ii) is kept

7.

i) The questions have been asked by Radha.
ii) The tiger was shot by the hunter.
iii) The rainfall of the country is conserved by them.

8.

i) Jean said that he was sent by M Gaultier to fetch the pie.
ii) Pierre told the judge that he had to live.
iii) Shyam asked whether/if he/she had attended the classes the previous day.
iv) Savitha told him/her to sit down on the carpet.

II

9. Gaultier opens the door of the cake shop when Pierre knocks on it for the first time.
10. Begging for seven days without food with squint slightly.
11. Pierre was pinched for begging.
12. Marion would know that the person is Gaultier's messenger when he kisses her hand and asks for the pie.
13. The only fault that Pierre finds with the eel pie is that it is only single pie. There should have been two.
14. Pierre and Jean were two vagabonds who were hungry and cold.
15. Pierre counted twenty-three holes in his tunic.
16. Pierre told Jean to say he had no food for seven days and to squint slightly.
17. Gaultier was a pastry cook who owned the cake shop.
18. Marion was Gaultier's wife and the owner of the cake shop.
19. Gaultier was supposed to carry the eel pie to dine with the Mayor.
20. Gaultier did not want to carry the pie because it was not suitable for a man of his position.
21. Pierre stood holding the pie as if stupefied and placed it carefully on the bench.
22. Pierre thought the pie was a dream and that he would wake up soon.
23. Pierre told Jean to be quiet because he might wake him up from the dream.
24. Jean picked up the pie and said they would eat it to start with.
25. Gaultier entered obviously angry and out of breath.
26. Pierre gazed at the pie lovingly and prodded it with his fingers.

27. Jean said they won't wait for the nectarines and champagne, and the pie will do to start with.

III

28. By telling him that Marion would not give the tart to just anyone, it had to be the same messenger who had come for the pie or none at all.
29. Jean had overheard Gaultier telling Marion that he would tell the messenger whom he would send to take the pie to kiss her hand so that she'll know that everything is all right.
    Pierre went to take the pie deceitfully; he attempted to seize her hand to kiss it. So, she thought him to be Gaultier's messenger.
30. He was beaten black and blue by M. Gaultier when he went to fetch the tart so he told him that it was Pierre who had taken the pie and that he would get him soon. He wanted Pierre also to get some beating.
31. Marion believed Pierre and placed the pie on his hands when he said that he was a messenger of M. Gaultier and he had them only once or twice before.
32. Jean had already gone there once pretending as a beggar. He was sent back without being given anything and had a fear of getting recognized.
33. When M. Gaultier accused him of telling the lie that he had given the pie to the mayor because the mayor was out, Pierre said that the mayor had returned just after he left and was grateful for the pie and was waiting for him. M. Gaultier believed it. Then Pierre offered to carry the tart too which Gaultier gave readily.
34. Pierre mixes up the words in reverse order. He says he has come from M Pie, who sends him to fetch Gaultier.
35. Gaultier told the beggar that he had nothing for him and his wife was away. He also said he was busy and advised him to go to the next street and slammed the door.
36. He could not be seen carrying the eel pie through the streets of Paris. It was not quite the thing for a man of his position to do.
37. Pierre was pinched for begging. When Judge Gaston asked about begging, Pierre said that they must live.
38. He would travel by keeping it close to his bosom as a mother with her bantlings, as a shepherd with his ewes, as St. Ursula with her maidens, as a guardian angel with his pie. (any two)
39. It was a work of an artist. The flavor and composition were faultless. The crust was like never before. The memory of it still stayed with him.
40. The tart was succulent, spiced, sugared, white as a maid's bosom. It would sit affably on a foundation of eel pie.

IV

41. After eating the pie Pierre feels that it was a masterpiece. Jean added, it was the work of an artist. The composition was faultless. The flavor, just so, and the crust, memory of it still abides. He also speaks about the eels, its tenderness and plasticity.
42. Jean and Pierre are jobless vagabonds who have been caught many times by the police for begging. Both of them look for easy way of living rather than searching for a job to earn their living. Both of them do

not hesitate to speak lies and cheat others to fulfil their needs. Both are clever and resourceful, having an ability to save themselves from difficult situations. They are quick wited, having presence of mind.

43. Though both of them have lot of similarities, they do have different characters. Jean is better planner and Pierre is an obedient follower. Jean listens to the conversation of Gaultier and his wife and makes a plan of stealing the pie. But he does not tell the background of the plan but just tells Pierre to follow his instructions. Pierre follows it and is very happy to get the pie. Second time Jean gets caught with Gaultier and gets beaten. He sends Pierre to Gaultier again not telling him the reason. But Pierre with his presence of mind escapes from the punishment, but shares the tart with Jean though Pierre tries to get him punished.

V

44. Lesson: Pie and the Tart
    Author: Hugh Chesterman
    - Pierre says this to Jean.
    - Pierre wanted to know how Jean would beg. Jean says, “For the love of St. Agatha and all blessed saints have pity on a poor miserable who has had no food for three days.” In reaction to this Pierre says the above line.
45. Lesson: Pie and the Tart
    Author: Hugh Chesterman
    - Pierre repeated the words spoken by the Judge Gaston
    - Pierre was pinched the previous month for begging. Judge Gaston questioned him why he did that. Pierre answered that he wanted to live. Gaston looked Pierre up and down and said these words.
46. Lesson: Pie and the Tart
    Author: Hugh Chesterman
    - Pierre said to Jean
    - Pierre was pacing up and down blowing on his fingers. Jean was irritated. He asked Pierre to stop it but Pierre said that he would die it is stopped and said the above line.
47. Lesson – Pie and the Tart
    Author – Hugh Chesterman
    - Gaultier asked Jean
    - After Pierre sent Jean to fetch the tart
    - Jean informs Marion that Gaultier had sent him to get the cranberry tart
    - Marion goes in to get it
    - When Gaultier hears Jean, he runs out from the shop, begins to cudgel him and says the above line.
48. Lesson – Pie and the Tart
    Author – Hugh Chesterman
    - Pierre said to Judge Gaston and this was conveyed to Jean
    - Pierre and Jean were starving without food. Pierre was pinched the previous month for begging.
    - Judge Gaston asked Pierre why he did it, Pierre said the above sentence.
49. Lesson – Pie and the Tart
    Author – Hugh Chesterman
    - Marion said to Pierre
    - Jean and Pierre are two vagabonds
    - They were dying of hunger and cold

- So, they decide to go for begging
- Jean knocks the door of the cake shop and ask for alms
- Marion opens the door sends him away

50. Lesson – Pie and the Tart

Author – Hugh Chesterman

- Gaultier said to Pierre
- Jean and Pierre are two vagabonds
- They were dying of hunger and cold.
- So, they decided to go for begging
- Pierre knocks the door of the cake shop and asks for alms
- Gaultier opens the door – sends him away.

*****

POEM:10 C.L.M.

I.

1.

i) A) Alliteration
ii) D) Personification
iii) D) Personification
iv) B) Metaphor
v) D) Personification
vi) C)Apostrophe

II.

2.

i) shamed
ii) reach'd
iii) defeat

III.

3. Poet John Masefield attributes his life to his mother when he says that he began his life in her womb and it was her life which has made him a man. She fed him through her life during the months he was a helpless babe in her womb. She partially died trying to give him life.
4. The poet's mother might not have recognized her little son as he has grown up. If they meet by chance, she would just pass by him without knowing. Only his soul's face might be able to recognize her for what she had sacrificed for him.
5. The poet's mother's life made him a man. All through the months of human birth, his mother's beauty has fed him, he could not see, breathe, nor move but still destroyed or leeched a part of her life.
6. If his mother were to see him. She would be ashamed. He expresses disgust over how men treat women, how they trample over the rights of women.

IV.

7. John Masefield – guilty of having been born at all – causing pain to his mother – how well his mother nurtured him – now in the grave – never knows how her child turned out – whether he has utilized his

life well or not – her sacrifice has been worth it or not – whether he has paid his debt to his mother – giving her a happier life would make up for all the wretchedness she has experienced – compares himself to a leech that has sucked the life out of his mother – hopes that his mother would rise to see her son of whom she would be ashamed of.

8. - The mother lost her beauty in bearing him.
   - She suffered pain and strain while he was in her womb.
   - He sucked the nutrition's while he was in her womb making her suffer and weak.
   - He feels that every child she bore brought about partial death of her.
9. – The poet began his life in the dark womb – mother's life made him a man.
   - All through the months of his birth she abundantly fed his body by her beauty – though he could not see, breathe nor stir.
   - She died partially at the time of his death.
10. - The poet questions himself asking what he has done to keep in mind his debt to his mother and womankind.
   - He also asks for those months of wretched days, how he has given her happier days.
   - He remembers how his mother's life was consumed by him before he was born.
   - He also laments that he has done nothing in gratitude to that dear woman, who is dead now.
   - He says how men overpower women even today.
   - How men ignore the rights of women and treat them as if they are not important.
   - He says man's strong desire for supremacy over women roams about in the world untamed.
11. - John Masefield regrets for not having done anything for his mother.
   - Sucking life in the womb like a leech.
   - Consuming mother's life for his growth.
   - He laments that he has done nothing to her in gratitude who is dead now.
   - Says that man has empowered women in superiority.
   - Man has ignored the rights of women.
12. - John Masefield explains the dedication to his mother.
   - The poet had begun his life in the dark womb of his mother
   - His mother's life made him a man.
   - Mother did not care for her beauty. She sustained all pain while giving birth.
   - She could not see her child grow as she died.
   - John Masefield gives importance to the woman-kind. Men triumph over women. The poet feels that he has not done, tried or said anything to thank that dear woman dead.

V.

13. Poem – C.L.M.
    Poet – John Masefield
    - The poet John Masefield says this to the readers.

- The poet asks himself, what he had done, tried or said to thank his dear woman (mother) who was dead. He also states that man trample women's rights at their will and man's lust roams untamed in the world and then he wants the grave to keep shut otherwise he would be ashamed of himself. So he doesn't want her to come back to see such things.

14. Poem – C.L.M.
    Poet – John Masefield
    - Spoken by the poet about his mother.
    - The poet says that his mother's life made him a man because it was in her womb that he got nourishment. Now that his mother is in the grave, the poet asks himself the question what he has done to repay that debt – in what way he has repaid her gratitude to womankind because all around him in the world he finds atrocities on women.
15. Poem – C.L.M.
    Poet – John Masefield
    - Said by the poet regarding his mother who is dead.
    - The poet says that his mother's life made him a man by the nourishment that he got in her womb. He also says that in the darkness of the grave she could not see him or know whether he has used his life ill or well and even if she came out of the grave, she would not recognize as he has grown.
16. Poem – C.L.M.
    Poet – John Masefield
    - The poet recalls how his mother's life made him a man. He remembers her pain and sufferings that she underwent during child birth. Therefore, he feels that he is indebted to her and to the womankind in general. But he regrets that he has not repaid her sacrifice by doing anything to womankind.
17. Poem – C.L.M.
    Poet – John Masefield
    - Poet says to readers.
    - When he talks about his mother who is dead and he longs to see her.
    - The poet brings out the sadness of the situation when he says the above lines. If his mother meets him as a passerby, she, his own mother would be unable to recognize him because he has now grown into an adult.
18. Poem – C.L.M.
    Poet – John Masefield
    - The poet said this
    - He says that he was born at the cost of his mother's life
    - He feels that every child she bore brought about partial death of her.
    - She destroyed a part of her life to make him a man

19. Poem – C.L.M.
    Poet – John Masefield
    - John Masefield explains the dedication of his mother; he gives importance to the womankind.
    - Men triumph over women in society. Men show their superiority and treat them as if they are not important.
    - The poet feels that he has not done, tried or said anything to thank that dear woman dead.
20. Poem – C.L.M.

Poet – John Masefield

- John Masefield writes the poem in memory of his mother Caroline L Masefield
- She died while giving birth to her sixth child
- The poet feels that every child she bore brought about partial death of her.
- He says that like a leech, he sucked mother's life for his own growth.

21. Poem – C.L.M.

Poet – John Masefield

- John Masefield writes the poem in memory of his mother Caroline L Masefield
- She died while giving birth to her sixth child
- The poet feels that every child she bore brought about partial death of her.

VI.

22. – The poet remembers the sacrifice made by his mother which made him a man.

- Feels sorry for his mother who was in the grave - who couldn't see her son whom she gave life.
- Even if the gates of the grave are opened, she cannot recognize him.
- Only his soul's face can recognize her as she had done a lot for him.
- He regrets that he was not able to repay his mother who underwent a lot of pain and sufferings for his sake.
- His mouthless body in the womb leeched on his mother and he is indebted to her.
- He regrets that he has done nothing for the happiness of the womankind as gratitude to his mother.
- When men triumph over women and trample women's rights, he has never tried to bring women out of such situations.
- He does not want his mother to come out of the grave because he is ashamed to show his face to her.

*****

TREASURE ISLAND

I 2 marks

1. Ans: Captain Smollett had no hand in choosing his crew. Everyone in the ship knew that they were sailing for treasure.

2Ans: Jim's mother and Jim took as much coins as to cover the old pirates rent and Jim took an intriguing bundle of papers, wrapped in oil cloth before they fled the inn.

3 Ans: When Jim returned to the stockade, he was horrified to see Long John Silver and the pirates there; the doctor had accepted defeat and also given them the treasure map.

4.Ans: Captain Smollett and others considered the stockade an ideal place for them to hide. as they decided that it was as good a place as any to make a stand against the pirates.

5.Ans: Jim went to Hispaniola, cut the ship's mooring ropes and set it adrift so that the pirates on the island could not get back Jim was attacked by a pirate when he was steering the ship towards the north coast. Although Jim was wounded, he managed to aim his pistol and shoot his attackers dead.
6Ans: Silver told Jim that if he were given the promise of lenient treatment, he was prepared to surrender to Captain Smollett.

7Ans: The pirates were very angry at losing so many men and being marooned. Therefore, they served the black spot on John Silver.

8Ans: When the doctor realized that Ben Gunn had already found the treasure and taken it to his cave and saw that the ship had vanished, he gave the pirates the map which now is useless and the stockade where he was sure, they would get malaria.

9Ans: The pirates accused Silver and Jim of treachery when they did not find the treasure. The place had been dug up and someone had removed the treasure they thought that Silver and Jim must have taken it.

10Ans: The Captain wanted to sail to the Spanish Americas because they were so shorthanded, and they needed to take on more men from there.

11Ans: Ben had returned on another ship to look for the treasure three years back, but when they could not find it, his shipmates left him marooned on the island.

12Ans: John Silver's treacherous plan was to kill the skipper, the squire and the doctor once the treasure was found.
13Ans: One evening when Jim went looking for an apple to eat but found the apple barrel empty. He climbed right into it and while he was inside the barrel, he overheard of John Silver's treacherous plan.

14Ans: Doctor Livesey learned that Ben Gunn had already found the treasure and taken it to his cave and later he saw that the ship too had vanished. So he decided to give the treasure map to the pirates.

15Ans: Capt. Smollett was unhappy because he had no hand in choosing his crew he was also unhappy because everyone in the ship knew that they were sailing for treasure. The squire said that he had been unwise to let slip their secret. He tried to console him by promising to keep the treasure map hidden from everyone.

16Ans: When the ship was anchored, John silver took most of his crew, leaving six to keep a watch on the captain, to the Island in a Jolly boat. Jim hid himself in the boat and as soon as the coast was clear, made a run for the shelter of the nearby under growth.

17Ans: Jim was to be their cabin boy and squire travelled to Bristol-bought a fine schooner called the Hispaniola hired a sea-captain and cook was to be one legged old sailor who helped in picking the rest of the crew.

18Ans: One Captain Flint was the old pirate who had hidden his treasure in the Island and the other Captain Flint was the parrot owned by long John silver.

19Ans: The cook long John Silver was nicknamed Barbecue. Barbecue is food cooked over an open fire outdoors or the grill used for cooking outdoors. Being an expert in outdoor cooking for pirates, Long John Silver was nick named as barbecue.

20Ans: When Jim told the captain, the Squire and the doctor of John Silver's devious plan the captain said that they should pretend as if they knew nothing. They were only seven of them who were reliable the rest aboard the ship. Hence odds were stacked against their survival.

21.Ans. The pirates served the black spot on Silver because they had lost so many men and were marooned, for which they held him responsible.

22.Ans: On reaching the mainland, more crew were taken on the ship. Long John Silver managed to slip off the board, taking with him some 400 in coins.

II 3 Mark

1. Ans: Jim Hawkins starts as a young, timid boy working at his parents' inn. As the story progresses, he becomes brave, clever, and independent. His decision to sneak aboard the ship, face pirates, and even kill one in self-defense shows his growth into a responsible young man. He plays a key role in securing the treasure and protecting his companions.

2.Ans: We love Jim's character. Jim Hawkins, who went on a voyage to the Treasure Island, with squire and the Doctor. They appointed him as a cabin boy for the voyage. During that time, he overheard the conspiracy being

planned. He becomes a hero with more responsibilities, he also had to face danger and death with great effort, but with grit and courage he overcome all these and becomes successful.

3Ans: Doctor Livesey went in search of Ben. He learned that Ben had already found the treasure and taken it to his cave. He also saw that the ship had vanished. The treasure map was now useless. So, he gave the map to the pirates to let them have the stockade where he was sure they would go down with malaria.

4Ans: Captain Smollett was unhappy because he had no hand in choosing his crew. He was also unhappy because everyone on the ship knew that they were sailing for treasure. The Squire admitted that he had been unwise to let slip their secret. He tried to console him by promising to keep the treasure map hidden from everyone.

5Ans: Jim's mother took just enough coins to cover the old pirate's rent. She was honest in not taking even half a penny extra. Jim took a bundle of papers because he had the intuition that they were the key to some secret. He justified his act by telling himself that he was getting paid for his services to the old pirate.

6Ans: Jim's mother took from the sea-chest only a few coins which would make up for his rent
and Jim took the mysterious-looking bundle of papers as he thought that he was justified in taking them for the services he offered Billy After this, they left the place hurriedly as they heard the loud voice of Blind Pew and other pirates.

7Ans: Following the directions of the treasure map, the pirates reached the spot and eventually caught sight of the giant tree that marked the spot where Captain Flint had buried the bulk of his treasure. The pirates are dismayed to find a gaping hole in the ground. However, they dug the earth at the bottom of the hole with their bare hands, but the treasure had gone. Then they turned on Long John Silver and Jim accusing them of treachery.

8 Ans: The doctor learned from Ben Gunn that he had already found the treasure and taken it to his cave. He also saw that the ship had vanished. Therefore, he gave the pirates the treasure map which was now useless, and also let them have the stockade where he was sure that they would go down with malaria.
9 Ans: Squire Trelawney and Doctor Livesey made plans to go to the Island where the treasure was buried, Squirt Trelawney went to Bristol and bought a ship named "The Hispaniola" He hired a captain. They took a one-legged man named John Silver, who helped the Squire to recruit the crew Jim was to go as the cabin boy. Its Jim’s absence, an apprentice was hired to help his mother to run the Admiral Ben bow.

10.Ans Late one evening, as Hispaniola' neared its destination, Jim went looking for an apple to eat Finding the apple barrel nearly empty, he climbed right into it. While hidden inside it,

he overheard a conversation between Long John Silver and the ship's coxswain, in which he boasted of his piracy with Captain Flint, who had died of drink and of his plan to kill the skipper, the squire and the doctor once the treasure was found.

11. Ans: John’s treacherous plan was to kill Captain Smollett, the skipper, Squire Trelawney and Livesey the doctor once the treasure was found. Jim was hungry and was looking for an apple to eat. Since apple barrel was empty, he climbed into it. When he was hidden inside he overheard a conversation which was going on, between Long John Silver and the ship's petty officer. He heard them planning to kill the Squire the doctor and the captain once the treasure was found.

12Ans. The doctor had gone to find Ben Gunn. He learnt that Ben Gunn had already found the treasure and had taken it to his cave. He also saw that the ship had vanished. The treasure map was useless. So, he gave the map in the pirates to let them have the stockade where he was sure they would go down with malaria.

13Ans. There was a terrible fight when the pirates attacked the stockade. The pirates surrounded them, two of the pirates were shot down and one retreated. Four of the pirates came to the cabin wall and fired through the loop holes. Realizing they were cornered, the defenders came out and fought the pirate’s hand to hand. As a result, the pirates were killed but two of the Squire's men died and the captain was wounded.

14.Ans. Jim went to the Hispaniola, cut the ship's mooning ropes and set it adrift so that the pirates on the island be stranded. The pirate on guard tried to kill him, but somehow Jim shot the pirate. When Jim returned to the stockade he found that it had been taken over by Long John Silver and his me told him that he had been deserted by his friends and asked Jim to join them. Jim very bravely refuses that it was he who had discovered their plot and that it was he who had set the ship adrift.

15.Ans: Soon after Long John Silver left the place the pirates attacked the stockade. The defenders retreated into the log cabin, from which they exchanged musket fire with the pirates. Suddenly several attackers swarmed over the perimeter fence. Two were shot down, one retreated but four of them made it to the cabin wall, where they were able to shoot in through the building's loopholes at will. The defenders rushed outside and fought the pirates hand-to-hand. A few minutes later, the pirates lay dead, but two of the Squire's men had perished as well and the captain was wounded.

16.Ans: After capturing the ship, Jim brought it safely ashore. Then he made his way back to the stockade but to his horror he was greeted by Long John Silver and the pirates: For some reason. the doctor had given it up to them along with the treasure map. Long John Silver told Jim to join the pirates but Jim refused.

17.Ans: Jim is a very brave lad. Jim acts bravely on several occasions. He becomes a very important character in the story because of his two most important acts of bravery. First, it was he who uncovered the conspiracy between Long John Silver and the ship's coxswain. Secondly, it is firm who sets the schooner adrift, kills the pirate, and brings the ship to a safe place.

18.Ans: Doctor Livesay went in search of Ben. He learned that Ben had already found the treasure and taken it to his cave. He also saw that the ship had vanished. The treasure map was now useless. So, he gave the map to the pirates to let them have the stockade where he was sure they would go down with malaria.

19.Ans: Captain Smollett was unhappy because he had no hand in choosing his crew. He was also unhappy because everyone on the ship knew that they were sailing for treasure. The Squire admitted that he had been unwise to let slip their secret. He tried to console him by promising to keep the treasure map hidden from everyone

20.Ans: Jim's mother took just enough coins to cover the old pirate's rent. She was honest in not taking even half a penny extra. Jim took a bundle of papers because he had the intuition that they were the key to some secret. He justified his act by telling himself that he was getting paid for his services to the old pirate.

21.Ans: Jim's mother took from the sea-chest only a few coins which would make up for his rent and Jim took the mysterious-looking bundle of papers as he thought that he was justified in taking them for the services he offered Billy. After this, they left the place hurriedly as they heard the loud voice of Blind Pew and other pirates.

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KARNA

I 2 Marks

1. The royal family of the Pandavas and the Kauravas had invited the public to witness the performance of their beloved princes, who are going to exhibit their proficiency in the use of arms they had learnt from Kripacharya and Drona. Therefore, a large crowd had assembled in the arena.

2. When Kunti saw Karna she recognized him as her first born and fainted. Now that Karna challenged Arjuna, his own brother, for a single combat she stood stupefied with anguish not knowing what to do.

3. When Bhima came to know that Karna was the son of Adhiratha, a charioteer, he roared with laughter and said that Karna should take up the driving whip which befitted his parentage. He was not worthy to combat Arjuna or to rule the kingdom of Anga.

4. When Karna confessed that he had told a lie, that he was a Brahmana when in fact he was a charioteer ‘s son, Parashurama became very angry and cursed him that since he deceived his Guru, the Brahmastra that he had learnt, would fail him at the required moment. He would not be even able to recall the invocatory mantra when he needed.

5. Karna told Arjuna that he would show greater skills than Arjuna himself had displayed. Procuring Drona’s permission, Karna performed all the feats that were previously performed by Arjuna with careless ease. This made Duryodhana exult in joy.

6. Arjuna’s mind wavered when Lord Krishna asked him to slay Karna because it was unchivalrous and unrighteous to kill an unarmed man. The laws of war prohibited a Kshatriya from attacking an unarmed and helpless man.

7. One day when Parashurama was resting on Karna’s lap, an insect bit Karna’s thigh so hard that the blood gushed out. Karna did not move even an inch so as not to disturb his teacher even though he was in pain. Then Parashurama realized that Karna was not a Brahmana because only a Kshatriya and not a Brahmana could

withstand this kind of pain without even wincing.

8. i. Karna along with Duryodhana, Dushasana, Sakuni dragged Draupadi to the Hall of Assembly.

ii. He inveigled Dharmaputra to gamble and cheated him.

iii. Refused to give Yudhistira his kingdom even after Pandavas completed their 12 years in forest and one year incognito according to the pledge.

9. Indra the Lord of the thunderclouds was the father of Arjuna and Bhaskara the Sun God was the father of Karna. They sought to encourage their offspring and witness the fateful battle between Arjuna and Karna.

10. Indra foresaw a supreme battle between his son Arjuna and Karna, disguised himself as a Brahmana and begged Karna of his earrings and chest armor. Karna known for his charity, though forewarned by Surya (Bhaskara) not to part from them, gave them to Indra.

11. Karna asked Indra to give him his weapon Sakti, which has the power to kill all enemies. Indra granted the boon but with a fateful condition that he can use it against anyone enemy but after that it would return to him.

12. Duryodhana noticed Karna's extraordinary courage and skill, especially when he challenged Arjuna. To win him over, Duryodhana immediately crowned Karna as the King of Anga. This made Karna his loyal friend for life.

13. Karna was known for his generosity. When Indra, disguised as a Brahmin, asked for his divine armour and earrings, Karna gave them away without hesitation, even though they were his natural protection. In return, Indra granted him the powerful Sakti weapon, but it could be used only once.

14. Karna released a serpent-weapon that was sure to kill Arjuna. But Krishna, who was Arjuna's charioteer, pressed the chariot down into the earth, making the arrow only knock off Arjuna's crown instead of killing him.

15. Karna was brave, skilled, and unfailingly generous. Yet fate and curses worked against him. Despite his loyalty and courage, he was defeated and killed unjustly when his chariot wheel got stuck. His greatness combined with his tragic end makes him a tragic hero.

16. Indra, the King of gods, was filled with surprise and joy to see immeasurable chant He praised Karna as having done what no one else would do and being shamed into generosi asked Karna to ask for any boon he wanted. Karna asked Indra to give him his weapon the Saks which had the power to kill enemies.

17.Ans: The writer describes the entry of Karma dramatically He tells the reader that at the close of the day there came suddenly from the entrance of the arena a sound, loud and compelling like thunder-the sound made by the slapping of mighty arms in challenge. When all eyes turned in that direction, there entered Karna, who looked godlike from whom light and power seemed to emanate. He looked proudly around him, cast a negligent salute to Drona and Kripa and strode

up to Arjuna.

18 Ans: Soon, after meeting Arjuna face-to-face, Karna told Arjuna that he would show greater skill than Arjuna had displayed in the use of weapons. Then with Drona's permission, Kama demonstrated all of Arjuna's feats with careless ease. Duryodhana was overwhelmed with joy to see a rival for Arjuna. That was the cause for his exultation.

II 3 marks

1. As per the command of Lord Krishna Arjuna killed Karna. The Poet had not the heart to impute this act. Arjuna was the embodiment of nobility. It was Lord Krishna who incited Arjuna to kill Karna. Who could bear the responsibility for breaches of Dharma except the Lord.

2. Duryodhana said that if combat could not take place merely because Karna was not a prince, it could be immediately remedied. He then went to crown as the king of Anga and performed all the necessary rites and gave him the crown, jewels and other royal insignia. He also said that Karna was not just worthy being the king of Anga but worthy to rule the whole world. Karna remained honest to Duryodhana till his death for all the support and love he gave him. Though Duryodhana was wrong, Karna stood by him and remained loyal and truthful as a true friend.

3. When the two young princes were getting ready for single combat, Kripa, well-versed in the rules of single combat, stepped between them and asked Karna to reveal his parentage. It was customary for the princes to reveal their lineage so as to ensure that both the combatants were princes by birth. The existing tradition did not permit high-born princes to engage in single combat with unknown adventurers. Therefore, Kripa intervened and announced that Arjuna was the son of Pritha and Pandu and a scion of the Kuru race. Then he called upon Karna to disclose his parentage. When Karna heard these words, he bent his head down and stood speechless.

OR

Ans: Duryodhana could not tolerate the humiliating words of Bhīma. Therefore, he spoke in indignation and reprimanded Bhima. He addressed Bhima as "Vrikodara' and said that it was unworthy of him to have spoken humiliatingly of Karna. Then he said that valour is the hallmark of a Kshatriyas and it was unreasonable to trace heroes and mighty rivers to their sources. He also said that he could give him hundreds of instances of great men of humble birth. He hinted that awkward questions might be asked even about his origin as well. He asked Bhima to look at Karna the warrior, his god-like form and his bearing, his armor and earrings, and his skill with weapons. He concluded saying that there was some mystery about him. Finally, he said that he held Karna worthy to rule the whole world let alone being the king of Anga. Thus, Duryodhana defended Karna against the accusation of Bhima.

4.Indra, the father of Arjuna, foresaw that a supreme contest was inevitable between his som and Karna. He perceived that Karna was better equipped in the skills of warfare than his son He also knew that Karna had been blessed with divine earrings and armour. Therefore, he knew that Arjuna would not be able to outshine Karna on the battlefield. Indra also knew that Karna was known for his charity. Therefore, Indra put on the garb of a Brahman, came to Karna, and begged of him his earrings and armour, Indra intended to deprive Karna of his divine powers and to make him vulnerable against Arjuna.

5. Ans:
a). Karna had a reputation for being charitable. He never sent anyone who came begging, with bare hands. Therefore, when Indra appeared in the garb of a Brahman, he could not say 'ne to him. He cut off the earrings and armour with which he was born and gave them to the Brahmans even though he had been forewarned in his dream by the Sun god himself.
b). This shows that Karna was a nobleman and courageous warrior, who relied solely on the strength of his mind and body. He did not depend on divine help for his performance.

6.Ans: When Arjuna was taking aim to shoot his arrow at Karna, Karna who was trying to lift the wheel up from the mud, asked Arjuna to wait a minute. Then he appealed to Arjuna's sense of fair play and dharma and asked him not to take undue advantage of the accident. Arjuna hesitated for a few minutes. Krishna mocked Karna, recounting a few occasions on which Karna had failed to act according to dharma. The first occasion was when Duryodhana, Dushasana, Karna, and Sakuni dragged Draupadi to the Hall of Assembly and insulted her.

7.The second occasion was when Karna along with other Kauravas helped inveigle Dharmaputra who was fond of play but was unskilled at it to gamble and cheated him. The
third occasion was when Karna supported the Kauravas, who refused to give to Yudhisthira his kingdom, after he had duly completed twelve years of forest life and the thirteenth year incognito, as per the pledge. On all these occasions Karna had supported the Kauravas, who violated fair play and chivalry.

8.Ans:
a) When Karna was denouncing him in this manner in order to urge Arjuna to action, Karna bent his head in shame and did not utter a word. He silently ascended the chariot leaving the wheel stuck in the mud and shot an arrow at Arjuna with unerring aim and such power that stunned him for a moment. Karna utilized those few moments to jump down again and hurriedly tried to lift the chariot wheel up. Though he strove hard with all his strength, the wheel would not budge, as the curse was too strong for him and fortune had deserted the great warrior.

b) This incident shows how a great warrior like Karna falls victim to his own bad actions we also feel pity for the unfortunate circumstances of his birth.

9. Ans: Being overwhelmed with joy. Duryodhana welcomes Karna with open arms and embraces him. Karma accepts his warm gesture expresses his gratitude to him and tells him that he seeks two things from Duryodhana. They are: (1) his love and (2) single combat with Arjuna, finds fronted, announces loudly that he will slay him and send him to hell in reply, Karma tells him that the arena was open to all and sees that only the weak would indulge in talking He asks Arjuna to shoot his arrows instead of words.

10.Ans: As the combat between the youthful heroes Arjuna and Karna seemed about to commence the old charioteer Adhiratha, who was the foster father of Karna, entered the assembly quaking with fear. When Karna saw him, the newly crowned King of Anga bowed his head and did humble obeisance to his father in filial

reverence. The old man called him a son and embraced him with tears of love. At this moment, it became known to everyone that Karna was the son of a charioteer. Therefore, Bhima roared with laughter and asked Karna to take up the driving whip as befits his parentage. He also ridiculed Karna saying that he was not worthy of death at the hands of Arjuna.

11.Ans: Duryodhana could not tolerate the humiliating words of Bhima. Therefore, he spoke in indignation and reprimanded Bhima. He addressed Bhima as Vrikodara and said that it was unworthy of him to have spoken humiliatingly of Karna. Then he said that valour is the hallmark of a Kshatriya and it was unreasonable to trace heroes and mighty rivers to their sources. He also said that he could give him hundreds of instances of great men of humble birth. He hinted that awkward questions might be asked even about his origin as well. He asked Bhima to look at Karna the warrior, his god-like form and his bearing, his armour and earrings, and his skill with weapons. He concluded saying that there was some mystery about him. Finally, he said that he held Karna worthy to rule the whole world let alone being the king of Anga. Thus. Duryodhana defended Karna against the accusation of Bhima.

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*****

ULYSSES ANS CYCLOP

I

2 marks

1 Ans. Ulysses requested Cyclop to have the wine which he had with him and said that it would help in digesting the man's flesh that Cyclops had eaten, He said that if the monster really liked it, he could release the remaining prisoners

2 Ans. The now blinded Polyphemus found the entrance of the cave and removed the stone and sat near the doorway He wanted to catch any man who tried escaping through the doorway.

3 Ans. When Ulysses was safe back on his ship, he shouted loudly and addressed the Cyclop and said that if anyone asked him who had destroyed his eye, he had to say that it was Ulysses, son of Laertes, the king of Ithaca who was powerful enough to destroy all cities.

4 Ans. When the Cyclop was drunk and lay insensible, Ulysses and his men placed the sharp end of the Stake in the fire till it was heated red-hot and the four men with great difficulty bored the sharp end of the huge stake right into the eye of the drunken Cannibal.

5.Ans: Greek wine was so strong and intoxicating that nobody drank it without adding twenty parts water. It had a sweet fragrance and it was very delicious. Whoever drank it became very bold and courageous and could do any heroic deeds. But within no time they went into a stupor, if drunk.

6. Ans: Once Ulysses and his men reached their ship, Ulysses cried out to the Cyclop: "You have abused your brute strength and eaten away your guests". He then told that if anybody asked who blinded him, he could tell that Ulysses son of Laertes, the king of Ithaca had inflicted the grievous wound on him.

7.. Ans: Ulysses had tied himself to the last ram which had rich wool. The Cyclop, as he did with the other sheep, felt him with his huge hand. Though he touched the hairs of Ulysses, he could not identify it. Thus, Ulysses also escaped from the cave.

8. Ans: Cyclop's response to Ulysses request was horrible and very inhuman. He grabbed two of the crew and dashed their heads on the floor and tore away their limbs which were still alive and trembling He lapped the blood. It was a shocking sight for the live members.

9. Ans: Ulysses had cleverly told the cyclop that his name was Noman'. So when the red-hot mast pierced his eye, the giant roared in utter pain where the neighboring Cyclops came hearing Polyphemus cry for help, he told no man had blinded him, no man had hurt him. So, the other Cyclops thought that Polyphemus had been punished by the heaven and returned without helping him.

10. 10. Ans: Ulysses told the cyclop that they had come not to plunder or for business. They are Grecians who had lost their way. He requested the monster to give them hospitality, though they were minions in front of such a huge figure.

11.Ans: Though Ulysses wanted to pierce his sword into the chest of the giant when he was asleep, he restrained himself. This was because the cave was closed by a huge rock by the monster. It would be impossible for them to escape out without the giant's help.

12.Ans: Ulysses saw a pile of wood for firing in the cave. When the cyclop went out, Ulysses picked a strong stake and sharpened it and hardened it in the fire. He chose four men from his crew and instructed them what should be done when the cyclop returned. Thus, Ulysses proved that manly wisdom excels brutish force.

13 Ans: When Ulysses offered the strong Greek wine, the cyclop drank it greedily and enjoyed it. In return to this gift, the cyclop told that he would eat him last after eating all others.

14. When Polyphemus heard the shout of Ulysses, he came out enraged and, in his anger, took a fragment of rock and flung in the direction of Ulysses. It narrowly escaped hitting the ship but it fell in the water in such a way that it raised such a huge wave that the ship was almost borne back to the Island's shore.

II 3 marks

1 Ans. Ulysses and his twelve men landed in the island to know more about the inhabitants there. They saw a giant cave rudely fashioned but very huge which meant that the inhabitant was gigantic. The pillars were made of oak trees in their natural state. Ulysses entering the habitation saw the art less construction and longed to see who the tenant of such outlandish mansion was.

2.Ans: Ulysses tied himself and his remaining men under the rams to escape. He tied three sturdy rams together with twigs and under the middle tam tied a man. He did this for every man and himself by wrapping fest with both hands to the rich wool of the ram and escaped from the cave in the morning when ship began to go out for grazing.

3. Ans. Ulysses had cunningly told Polyphemus that his name was Noman and stated that they had neither come for plunder nor business. They were Grecians who had lost their way while returning from troy. They wished to know before Cyclop who they knew was mightier than them and requested him to show hospitality to them.

4. .Ans. The Island was very strange because though it abounded in wheat, barley and grapes there was no evidence of cooked food. The island had a lot of convenient place for harbors and for shipping. Yet there were no ships or boats in sight. No human being was in sight to know if the habitants were civilized or not. The giant cave was rudely fashioned the pillars were made of oak trees. The habitation was an artless construction.

5. Ans. Cyclops was one eyed giant. Their life style was different from others they didn't know sow or to plough the land but the untilled earth produced rich wheat and barley and grapes. Yet they neither had bread nor wine, nor know the arts of cultivation even they didn't care to know them for they lived each man to himself, without loss or government or anything like a state of kingdom, but their dwellings governed by his own caprice or not governed at all. They didn't have any ships or boats. They did not have any trade or commerce and they were not willing to visit other shows though they had convenient places for harbors and for shipping.

6. Ans. Ulysses knew that he couldn't fight the beast so he would have to use his brain. He told the Cyclops that his name was "No man", offered him wine to drink and when the Cyclops was in a stupor, he wanted to thrust his sword in the bosom of the monster but restrained himself because if he killed the Cyclop all of them would also perish because non but the monster could remove the stone which he had placed to guard the entrance. So, he chose a stake from among the wood Cyclop had piled up which was long and thick like a mast. He sharpened and hardened it in the fire and selected four men and instructed them and blinded him. They then tied themselves underneath the sheep and escaped as the Cyclops only touched the top of each sheep. Thus, Ulysses proved that manly wisdom excels brutish force.

7. Ans: Every morning, the Cyclops pushed the stone from the cave -mouth and led the sheep out for grazing Ulysses tied three rams together and under the middle ram tied a man. Like this he tied all the remaining men. Lastly, he tied himself the same way. The next morning, though he had become blind, the Cyclop pushed the huge shone and allowed the sheep for grazing. Ulysses and his men escaped from the cave along with all the sheep of the monster.

8 Ans: When the Cyclop came back to his cave. Ulysses carried a bowl of Greek wine and asked The Cyclop to drink. When the Cyclop took the drink offered by Ulysses, he enjoyed the taste of the wine and the giant drank

so much that the fumes of the strong wine overcame him and he sank to deep sleep. Once Ulysses and his men noticed that the Cyclop lay insensible, Ulysses heartened up his men to play their role. They placed the sharp end of the stake in the fire till it was heated red-hot. With the greatest courage they ever had, the four men, with great difficulty, bored the sharp end of the huge stake right into the eye of the drunken cannibal and blinded him.

9.Ans: No sooner had they bored his eye with the red-hot pointed end of the stake, Polyphemus shouted for help with a mighty voice to his brothers who also lived in caverns upon the hills. They hearing the terrible shout, came flocking from all parts to inquire what allied Polyphemus. Polyphemus answered from within that Noman had hurt him, Noman had killed him, and Noman was with him in the cave. When they heard him say that "Noman' had killed him, they thought that he was troubled by the hands of God which no one can resist or help. So, they left him and went their way.

10.Ans: After trying up each of his men under the middle ram, Ullysses went last wrapping himself fast with both his hands in the rich wool of one, the fairest of the flock. As the last ram came loaded with his wool and Ulysses together, Polyphemus stopped that ram and felt him and had his hand on the hair of Ulysses. Yet he could not find out that Ulysses was hiding under it. Thus, as soon as the last ram came out of the cave, Ulysses freed himself from the ram and helped his men.

11.Ans: As soon as Ulysses and his men got as far off from shore as a voice could reach, Ulysses cried out to the Cyclop. He said, "Cyclops, you should not have eaten your guests". When the Cyclop heard his words he threw a fragment of rock with blind fury at the ships. But their ships narrowly escaped the boulder thrown by the Cyclop. Before leaving. Ulysses called out to the Cyclop and told him. anyone asked you who blinded you say that it was. Ulysses, son of Laertes, the King of Ithaca".

ESSAY WRITING

a)

Protection of environment - Responsibility of citizens. / The greener the world, the happier the life

In today's rapidly developing society, guarding the environment has become a great concern of people all over the world. Many organizations have been founded to try to alleviate the situation. Governments, along with the media, have carried out numerous campaigns to educate the public and appeal for more awareness. Nevertheless, there is still a great deal that people can do to play a much more active role.

Pollution is not only traced to industrial waste but also household activities. Therefore, citizens should not hold the government environmentally responsible but share the burden of these issues with the administration. A large amount of garbage is scientifically proved to derive more from households. than from big factories. Take, for instance, the case of

marine damages which is in a large degree due to chemicals without any handling treatment from factories, but household wastes and the habit of scattering litter directly into the sea and rivers also contribute to the problem. Hence, simple things such as putting the garbage into the bins or segregating waste before disposing them help to reduce environmental pollution. First of all, we should stop wasting the resources of nature. All of us are ready to switch on lights and fans. But we don't show the same promptness when it comes to switching off electrical appliances. We use private vehicles instead of public transport. We hardly take measures for carpooling. We let the water flow with great force wasting the natural resource of water just because we don't have to pay for it. We use plastic indiscriminately without any constraint. If we grow conscious of our wasteful ways and bring in small changes in our daily habits, we can save a lot of natural resources and contribute towards a green environment. If we have to be proactive, we should move further. We should observe healthy practices like planting trees, using solar energy, implementing rain water harvesting methods, doing bottle gardening and planning Verme-compost.

Thus, without assistance from citizens, it is undoubtedly impossible for only the government to solve environmental problems. Both need to work together in the pursuit of a better environment.

b) Adverse effects/Influence of mass media on students.

The mass media is the most powerful entity on earth. In contemporary society, people are strongly influenced by mass media. Although traditional television watching and newspaper reading

are no longer as popular as before, people spend more time in front of computers listening to music and radios, reading news and information, interacting with other people on social network and watching television programs and films. The developing technology of mobile phone allows people to do almost everything they can do with the computer. Be it the advertisements touting products that embody cultural, racial and communal prejudices or the television shows and films, which portray violence, sexually explicit content and abusive language, they have a large presence in our electronic media today, especially television. Billed as the powerful way of communication, media has its own advantages and disadvantages. The first effect of mass media on teenagers is violence. Aggressive behaviour is the first example of violence in the media. Teens who watch violent movies may behave in an aggressive way towards others, for example bullying and fighting in school. The negative effects of media in particular on children are manifested in terms of their changing mental set-up and the declining quality of their lifestyle as also academic performance. Children, who should invest their time in reading good books, studying, playing outdoors, exercising and engaging in social activities, today spend

their evenings glued to the television and mobiles. The media that is easily accessible to even small children exposes them to things they need not know and will not understand. Innocence is being lost at an early age thanks to the film music and dance shows in which children are encouraged to participate and imitate the attitudes and actions of adults.

The media has several negative effects on teenagers' social well-being as well. Advertisements are everywhere, and the way the media portrays super stardom is most likely to have an impact on teens. The young generation is bombarded by advertisements shown on television, the internet, and magazines. Several teenage girls today suffer from inferiority complexes that result in unhealthy eating habits and weight loss due to the advertisements that are portrayed by the media. Teenagers are pressured to make irrational decisions because of the skinny models seen in magazines. Therefore. the body image shown by advertisers causes teenagers to think that having a thin body is "perfect." Every day children and teenagers get under the impact of advertisements, where men and women smoke, drink or eat unhealthy food. Such advertisements create positive connotation in the minds of children that consuming these products is fashionable and useful. Advertisers of tobacco and alcohol purposely leave out the negative information about their products. As a result, young people often do not know what the health risks are when they use these products.

The negative psychological effects of media are seen in terms of media changing the people's outlook on life. Media have changed the cultural and moral values of society. A majority of the audiences believe in what is depicted by the media. Youngsters and children often tend to mix the reel and the real world under the influence of the mass media. Media also affects the physical well-being of individuals to a certain extent. People spending hours in front of a television or surfing the Internet tend to suffer from eye problems and obesity. Long hours of media exposure add to the sedentary nature of one's lifestyle.

c) Social media should be used with a lot of caution.

Man is a social human being, and interacting and being social is a part of human nature. In the twenty-first century, virtually all activities are through the internet and the social networking sites have taken up so much space that now we just cannot be away from them. With a large number of social networking sites, connecting to friends and family who are far away from us is made so simple and easy that it just feels that we are talking over a cup of coffee.

Social networking sites not only enable people to stay in contact with friends and families, but also help them to expand their horizon by getting in touch with people of

similar tastes, likes, interests, ideas irrespective of their caste, creed or distance. The most commonly used social networking sites are Facebook, WhatsApp, Twitter, Google Plus, Flicker and so on. With so many social networking sites, one gets to meet groups of people that are with similar thoughts and likes. News is broken and made here. One could also express views on public matters on such platforms.

Apart from connecting with people, job openings, business expansions, online business are all possible with the help of social networking sites. There are specific sites especially for jobs alone, or for business marketing alone, which make transactions much easier and faster. Social media has also emerged as a great tool for empowerment. It is heartening to see individuals and organizations using social media innovatively to create a better society immersed in values of community service. However, along with the advantages also comes the package of disadvantages. Social networking sites have been used in the wrong manner with false identities to spread false and abusive messages. Lot of valuable time gets lost when people spend more time on social networking sites when at work. There have been situations where people have got addicted to social networking sites and that has led to depression viewing others' profiles. The impact of social media is too high that one could get affected either in the right manner or in the wrong manner.

Social media have emerged as a powerful resource for effective communication, interaction and connecting people across the globe for personal and official needs. It has emerged as the defining factor of our age. This is a medium that is here to stay and its influence will only grow as time passes.

d) Need to conserve water/Water is very precious/Conservation of water resources - the need of a hour

It is in Coleridge's poem 'Ancient Mariner' that we have the words, 'Water, water everywhere. not a drop to drink!' Coleridge was referring to the sea water. This reminds us that water covers 71% of the Earth's surface. It is vital for all known forms of life. However, of this 71%, fresh water is only 2.5% and even of this 2.5%, only 1% is available for human consumption. This should immediately make us realize the need to conserve water. Water is precious indeed.

The human body contains from 55% to 78% water, depending on body size. To function properly, the body requires between one and seven liters of water per day to avoid dehydration. There are other uses of water as well. In a country like India where agriculture is the main occupation, water has greater economic significance. We need water for a host of other needs. These needs vary from small to big activities like cooking, washing, industrial manufacturing etc.

Man's selfishness and callousness have led to a situation wherein we face the danger of

water crisis. Let us remember that civilizations have historically flourished around rivers and major waterways; Mesopotamia, the so-called cradle of civilization, was situated between the major rivers Tigris and Euphrates. If we fail to preserve this precious gift of God, it will surely be the beginning of man's end on this planet earth.

e) Globalization and its effects.

Globalization are a process of interaction and integration among people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology.

Globalization has two major components. First, it functions across national boundaries, and secondly, it results in higher interdependence of human societies. It is therefore one aspect of development that affects the world in general, from every point of human view. There are numerous ways in which globalization has impacted the world today. Globalization has contributed to the world's economies in many beneficial ways. The advances in science and technology have allowed businesses to easily cross over territorial boundary lines. Consequently, companies have become more productive and competitive thereby raising the quality of goods, services and the world's living standard. Several companies from the more developed countries have ventured to establish foreign operations or branches to take advantage of the low cost of labour in developing countries. This kind of business activity will provide more influx of investment funds into less developed countries. Globalization offers boundless opportunity for business endeavours to develop their trade all over the world. Additionally, service industries, which include financial, managerial, legal and information, also grow due to the advantage of globalization. However, the greatest beneficiaries are the consumers who get much wider variety of products to choose from and at more competitive prices.

However one cannot deny the negative effects which have derived from globalization. One crucial aspect is the risk and danger of epidemic disease which can spread easily. Secondly, as large corporations invest or take over many offshore businesses, a modern form of colonization will also evolve which may pose problems to local governments of the less developed countries. Thirdly, smaller companies in developing countries are at a disadvantage as they do not have the resources to compete with the multinational corporations and their very existence is threatened. Fourthly, a major negative effect is the effect on the environment in the form of indiscriminate exploitation of natural resources, loss of biodiversity, deforestation, increase in polluting- industries, etc.

In conclusion, it can be reiterated that globalization is inevitable and we must urge individuals, companies and governments to use a more balanced approach by taking the appropriate steps to deal with matters relating to the financial or economic gains versus the social, political or ecological concerns of the world.

f) National Integration

India is a melting point of different cultures, castes and communities. On the one hand, if it gives us the pride of unity in diversity, on the other it also poses the problem of small differences in practices and rituals leading to big differences and communal discord.

There is hardly any country in the world other than India which has a greater diversity of culture, religion, language, tradition, community etc. But unfortunately, people live and think in terms of their respective religions and faith and seek to serve their selfish ends without thinking of the national good. The need of the hour, therefore is to fight the forces of disunity and disharmony and to work ceaselessly for the achievement of national harmony and peace. We should sink our personal differences in the larger interest of the country and adopt a common approach to national problems if we want to achieve the goal of national integration and communal harmony.

It is our bounden duty, as patriotic citizens of the country, to fight against these anti-social elements who are bent upon destroying the unity and integrity of the country. So we have to put a stop to the process of disintegration that has lately started raising its ugly head and to accelerate the process of communal harmony, solidarity and oneness.

g) Role of computers in modern age

Up to the 19^{th} century, everyone agreed with the idea that nature is the best friend of man. With industrialization, machines came into existence and they too had their claim of being man's best friend. We have reached a state wherein we cannot imagine life without computers. Computers have connected people through the internet, skype, Facebook, Twitter etc.

Computers have brought revolutionary changes in the areas of education, science and research. It has changed everything from physical existence to virtual existence. Even library have become digital. The only thing we have to be cautious about is getting addicted to various activities made available through computers. The time spent on chatting, browsing, uploading pictures on facebook etc. can bring down our productivity and creativity. Like every other machine, even computer can be man's friend if put to proper use. Computers are here to stay and so let's make the most judicious use of them.

h) Need of value-based education

"Education is not merely the filling of a pail, it is the lighting of a fire." Said W.B. Yeats. If the filling of the pail is the knowledge that education offers to students, the values imparted are the lighting of the fire. Only when knowledge combines with values we can say that the students have acquired wisdom. Hence, the need for value – based education is keenly felt.

Value-based education has always been an integral part of the Indian system of education. In the present set up the need for value- based education is felt even more keenly because life seems to be merely speeding up and people have become more and more selfish and aggressive. Unless we temper this mad race towards acquisition and self-gratification, we cannot ensure the smooth progress of civilization.

Value- based education should focus on both practical and deeper values like discipline, punctuality, time consciousness, interpersonal relations, religious tolerance, spirituality etc.

India has proclaimed to the world that father, mother, guest and teacher are divine. But there is the fear that our youth are losing out on such lofty ideals in their mad race for supremacy and cut-throat competition. It is necessary to mellow them down and show through value-based education that there is more to life than mere speeding up.

i) Environmental awareness

Environmental awareness is to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental preserver and participate in creating a brighter future. The areas that need immediate action are afforestation, reduced plastic use, conservation and renewal of energy and preservation of natural resources. Now the question is, "What is that we can do on our own?". The answer is many and they are practical. Instead of driving to work or school, we can take the bus, carpool, walk or ride our bikes to cut down on greenhouse gas emissions. We can invest in solar energy and bio-gas mechanism. We can buy reusable products such as glass bottles, reusable bags, cups etc. We should avoid buying paper towels, plastic bottles and bags. We should start composting and recycling, which will help cut down our waste production

j) Population Explosion

Population explosion means a sudden increase in the number of individuals in a particular species. The term is used to refer to the world's human population. Increase in population leads to poverty and illiteracy. In this situation, it is difficult to cope up with the economy of the country with the rapid growth of the population. The Government of India is now looking into the matter seriously, and many states have framed laws to tackle the problem of population explosion.

Major Causes of Population Explosion

1. Increase in Birth Rate: One of the major causes responsible for the growth of the population is the high birth rate. During the 1891-1990 period, the birth rate declined from 45.8 per thousand in India, but it is still considered high. So, unfortunately, in India, the birth rate number has not seen a decrease in spite of the framing laws in terms of family planning, population education, campaigns, etc.

2. Decrease in Death Rate: In recent years, the decrease in the death rate is another factor contributing to the rapid growth of the population. In 2001, the death rate in India was about 8.5 per thousand. The death

rate has seen a decrease due to advancements in the medical field. For example, Chronic diseases like typhoid, chickenpox, etc., are no longer dreaded. Even the infant mortality rate has decreased because of proper sanitation facilities, cleanliness, and better prenatal and postnatal care.

3. Early Marriage: Early marriage is also an essential factor for the rapid increase in population. In India, the marriage age of a girl is 18, which is very low compared to other countries, which is about 23 to 25 years. It leads to a longer span of reproductive activity and increases in children.

4. Religious and Social Reasons: In India, marriage is considered a compulsory social institution, and every person should marry. Every individual in a joint family takes equal responsibility and has access to an equivalent level of consumption. So, people don't hesitate to increase their family size in a joint family. In India, most people think that one male child is necessary, and in the expectation of getting a male child, they increase their family size.

5. Poverty: Another major cause of population explosion is poverty. In most families, children become the source of income. From a very young age, children start working for their families instead of going to school, and they become a precious asset for the family. So, every individual becomes an earning member and additional income for the family.

Effects of Population Explosion

1. The problem of Unemployment: An increase in population leads to a vast army of the labour force. But, it is difficult to employ such an extensive labour working force due to a shortage of capital resources. In rural areas, disguised unemployment and in urban areas, open unemployment are fundamental features of an underdeveloped country like India.

2. More Pressure on Land: Overpopulation creates more pressure on land. It adversely affects the economic development of the country. On the one hand, per capita availability of land goes on diminishing and on the other, the problem of subdivision and fragmentation of holdings increases.

3. Environmental Degradation: Extensive use of natural resources and energy production of oil, natural gas, and coal negatively impacts the planet. An increase in population also leads to deforestation, which directly affects the environment, and it also degrades the soil's nutrition value and causes landslides and global warming.

k) E-waste management

E-waste management is a critical challenge due to the rapid growth of electronic devices, which contain both valuable materials and hazardous substances. Proper management involves a multi-pronged approach including reducing consumption, extending device lifespans through reuse and repair, and recycling to recover materials and prevent pollution. This requires collective action from individuals, manufacturers, and governments to implement sustainable practices and regulations to mitigate the environmental and health risks associated with electronic waste.

The problem of e-waste

- **Hazardous materials**:

E-waste contains toxic substances like lead, mercury, and cadmium, which can harm ecosystems and human health if not disposed of correctly.

- **Environmental impact**:

Improper disposal leads to soil, water, and air pollution, contaminating ecosystems and threatening biodiversity. Burning e-waste also releases poisonous gases.

- **Health risks**:

Exposure to hazardous materials in e-waste can cause severe health problems, including developmental issues in children and respiratory problems. Informal recycling sectors often involve workers in dangerous conditions with inadequate protection, as seen in many developing countries.

- **Resource depletion**:

Discarded electronics contain valuable materials like copper, silver, and nickel, which are non-renewable resources. Throwing them away wastes these resources and increases the need for new mining, which has its own environmental impact.

- **Growing volume**:

The increasing speed of technological advancements and the short life cycles of new products lead to an exponential increase in the amount of e-waste generated globally.

Solutions and best practices

- **Reduce, Reuse, Recycle**:

This "3Rs" approach is a cornerstone of e-waste management.

- **Reduce**: Purchase durable, energy-efficient electronics and avoid unnecessary upgrades.
- **Reuse**: Extend the life of devices through repair, refurbishment, and resale.
- **Recycle**: Ensure that e-waste is taken to proper recycling facilities where valuable materials can be recovered safely.

- **Government regulation**:

Governments must implement and enforce strong legislation, such as Extended Producer Responsibility (EPR), which holds manufacturers accountable for the entire lifecycle of their products.

- **Corporate responsibility**:

Manufacturers should prioritize designing for the environment and take back their products for proper disposal or recycling.

- **Consumer awareness**:

Educating consumers about proper disposal methods and the importance of recycling is crucial.

• **Infrastructure development**:

Investing in formal, scientifically-equipped recycling facilities is essential to properly handle e-waste and protect workers.

• **International cooperation**:

A collaborative approach is necessary to manage the global flow of e-waste and prevent the dumping of hazardous materials on developing countries.

l) Medical Wastes

Medical waste poses significant health and environmental risks due to its infectious and hazardous components, requiring careful segregation, management, and disposal to prevent the spread of disease and pollution. Proper handling involves a "cradle-to-grave" approach, from the initial generation of waste to its final treatment, including strict separation of hazardous and non-hazardous materials, secure transport, and appropriate treatment methods like autoclaving, incineration, or chemical disinfection. Effective medical waste management is crucial for protecting healthcare workers, the public, and the environment.

Risks of improper medical waste management

• **Health risks:** Inadequate disposal can expose healthcare workers, waste handlers, and the public to infections from pathogens that cause diseases like HIV, Hepatitis B, and Hepatitis C.

• **Environmental pollution:** Mixing hazardous waste with general municipal waste contaminates the environment, and improper incineration can release toxic emissions and ash.

• **Chemical and radioactive hazards:** Medical waste includes chemical and radioactive materials that require specialized handling to prevent toxic effects and radiation exposure.

Key aspects of medical waste management

• **Segregation:** The first and most critical step is to keep hazardous medical waste separate from general waste at the point of generation. Mixing the two types of waste can render the entire batch hazardous.

• **Containment and transport:** Hazardous waste must be contained in leak-proof, properly labeled containers and transported in special vehicles designed to prevent public or handler contact and to withstand traffic accidents.

• **Treatment methods:** Common treatment methods include:

○ **Autoclaving:** Sterilizes waste using steam under pressure and heat, after which the waste is often shredded and sent to a landfill.

○ **Incineration:** Burns waste at high temperatures, but this can cause air pollution if not properly managed.

- **Chemical and mechanical disinfection:** Uses chemical agents or mechanical processes to disinfect waste.

• **Regulatory framework:** Governments and health organizations provide guidelines and regulations, such as the Biomedical Waste Management Rules in India, to ensure that healthcare facilities handle waste without harming human and environmental health.

• **Training and awareness:** Healthcare professionals and waste handlers must be adequately trained on the correct procedures for handling and disposing of medical waste.

Challenges and the path forward

• **Developing countries:** These nations face challenges due to poverty and a lack of infrastructure, leading to a high risk of scavenging of hazardous waste.

• **Household waste:** During public health crises like the COVID-19 pandemic, a significant amount of medical waste is generated at home, where proper management is often lacking, and it is disposed of with municipal waste.

• **Need for continuous improvement:** Ongoing efforts are needed to improve infrastructure, create mass awareness campaigns, and monitor waste management practices to reduce risks and achieve sustainability.

• **Innovation:** Investing in start-ups and small to medium enterprises that offer solutions for waste segregation and treatment is essential for future progress.

m) Growth of Science and Technology in India

India's science and technology (S&T) has grown significantly since independence, driven by government support and institutional development, leading to advancements in space exploration (like the Chandrayaan missions), nuclear energy, and the IT sector. This progress has boosted economic growth, improved healthcare and food security, and enhanced the nation's position globally, although challenges like funding and access remain. Key areas of development include the IT and pharmaceutical industries, agriculture through the Green Revolution, and space technology, with ongoing efforts to foster innovation and sustainable development.

Essay on the growth of science and technology in India

Introduction

India's progress in science and technology since gaining independence in 1947 has been a testament to its commitment to modernization and self-reliance. From ancient roots in natural philosophy, the nation has built a robust modern S&T infrastructure, creating a significant impact on its economy, society, and global standing.

Post-Independence Development

Following independence, the government prioritized building a modern S&T infrastructure. Prominent scientists and policymakers like Homi Jehangir Bhabha and Jawaharlal Nehru played a crucial role in establishing institutions that would drive research and development. The Department of Science and Technology, established in the 1970s, became a central body for promoting scientific research across the country.

Key Achievements

- **Space Exploration:**

ISRO has gained global recognition for successful missions, including lunar and Martian expeditions, demonstrating India's capabilities in space technology. The development of satellites for communication and remote sensing has also been a major success.

- **Information Technology (IT):**

India has become a global hub for IT services, with companies like Infosys, Wipro, and TCS contributing significantly to the economy, employment, and exports.

- **Green Revolution:**

A major post-independence focus was on food security. Through scientific research and public policy, India achieved self-sufficiency in food grains, dramatically increasing agricultural output and transforming the country from a food-deficient nation to a food-surplus one.

- **Healthcare:**

The nation has made strides in the medical field, particularly through the growth of its pharmaceutical industry, which produces affordable generic drugs and vaccines. Biotechnology is also emerging as a transformative field, with advancements in areas like genetic editing, diagnostics, and vaccine development.

- **Nuclear Energy and Missile Technology:**

India has developed its nuclear power capabilities and has a significant missile program, demonstrating its strength in advanced defense technologies.

Challenges and Future Outlook

Despite these remarkable achievements, India faces challenges. Issues such as disparities in education, the need for increased funding for research, and ensuring that technological benefits reach all sections of society remain critical. Future progress will likely depend on addressing these challenges, fostering a culture of innovation, and leveraging technology for sustainable development to ensure its benefits are shared equitably across the nation.

Conclusion

India's journey in science and technology is a story of continuous growth and innovation. From achieving food security and becoming a global IT leader to pioneering space exploration, the country has leveraged S&T for national development. By addressing the existing challenges, India is well-positioned to continue

its growth and make even greater contributions to the global scientific community.

n) The Harmful Effects of Overusing the Cell Phone

Overusing cell phones can lead to numerous harmful effects, including physical issues like eye strain, poor posture, and sleep disturbances; mental health problems such as anxiety, depression, and addiction; and social consequences like reduced face-to-face interaction, social isolation, and poor academic performance. It can also create safety risks due to distraction and pose other health hazards from prolonged exposure to electromagnetic radiation.

Physical health impacts

- **Eye strain and vision problems:** Staring at a screen for extended periods can cause digital eye strain, leading to symptoms like dry eyes, headaches, and blurred vision.

- **Musculoskeletal issues:** Poor posture from constantly looking down at a phone can result in neck and back pain, known as "text neck".

- **Sleep disturbances:** The blue light emitted from screens can disrupt sleep cycles, and constant notifications can interfere with rest, leading to poor sleep quality and insomnia.

- **Radiation exposure:** While the FDA states no direct link to cancer has been proven, concerns remain about long-term exposure to radiofrequency radiation, and some studies suggest potential links to other issues like headaches and sleep disruption.

- **Sedentary behaviour:** Excessive screen time is often linked to a more sedentary lifestyle, which can lead to other physical health problems like obesity.

Mental and cognitive health impacts

- **Mental health decline:** Overuse is associated with increased anxiety, depression, and stress, partly due to the pressure to stay constantly connected and the impact of social media on self-esteem.

- **Addiction:** Many users can develop a dependence on their phones, leading to a fear of being without them (nomophobia) and distraction from other important tasks.

- **Impaired cognitive function:** Constantly multitasking with a phone can lead to reduced attention spans and a diminished ability to focus, remember, and think critically.

- **Reduced creativity:** For children, excessive screen time can limit opportunities for imaginative and creative play, which is crucial for cognitive development.

Social and academic impacts

- **Reduced social skills:** Overreliance on digital communication can lead to a decline in face-to-face interaction, resulting in more superficial relationships and a sense of social isolation.

- **Poor academic performance:** The constant distraction of notifications and the temptation to use the phone during study time can lead to lower focus, reduced productivity, and poorer grades.

- **Damaged relationships:** Excessive phone use can negatively impact relationships with family and friends, leading to less quality time spent together.

Safety risks

- **Distracted driving and walking:** Using a phone while driving or walking is a major safety risk, significantly increasing the likelihood of accidents.

- **Exposure to harmful content:** Children can be exposed to inappropriate content or be vulnerable to cyberbullying when not supervised.

o) The Impact Of Climate Change and Environmental Degradation

Climate change and environmental degradation are inextricably linked, exacerbating each other to create severe consequences like extreme weather, sea-level rise, and biodiversity loss. These impacts threaten human health by worsening food and water security, causing disease, and displacing millions. Environmental degradation, through pollution and habitat destruction, weakens ecosystems, which in turn are less able to buffer against and adapt to climate change effects, creating a destructive cycle.

Impacts of climate change and environmental degradation

Extreme weather and natural disasters

- Climate change leads to more frequent and intense natural disasters such as heat waves, droughts, floods, and supercharged storms.

- Environmental degradation, like soil erosion and desertification, can make these events more destructive. For example, a degraded soil with less organic matter is less able to absorb water during floods.

Sea-level rise and coastal areas

- Melting ice caps and glaciers, combined with the thermal expansion of warming ocean water, cause sea levels to rise.

- This threatens coastal communities and ecosystems, while deforestation and wetland destruction reduce natural buffers against storm surges.

Biodiversity and ecosystems

- Climate change and environmental stressors like pollution, deforestation, and land conversion are causing an accelerating loss of biodiversity.

- Species are struggling to adapt or migrate quickly enough, disrupting ecosystems and the crucial services they provide to humans, such as clean water, pollination, and carbon storage.

Human health and well-being

- **Food and water insecurity:** Droughts and extreme weather can devastate crop yields and disrupt agricultural activities, leading to food and water shortages and potential conflict.

- **Disease outbreaks:** Changes in temperature and rainfall can expand the range of disease-carrying pests like mosquitoes, leading to the spread of diseases such as dengue, malaria, and Lyme disease into new areas.

- **Displacement and poverty:** Natural disasters can destroy homes and livelihoods, forcing millions to flee their homes and exacerbating poverty, especially in vulnerable regions.

The feedback loop

- Climate change and environmental degradation are not separate issues; they are part of a destructive feedback loop.

- For instance, deforestation contributes to both climate change (by releasing carbon) and environmental degradation (by causing soil erosion and biodiversity loss).

- Degraded land is less able to absorb carbon, store water, and support biodiversity, which in turn amplifies the impacts of climate change.

Addressing the crisis

- Addressing this crisis requires a comprehensive approach that includes both climate action (reducing greenhouse gas emissions) and environmental protection.

- This involves efforts like restoring ecosystems, adopting sustainable agriculture, reducing pollution, and implementing policies that integrate environmental considerations into all aspects of development.

- Solutions must also acknowledge the disproportionate impact on vulnerable communities and children, who are often the least responsible for the problem.

p) Advantages of Technology in India

Technology offers India significant advantages, including enhanced communication, improved healthcare, and increased efficiency across sectors like agriculture, finance, and manufacturing. The Digital India initiative plays a key role by expanding internet access, promoting digital literacy, and enabling online government services, which boosts economic growth and empowers citizens with new opportunities.

Communication

- **Instant and widespread connectivity:** Smartphones, the internet, and apps allow for instant communication with anyone, anywhere, breaking down geographical barriers.
- **Global outreach:** Businesses can connect with customers worldwide and expand their market reach through online platforms.

Healthcare

- **Improved diagnosis and treatment:** Modern medical machines and technologies help doctors in performing more successful operations and provide better care.
- **Increased life expectancy:** Advances in technology have contributed to a longer lifespan for the general population.
- **Enhanced patient care:** Technology improves communication between patients and doctors and enables more effective and personalized treatment plans.

Education

- **Accessible learning:** Online learning platforms, virtual classrooms, and digital resources have made education more accessible and flexible, allowing people to learn from anywhere.
- **Engaging content:** Complex topics can be explained more easily with the help of visualization, 3D animation, and interactive tools.
- **Enhanced teaching methods:** Technology provides teachers with tools like presentations to improve their teaching methods.

Economic and business growth

- **Increased productivity:** Automation in manufacturing, data analytics in agriculture, and efficient processes in finance (Fintech) lead to faster, cheaper, and more efficient production and services.
- **Digital economy:** Initiatives like UPI and mobile banking have encouraged cashless transactions, making financial services faster and more secure.
- **Empowered workforce:** Technology can streamline tasks, automate repetitive jobs, and enable remote work, allowing employees to focus on more strategic tasks.

Government and public services

• **E-governance:** Online delivery of government services reduces paperwork, enhances transparency, and makes essential services more accessible to citizens.

• **Bridging the digital divide:** Schemes like BharatNet and PMGDISHA are working to increase internet access in rural areas and promote digital literacy, ensuring more people can participate in the digital economy.

q) Safety and dignity of women in India.

Women in India-a better half of Indian society, today, are becoming the most vulnerable section as far as their safety and security is concerned. When we turn the pages of a newspaper, we come across many headlines reporting cases of sexual assault, molestation, sexual harassment, rapes, trafficking, ill treatment of women in houses, violence against women in remote areas etc. What does this indicate? This certainly implies that there has been an increasing trend of such sexual overdrives in present generation. The safety of women/girls in India at stake today.

Our supreme law of land i.e. our Indian Constitution has envisaged a dream of true social, economic and political democracy which guarantees the rich and moral principles of equality (of status, opportunity, law) for our citizens but this has not yet been fully realized.

Still our better halves are unsafe and unsecure towards the realization of freedom and liberty. It's unbearable to imagine the plight of women who are sufferers of such crimes. It's a jolt on the confidence of the women, of society and on our judicial system. Besides it has much of cascading effects which affects her life.

But do we think who is responsible for this? Is it only the lapse in legal system of our country or the police or the public where such incidence occurs or the Indian society as a whole.

As good citizens, we have a fundamental duty to contribute towards bringing an order to ensure dignity and respect for women so that she can also enjoy her human rights and fundamental rights with sense of pride, freedom and confidence. To ensure this at every level the society must work together to give an edge to the solution.

Also reforms in our legal system is required such as stringent punishment which are non bailable in nature. This could act as friction to those who perpetrate crime.

We all know that India has been a land following various social customs, traditions and certain sets of religious beliefs. These customs has a deep rooted place in the core of our minds and hearts of every people of India which has defined our lifestyle, our thoughts, our expressions and our beliefs be it man or a woman. This has given to the males, the feeling of masculinity in every aspect of their acts and thoughts.

Indian males have thus perceived themselves as physically, mentally superior than their counterparts. Indian women also have accepted to treat their males as superior. This can be seen as women still perform the rituals of Karwa Chauth where they signify men as god.

Other instance can be seen in parents preferring male child over female. In every aspect of the life, women are denied or given less preference over male whether it is for giving education or access to health care. They are always required to be within their limitations and the male counterparts have freedom in this regard. This system thus gives a feeling in male that they are superior and hence dominate over women. This instils in male a sense of hatred against women if they see a woman crossing their limitations.

So the problem is just not the case of one or two factors, but a sum total of a large number of factors. For this we need to plan more integrative approach to arrive at a solution.

This requires a large scale and an integrated social reform whereby we need to channelize the potential of woman into the stream of development. This can be brought through measures such as real education emphasizing on the quality of education, through enhanced moral and spiritual teachings so that the seed of enmity which is sown through these customs and traditions gets deeply uprooted.

Moral and spiritual inclination of education will impart impetus to curb the sexual desires of men and women and would not let them indulge in committing such heinous crimes. This solution is an ideal solution which would need a more comprehensive support of all the stakeholders of societies.

Henceforth, to see India as a more flourished nation as envisaged in our Constitution, it is time we need to realize what is right and what is wrong and act in an integrated manner so that women can be channelized into mainstream of development and thus contribute to socio-economic prosperity of the nation.

In other words, we need to take action not by force but by will to make our country more secure and safe for our better halves and bring up reforms in the desired direction so that woman can also enjoy their freedom and rights, and feel more empowered and fearless as entrusted by the Supreme law of the land.

r) The Greener the world, the happier the life.

One of the important elements which keeps the life going on this earth is oxygen. The

life-supporting oxygen is the product which we receive from the trees. Hence, trees are the basic manufacturer of oxygen which helps to grow life on Earth. Since last century there has been immense cutting down of the trees for different uses. The man has been cutting trees so as to make the life easy. In this run, the man himself has become the cause of his downfall. Trees purify the air and help in keeping the atmosphere cool.

Cutting down of the trees has encouraged global warming which is a global concern. A rise in temperature has been noticed which is not a good symbol for life on Earth. Hence, tree plantation should be encouraged and the cutting of the trees should be minimized.

s) Organ donation- life after death.

Organ donation is the act of donating an organ by a person so that it can be transplanted by surgical procedure in the body of the recipient. Organ donation can benefit the recipient largely by improving health, quality and span of his life and even save him from death or other critical conditions like paralysis.

Any person above the age of 18 is eligible to become a donor irrespective of the background. Even younger population under 18 can donate with permission from parent or guardian. The most surprising fact about organ donation is that some organs can be donated even when a person is alive. Most organs are however transplanted only after the donor is dead. By getting registered as a donor with some trust, one gets a donor card which makes him/her eligible for donation soon after his/her death. A single donor's body can save up to 50 people. Age is not a constraint, which means that people aged 70 or 80 also can become successful donors.

Similarly, the tissues of cornea, bone, skin, tendons, cartilage and heart valves can be used for donation. Also when a donor decides to opt for organ donation after his death, he can decide to donate the whole body or specific body parts as desired. Most countries have an established organ donation association which is approved and legalized to collect the organs donated by people in that country. These organs may be preserved or immediately used for transplantation in any person's body needing them.

Organ donation is also possible after a brain death but all possible tests must be conducted to confirm it so that donation is possible. For people who suffer from serious ailments threatening lives, organ donation is often the only possibility to get a second chance of survival. The number of people waiting for organ donation across the world is manifolds the number of organ donations that actually happen. Thus not every one in this world who needs transplantation is fortunate enough to receive an appropriate donor.

Tissue can be donated within 24 hours of death. Organ donation can save many lives and thus we must step forward for this noble job. Whether you considered doing charity and other noble deeds in lifetime or not, but death is definitely an opportunity when you can contribute to humanity by the act of organ donation.

There is no dearth of people who need critical organs like kidney, lungs, liver or heart which has malfunctioned in their body due to critical disease or may be congenitally underdeveloped in their bodies. Not just organs but tissues can also be donated. Kidneys, lungs, pancreas, heart, small bowel and liver are chief organs that are donated for transplantation.

t) Role of students in keeping the environment clean and green:

All of us live in a neighbourhood or surrounding. We must keep our surroundings neat and clean. This will help us to live healthy and better lives. Keeping our surroundings clean will only help in the betterment of society.

The role of students in keeping the environment clean and protecting it is very important. They should be encouraged in class and home activities that make them relate to Nature and do something productive. In a classroom, students should adopt some simple steps and help Nature. These steps might include: The paper should not be wasted. Teachers can make children aware of the importance of trees and how paper is manufactured and ask children to stop wasting paper. Creating their homemade paper and using it as decorative art. Paper Mache making can be taught. It is easy and fun for children to learn and practice. Gardening as a hobby is very eco-friendly and useful for students. According to various studies, a child's psychology also improves if he/she is more involved with Nature and practices good hobbies like of gardening. Making visits to zoos, wildlife reserves and national parks also inhibit a close familiarity with children for nature and wildlife. Activities like "best out of waste" should be organized in schools where children should participate and learn how to use waste and used things to make new things. Students should be familiar with the three R's - Recycle, Reuse, and Reduce. Other than these, they should make

some Nature related documentaries in school and discuss them in classrooms. Schools can organize some environment-oriented programs and competitions on occasions like World Environment Day, World Water Day, World Wildlife Day and the like Also, some steps that can be taken by students as well as school authorities to make the class environment more eco-friendly and energy efficient are as follows: Students should switch off all switches when not in use to save electricity.

They should save water and not to leave the taps running in washrooms. Environment related charts and crafts should be used to decorate the classrooms. On occasions of birthday and special school days, students should be encouraged to plant trees and take care of them. Tube lights in the classrooms should be replaced with CFLs to reduce electricity consumption, and children should be made aware of it. Schools should have solar power plants in schools and teach their students. about them at operational and theoretical level. Water harvesting, its importance and how students can participate in water harvesting needs to be explained to students. The importance of greenery and cleanliness should be taught. "Save water," "Save Earth" campaigns should be held in school and students of all grades should participate in the campaigns.

Thus by promoting environmental education, exposing students to issues related to the environment, making them aware of green living and adopting an eco-friendly life, we can assure a safer and responsible generation

u) Dr. Abdul Kalam

An inspiration to the students: Introduction-We have a number of known historical well-known personality as our ideals and heroes to be termed as the greatest asset for building and uniting our nation. The most of the splendid personalities in the list are flooded with inspirational figures and teachers from the pre-freedom era as our textbooks honour legends counted a ton in nation's freedom.

The single entity amongst heroes applauded and respected well in all India's national boundaries, different states, different religions and class are Dr. A.P.J Abdul Kalam the former India's President as well as a prominent personality introduced today as Missile Man.

Dr. A.P.J Abdul Kalam the best available example in the post-Independence era to define well that dreams and will to achieve have no boundaries and a great determination will lead you to the top. Legendary A.P.J Abdul Kalam's full name is Avul Pakir Jainulabdeen Abdul Kalam and was born in a Tamil Muslim family on an auspicious day for science advancement 15th October 1931 in Rameshwaram. Kalam was favourite student amongst his teachers and passed Schwartz high Secondary School famously known today as Kalam's school located in Ramanathapuram.

After accomplishing schooling Kalam opted for B.Sc Degree from Saint Joseph College in Tiruchirappalli, Tamil Nadu. Kalam opted Physics as a major subject while completing his graduation in 1954. Graduate Kalam wanted more add-ons to his qualification for the purpose he headed towards Madras for completing further study in the field largely known today as aerospace engineering.

Kalam also helped India to roar as the superpower in the field of the strategic missile, his contribution in the field provided him nickname by which he is known worldwide THE MISSILEMAN. After letting India amongst the set of the powerful nation across the globe and glaring at World as Asia's superpower, Kalam was appointed as the Chairman of Technology Information, Forecasting and Assessment Council (TIFAC). Abdul Kalam acted as the guiding figure to a number of Technology based assignments that led

India to shine as developing the country as well as missions to accomplish India's modern face helped the world to unite it as Asia's powerhouse. Abdul Kalam People's Choice President of India

Presidents are chosen by Parliament members but as Abdul Kalam was tagged with the honourable post most of the intelligent bodies called him People's President, Kalam started his term as President in 2002 and served the nation for a 5 years single term period as President. After returning back to civilian life he continued to offer an extended hand help to India's scientific research and held prestigious positioning in ISRO and DRDO. Kalam was also selected as Principal Scientific Advisor to the Government of India.

To fly high is one thing but helping other to fly is saint task, Kalam is known not only in India but throughout the World as he offered inspirational writings dedicated to the youngster to more eagerly go for their dreams. Some of the most significant books and the set of paragraphs released by him to inspire youth includes Wings of Fire: An Autobiography (1999), Ignited Minds: Unleashing the Power within (2002), Target 3 Billion (2011). Abdul Kalam wanted India to develop as a superpower with tag developed country by 2020 as he denoted the same in his book called 2020: A Vision for the New Millennium published in 1998. Unfortunately, on 27th July 2015 our beloved A.P.J Abdul Kalam waved off to us as he travelled to Shillong to deliver a speech.

v) Influence of Mass Media on the students:

"Mass Media' as the name indicates, it is a media which reaches the masses. It is Media of communication which reaches the mass in different forms. It is a media through which the society can be shaped through public opinions. Media includes the newspaper, radio, T.V., internet and other communication systems. Life is impossible without the use of these communication media. 21st century is an age of communication. In this century, 'Excel or Exit' is going to be the motto in everything we do. The use of mass media is going to be as essential as air to live.

T.V. brings into our living rooms news about happening all round the world via satellite. The happenings in the remote parts of world can be viewed. Today there are 'n' number of channels in 'n' number of languages that relay entertainment programmes and news as well. World business and other transactions and communications take place over cell phones and internet. Internet is fast becoming a household name and necessity. We can have thousands of pages of dictionary, encyclopedia or any other book in a disc of 6 centimetre diameter. Post and telegraph are rendering yeomen services in sending and receiving messages at every level.

The collection and transmission of news and management of newspapers have assumed great importance in modern times. No breakfast is complete unless the day's newspaper is on the table. It is the means of communication available in almost all the languages. The newspaper plays a vital role in shaping the public opinion. Hot news of the world is not only collected and published without delay but it is also interpreted for the benefit of common people who do not understand the intricacies of several developments. Thus communications system is like the nervous system for a country. Media internet and television play a very important role in the life of students. Through internet they get firsthand information. Students of today are almost depended on internet especially on Google as they can get firsthand information on any subject and any topic. Online courses, online lessons, etc. are available for students. Under the proper guidance of teachers and parents internet and other media is one of the best sources of information.

w) Educating girls empowers Women

Women empowerment refers to making women. Powerful to make them capable of deciding for themselves. Women have suffered a lot through the years at the hands of men. In earlier centuries, they were treated as almost non-existent. As the times evolved, women realised their power. There on began the revolution for women empowerment.

It is said that education increases people's self-confidence and also enables them to find better jobs and women can work together with men, if they are to educated. They engage in public debate and make demands on government for health care, social security and other entitlements. In particular education empowers women to make choices that improve their health, their children's health and chances of survival. Education informs of preventing an containing the disease Through education women learn the elements of efforts to reduce, malnutrition. Education empowers women to make choices that can improve their welfare, including marrying beyond childhood and having fever children. Critically, education can increase women's awareness of their rights, boost theories self-confidence, Self-esteem and provide them opportunity to assert their rights. Specifically, there should be more efforts to address the lower participation and learning achievement of girls in Science, technology, engineering and Mathematics education.

x)The high cost of Global Warming

Global Warming refers to climate change that causes an increase in the average of Earth's temperature. Natural events and human influences are believed to be top contributions towards the increase in average temperatures. Global warming is the rise in the surface and atmospheric temperature of the earth that has changed various life forms on the earth. The issues that ascertain global warming are divided into two broad categories - 'natural' and 'human influences' of global warming. Effects of Global Warming on the Environment: The drastic change in the weather conditions is happening because of global warming. The effect includes an unexpected rise in the sea level, melting of glaciers, extreme temperatures and natural calamities.

Effect of Global Warming on Humans: - Global warming is affecting human beings in the form of various disease and health hazards.

Effect of Global Warming on Animals: - The nature being disturbed due to global warming, the natural habitats of the animals are also disrupted. This has led to the extinction on several animals.

Conclusion: - There is an urgent need to take preventive measures otherwise global warming may become life threatening. Let us pay attention towards afforestation. The more the forests the lesser the global warming.

y) Recent natural calamities-Nature's way of retaliating against its degradation

A natural disaster is an unforeseen occurrence of an event that causes harm to society. There are many Natural disasters that damage the environment and the people living in it. Some of them are earthquakes, cyclones, floods, Tsunami, landslides, volcanic eruption, and avalanches. Spatial extent measures the degree or severity of the disaster.

Types of Disasters

Earthquake: An earthquake is the shaking or vibrating of the earth. An earthquake can range in sizes. As a result, some are so weak that they go unnoticed. But some are so strong that they can even destroy the whole city. Earthquakes can cause landslides, Tsunami. However, the center of an earthquake falls mostly offshore.

Landslides: Landslides is the moving of big boulders of rocks or debris down a slope. As a result, landslides occur on mountains and hilly areas. Moreover, landslides can cause destruction to man-made things in many ways.

Tsunami: Tsunami is the production of very high waves in oceans and seas. Moreover, the displacement of the ground causes these high waves. A tsunami can cause floods if it occurs near shores. A Tsunami can consist of multiple waves. Moreover, these waves have a high current. Therefore it can reach coastlines within minutes. The main threat of a tsunami is if a person sees a Tsunami he cannot outrun it.

z). Social media should be used with a lot of caution.

Social media is a collection of websites, applications and other platforms that enable us to share or create content and also helps us to participate in social networking. It is not only limited to blogging and sharing pictures, but there are also many vigorous tools that social media provides because it has great influence and is far-reaching. We cannot ignore the fact that social media is one of the biggest elements present in our lives today. We can get any information, talk to anyone in any corner of the world at a fast speed. Youth is the future of our nation; they can make or break the economy. Social media is one of the most attractive elements that exists in his life today. Social media is having a great impact on the youth, as they are the ones who are most active on social networking sites.

aa) Travelling - a Learning Experience

Travel from one place to another place is called Travelling. In this world, traveling has been really popular, because of the really good transportation system. People can easily travel across the world. There are lots of people who are traveling the entire world to gain more and more knowledge and experience.

We can learn about the world, from academic study. But it never gives us the real experience, only traveling can do this. When you travel, you can see the real beauty and real scenery of a place. People are traveling all across the world for different purposes.

Some of them are traveling for fun, some of them are traveling for business and some others are traveling for just learning and education purposes. If you travel, you can learn so many things that are not possible to learn from a book, because it's a real experience.

Real experiences always have better value. If you travel to a city, in a different country, you will be able to learn about a new culture, new language, new lifestyle, and new peoples. It is really amazing for someone. Travelling could be your best teacher to understand the world, understand the purposes to survive

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FORMAL LETTERS KEY ANSWER

1)

Pratham
X Standard B Section
Government High school Magadi

24 June 2020

The Editor Deccan Times

Bangalore

Respected Sir,
Sub: Damage to historical monuments due to negligence

I am writing you to express my concern over the flagrant damage being done to precious and invaluable historical monuments in Karnataka. What shocks the most is the negligence and apathy of the authorities to the maintenance and conservation of these monuments. These monuments are not only the invaluable symbols of our past civilization, but also a very rich source of earning for the local as well as national economy. These historic buildings help create vibrant, cultural downtowns that engender tourism, art, festivals, and other activities which in turn draw investment, revenue, and economic growth. Hence it is necessary that more and more citizens raise their voice and draw the attention of the government.

I have enclosed my opinion on the damage to historical monuments in Karnataka. This could very well apply to any State in our country. I request you to publish the same in your esteemed daily.

Thanking you
Yours faithfully

Pratham

2)

Ratan

Government High School

Thirthahalli

21 March 2021

The Road Transport Authority
Thirthahalli

Respected Sir,
Sub: To provide more buses for our route

I am a tenth standard student of Government High School, Thirthahalli. I would like to bring to your notice that the strength of our school is nearly 600 and around 400 students commute by bus. There are only four buses that pass by the school and during peak hours this is inadequate. As the students are from economically backward families, they are not able to take recourse to any other form of commuting. Hence, I request you to introduce the service of at least two more buses, at the starting and closing time of the school.

I hope you will understand the seriousness and urgency of the problem and introduce more buses on the school route.

I thank you sincerely in anticipation of a favorable action.

Thank you
Yours faithfully
Ratan

3)

Lalitha
Government High School
Yelahanka
Bengaluru

14 March 2025

The Mayor
Yelahanka Ward
Bengaluru

Respected Sir,
Sub: Water logging in our area

As a resident of Yelahanka, I am deeply disturbed by the waterlogging in our area which has led to numerous problems of health and hygiene. I would like to throw more light on the problem and appeal for your intervention.

The sewage system in our area is so inefficient that even normal rainfall leads to waterlogging. The stagnant water first of all impedes smooth movement of pedestrians. Secondly, it breeds mosquitoes and poses the grave danger of dengue and malaria. There is also the impediment of foul smell.

On the whole, what I want to bring to your notice is that though it seems to be a small problem, it has ruined the quality of our life and has posed serious health threats.

We have made repeated representations and have received no response at all. This time at least I hope you will take prompt action and help us out.

Thank you
Yours faithfully

Lalitha

4)

Dhrushti
Class X Section C
Government High School
Mysore

13 September 2020

The Curator
Visvesvaraya Technological Museum
Kasturba Road
Bangalore 560 001

Respected Sir,
Sub: Permission to visit museum

This is Dhrushti, tenth standard student of Government High School, Mysore. Greetings to you from me and all my classmates.

We have planned a trip to Bangalore in the month of December. We have heard a lot about the Visvesvaraya Technological Museum and are curious to visit it. We seek your permission for the same. We will be a group of 20 students and we will be accompanied by a teacher. All of us will be carrying our ID cards. If there is any formality to be fulfilled, could you please let me know?

My e-mail id is Dhrushti@gmail.com My phone number iş 9448020081. Anticipating a favourable reply,

Thank you
Yours faithfully

Dhrushti

5)

29/1A II Cross Mallikatte
Mangalore 575 008

14 March 2021

The Commissioner
Mangalore City Corporation
Mangalore 575 001.

Respected Sir,
Sub: Water scarcity

Mallikatte is well within the limits of Mangalore City Corporation and hence I hope the complaints that I place before you will have their place on your high priority list. The people of Mallikatte are going through acute water scarcity. They do not even have enough water to meet their basic necessities. Considering the fact that it is examination time for students, the corporation should try and make life as comfortable as possible for the students. Callous attitude of citizens who waste a lot of water and the indifference of authorities concerned to the leakage in the main reservoir of water are the cause of water scarcity.

The short-term solution for the problem could be the supply of water through tankers. Long-term plans should include plugging the water wastage and employing more scientific methods of water storage.

While permanent solutions are always better, we the citizens of Mallikatte request you to come up with ad hoc arrangements to end the water crisis in our area immediately.

Thank you,
Yours faithfully,
A concerned citizen

6. Rathan/ Radhika
Government High School,
Theerthalli.

Date: 4-11-2025
The Manager
Shimoga Transport Service
Shimoga,

Respected Sir,

Subject: request to increase the number of buses.

With regard to the above subject, would like to bring to your notice that the number of buses to Theerthalli are very less due to which the buses are too much crowded. Many a times they are not stopped in our bus stop as they are full. The number of commuters has also increased due to opening of more schools and colleges.
Therefore, on behalf of the students and people of our area, I request you to consider my request and increase the number of buses to our area in Theerthalli.

Thank You,
Yours Sincerely
Rathan/Radhika

7. Pratham/Pratheema
Government High School
Magadi

04-11-2025

The Editor
Times of India
Bangalore.

Respected Sir,
Sub: to publish about the damage caused to the historical monuments in Karnataka
I would like draw your attention towards the deteriorating conditions of our monuments especially in Karnataka. I recently visited Hampi and Chikkamaglur etc. with my family and friends. We were surprised to see monuments at Hampi not being maintained properly. Even the surrounding environment is also not clean. The Kalhattagiri water fall at Kemmanagundi is completely polluted. People are taking bath using soaps and shampoos and throwing their clothes in the fall in the pretext of ritual during festivals. It is stinking and the authorities have no words to stop all these filthy activities as they are done in the name religious rituals.
On behalf of other nature lovers I appeal you to publish this letter and create awareness among the civilians to protect and preserve our heritage and nature.
Thank you,
Yours sincerely
Pratham/Pratheema

8. Dushyanth
Government High School.
Mysore

04-11-2025

The Curator
Railway Museum
Mysore.

Respected Sir,
Sub:- regarding permission to visit the museum.

Our school is planning to visit the museum most probably on 30th Jan, 2026. We will be a group of approximately 100 students, 10 teachers. Kindly, do give us permission to visit the museum. Do mention also what discount you give to schools. Looking forward to hear from you soon.
I Hope you will consider the request and do the needful.

Thank You
Yours truly
Dushyanth.

9. Neeta/Nagesh
Government High School,
Honnavar.

04-11-2025

The Post Master
Post Office
Honnavar

Respected Sir,
Subject: complaint about missing letter

As per the above mentioned subject I would like to bring to your kind notice that one of my letters is being missed which was posted from Delhi a month back. It is an important letter and I am waiting for it. Please consider the request and do the needful at the earliest.

Thanking you,
Yours faithfully
Neeta / Nagesh

10. Veena/Venugopal
Government High School
Bangalore

04-11-2025
The Commissioner
City Corporation Building
Mysore
Respected Sir,
Subject: Request for public park in our Locality.

I am Chirag, a resident of Manjunath Nagar, Mysore. Writing this letter on behalf of citizens of my locality. There is no children's park in our locality. The children have to play on the road which is very dangerous. If they play in the street, they are obstructed by the passers-by. Moreover, housewives take it ill if their ball falls in the compound of any house.

It is, therefore, requested that a public park should be set up in our locality for children. There are a number of plots lying vacant in this locality. A suitable one may be selected for the purpose.

Thank You
Yours faithfully
Chirag

11. Bharat/Bhagya
Government High School,
Yadgir

04-11-2025

The Junior Engineer
Electricity Board
Yadgir

Respected Sir,
Subject:- Complaining about irregular power supply in our locality.

With respect to the above mentioned subject, this is Bharat / Bhagya would bring to your kind notice that there is irregular power supply in our locality. We have got our exams. Frequent power failure is causing a lot of problem for us. We are unable to complete our studies as per our daily schedule. Regarding this please take necessary action and help us to get good marks in our exams. Hope you will consider my request and do the needful one at the earliest.

Thanking you,
Yours faithfully,
Bharat/Bhagya

INFORMAL OR PERSONAL LETTERS KEY ANSWER

1)

23, B. H. Road
Chikkamagaluru

18 November 2020

Dear Krithi,

How have you been? Sorry for not writing earlier. I was busy with my Annual Day celebrations.

We take a lot of trouble over our Annual Day celebrations. This time too we had a grand celebration.

Can you guess who our chief guest was? You will probably be amused to know that we had comedian Kapil Sharma as our chief guest. He regaled the audience with his witty remarks. The speech had a good message too for the students. The entertainment programme was too good.
We had a dance drama on the theme of light as this year is the International Year of Light.

I'm glad to inform you that I received five prizes, three in academics and two in extra-curricular. They gave us cash prizes and I'm richer by Rs. 1000!

What news from your side? When is your Annual Day? Will you be doing anything special? Do write to me about all the details.

Bye for now. Yours

Anitha

2)

Govt. High School Sampigepura

12 March 2021 Dear

Dad,

I hope you are not angry with me as I am writing after a gap of nearly twenty days. I was very busy preparing for the preparatory examination. Anyway, I am glad to tell you that I have done very well in the exam.

This time our text books are tough but also interesting. We have to put in a lot of study. But, I don't mind the hard work as I take it as a challenge. Half of my classmates go for private tuitions. But, I know that it is not a healthy thing to do. I believe in putting in constant revision.

My friends and I sit together for combined study too. One of my friends - Shalini - always gets one or the other delicacy from her place for me. She feels very sad that I don't get home food. If I have such sincere friends, what more can I ask for? During weekends, I go to one of my friend's places. On other days I spend my free time mostly reading. In our school, we have an enviable collection of books and I am one of the constant borrowers.

That is all from my side. How are you? How are mummy and Chintu? I am waiting for the final exams to get over so that I can be with all of you.

Yours affectionately Karuna

To

Sri. Ramesh Prabhu

Near Post Office C.R. Patna

3)

Kuvempu Road Shimoga
13 November 2020

Dear Prema,
Received your letter yesterday and was very glad to know that you have won the Gold Medal in Shuttle. On knowing about it I decided to write to you because on Monday there was an inter- school sports meet in my school and I thought you would be interested in knowing about it as you yourself are a sports person.

The meet was sponsored by the renowned philanthropist Sri. Bhonsle. In the inaugural we had the Arjuna awardee Manjari Bharghava as our chief guest. She emphasized the virtues of practice and perseverance as the sure key to success. 19 schools participated in team games and athletics. The individual championship was won by Theertha of St. Gerosa School and the team championship was won by my school. I was very excited because I led the Kho Kho team and we won the first place.

There is one more meet next week. Would you be interested in attending it? You have written that you start with your vacation next week. So, it's easier for you to come here for the sports meet. I'm sure you will enjoy the meet. You can stay with me. My mom has been asking me to invite you.

Bye for now. Do let me know at the earliest.
Yours,
Sunitha

4)

Class X Section C Government
High School Karwar 581 301

25 August 2020

Dear Anitha,

Hope this letter finds you in the best of health. In your last letter you had mentioned about the annual day celebrations in your school, which impressed me no end. My intention of writing this letter is to share with you the details of the activities of various clubs in our school.

To give students an opportunity to showcase and hone their talents and also prepare them for intra-school competitions, various club activities are conducted in our school through the year. Club activities not only help students shape their personal interests and hobbies but also improve their leadership and social skills. These clubs aim at creating awareness and sensitizing students about various issues, creating an interest among them, imbibing value based education, gaining practical experience, inculcating scientific temper and sharpening their merital aptitude through debates, discussions and seminars. Our school offers 13 clubs such as debate club, environment club, literary club, science club, theatre club, visual arts club, quiz club, social welfare club, astronomy club, etc., and students of classes VIII to X can choose the club depending on his/her interest. The President, Vice President, Secretary and Assistant Secretary for each club is interviewed and selected by the Vice Principal and teachers.

The selected students plan the activities for the year. Students share their ideas and enjoy learning from each other during club periods. Teachers are there to guide them at 350/MCC every step. Experts are also invited to share their ideas with the students. At the end of the year, each club puts up a programme and the three best displays are awarded trophies.

Please do write to me of any such activities in your school. Your

friend
Raksha
To, Address

5)
Govt, Highschool
Madhugiri

6 April 2020

Dear Prakashanna

First of all let me congratulate you on your terrific achievement! Getting a Gold Medal in the State Athletic Meet is a great accomplishment. We always knew that you were slated to reach great heights and our prediction has come true now. How was your experience? Did you have any nervousness before the meet?

Mom and Dad must be elated. They were lucky. They could attend the meet and witness your moment of glory. When is the next event? I don't want to miss it. Let me know in advance so that I can plan my programme. Everything is going on well for me. We have our final exams coming up at the end of this month. I've prepared well and assure you that I'll do well.

After the exams I would like to visit a few historically important places. Can you join me? Do let me know about your schedule, free time and availability. Will ask Mom and Dad too to join.
Nothing more for now.

Your loving sister Deeksha
To, Address

6. Government High School,
Theerthalli.

04-11-2025

Dear Ravi,
Hope everything is fine at your end. I came to know that you don't want to participate in the coming inter-school Music Competition because you are out of practice. Your thought is not correct as you are very good at music and your school backs upon you for this competition. Have confidence on yourself and practice it till the date of competitions. We are all sure that you will surely win the competition. All the best!!

Yours affectionately
Rathan/Radhika.

7. Government High School
Magadi.

04-11-2025

Dear brother,
How are you doing? I am sure you are doing well in your studies because you are a very hard working boy and have always stood first in the class. We are all proud of you and your teachers also appreciate you for your academic performances. But, I also came to know that you are little negligent in the matters of participating in sports and games in school as well as outside. Your PE teacher is of the opinion that you are a very good footballer and an active athlete but nowadays you are not participating in them. He feels that if you do not participate in sports and games, it is a loss for the school as well as you.
Dear brother, you know that 'a healthy mind in a healthy body' it is important for you to be fit physically fit too, so we all advice you to start playing and show your talents in this field too and shine like a star in all the activities of the school.
I am sure you will not disappoint us and follow our advice. Take care and do well.
Yours affectionately
Pratham/Pratheema.

8. Government High School
Mysore

04-11-2025

My dear father,
Hope this letter finds you in good health and cheer. How are mom and my cute little sister? Hope they too are doing good. I am doing good by God's grace. Dad, I want to be a soldier. I am intensely interested in defence. With frequent threats of aggregation from neighbouring countries, the defence of India has become a very important matter. It is the duty of young men like me to enroll themselves as soldiers and officers in the Army. I hope you and mom support me in this regard. Please let me know your views and I shall abide by them. With love to all at home, I end.

Your loving Son
Dushyanth

9. Government High School,
Belagavi.

04-11-2025

Dear brother,
Hi, how are you? hope you are doing good. This is to write you to tell you the importance of staying back in India after your higher education. Being citizens of India its our prime duty and responsibility to serve our country after utilizing the facilities given by our government. So I request you not to migrate as Indian companies offer very good salaries and to lead a role in developing Indian economy.
Hope you will value my words and not disappoint me.
Please convey my best wishes to everyone at home.

With love
Ratna / Ratan

10. Govt. High School
Mysore

04-11-2025

Dear friend,
I hope you are fine. I am fine too. Everyone is having a goal to achieve and I want to become a scientist when I grow up. Because we can discover many new things and we can serve our country. So that's why I want to become a scientist.
Being a scientist, we can contribute a lot to the society and to out nation. I take much pride to be a scientist in the future. Hope you to have an aim. Kindly let me know about that. Nothing more to pen. I conclude this letter with lots of love to you.

Your lovely friend
Veena

11. Govt. High School,
Yadgir
04-11-2025

Dear friend,
How are you? Everything is well at my end and hope the same with you. In this letter, I wanted to tell about the sports day celebration at my school. The function was on 12th March which was on Saturday. Since many days the practice was going on. Many games were played throughout the day. I received a First position in 100 meters race. We enjoyed the day very much. For now, I'm ending the letter. Will talk about it more in another letter. Take care of yourself.

Your loving friend,
Bharat/Bhagya

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