

Question Bank for Quarterly Examination

Subject- English

Class-12

Session-2025-2026

Note- While preparing the question paper, the subject teacher has to select questions from the Question Bank, keeping the students' learning level and the completion of the syllabus in mind. The blueprint has been provided; prepare the question paper accordingly.

State Assessment Cell

Directorate of Public Instructions, Madhya Pradesh

Blue Print
Quarterly Examination-2025
Class-12
Subject-English

MM:80 Time:3.00 hrs

S.no.	Unit	Allotted marks
Section A Reading Skills (14 marks)		
1	Unseen Passage	10
2	Note Making (Title + Notes)	4
Section B Writing Skills (12 marks)		
3	Notice/Advertisement/Poster	4
4	Letter Writing (Formal/Informal)	4
5	Long Composition (Article/ Report/ Speech/Debate/Paragraph)	4
Section C Grammar (10 marks)		
6	Sentence Corrections/Fill ups	5
7	Do as directed	5
Section D Textbooks (44 marks)		
8	Extract from Prose (Flamingo)	5
9	A. Extract from Poetry (Flamingo)	3
	B. Extract from Supplementary Reader (Vistas)	4
10	Short Answer Type Questions from Prose (Flamingo)	10
11	Short Answer Type Questions from Poetry (Flamingo)	6
12	Short Answer Type Questions from Supp. Reader (Vistas)	4
13	Long Answer Type Questions from Prose (Flamingo I)	6
14	Long Answer Type Question from Poetry (Flamingo)	3

15	Long Answer Type Question from Supp. Reader (Vistas)	3
	Total	80

Section-A (Reading)

Q.1. Read the passage and answer the questions that follow. 1×10=10 Passage.1

The evening sun dipped low as Ramesh stepped onto the crowded platform of Gaya Junction. The station was alive with a thousand tiny movements — tea vendors calling out their prices, coolies rushing with luggage balanced on their heads, and passengers weaving in and out of the crowd. Ramesh's train, bound for Kolkata, was scheduled to depart at 6:10 p.m., yet the announcement board glowed ominously with the words "Delayed – Expected at 9:30 p.m." He sighed. His suitcase was heavy, but his thoughts weighed more. It had been three years since he last saw his mother, and the urgency in his uncle's telegram — "Come immediately" — suggested time was short. Finding a corner seat on a worn wooden bench, Ramesh opened a small tiffin box and ate the last of the chapatis his neighbour had packed. As the hours passed, the platform transformed. Daylight faded into a flickering yellow from overhead lamps. Street dogs roamed between the tracks, scavenging for scraps. Vendors switched to selling hot pakoras and steaming cups of chai, their spicy aroma mingling with the smell of diesel. Finally, at 9:45 p.m., a deep rumble signalled the train's arrival. It crept into the station like a weary beast, its windows glowing with dim light. Ramesh hurried aboard, finding a seat near the window. The whistle blew, and the train groaned forward. He stared out at the passing silhouettes of huts, trees, and distant fields. As the night deepened, Ramesh wondered if he would reach home in time. Outside, the darkness seemed endless, but inside, hope flickered like the train's trembling lamp — fragile, yet stubbornly alive.

Questions:

i. What was the scheduled departure time of Ramesh's train?

A) 6:00 p.m. B) 9:30 p.m. C) 6:10 p.m. D) 7:15 p.m.

ii. What message was displayed on the announcement board?

A) Train on time B) Cancelled – No service today
C) Delayed – Expected at 9:30 p.m. D) Platform changed

iii. Why does the author compare the train to "a weary beast"?

A) To show it was slow and tired after a long journey
B) To suggest it was dangerous and powerful
C) To imply it was very loud
D) To highlight its size

iv. The telegram's wording ("Come immediately") suggests that—

A) Ramesh's family wanted him to join a celebration
B) There was an urgent and possibly serious situation
C) His uncle wanted him for work purposes
D) His mother was coming to visit

v. How did the platform change as time passed?

- A) It became quieter B) It became darker with lamps glowing
- C) It became empty D) It turned into a market

vi. Why is the word “fragile” used to describe hope in the last sentence?

- A) Because Ramesh’s hope was weak and could fade easily
- B) Because hope was breaking into pieces
- C) Because hope was like glass
- D) Because hope was dependent on electricity

vii. What did the flickering lamp inside the train symbolise for Ramesh?

- A) His hunger B) His fear of the journey
- C) His fading hope D) His stubborn hope

viii. The word “weary” in “weary beast” means —

- A) Tired B) Hungry C) Angry D) Lost

ix. What does “flickering” mean in “flickering yellow from overhead lamps”?

- A) Burning steadily B) Flashing unsteadily
- C) Extremely bright D) Completely off

x. The expression “stubbornly alive” means —

- A) Refusing to die despite difficulty B) Alive and moving quickly
- C) Strong and active D) Very determined to run

Passage.2

The library stood at the edge of the town square, its stone walls streaked with moss and age. Its arched wooden doors bore deep scratches, and its iron handles were polished smooth by decades of eager hands. Inside, the air was thick with the scent of paper, ink, and dust — the perfume of centuries. Tall oak shelves loomed like solemn guardians, their spines whispering stories from every corner of the world. The afternoon light filtered through stained-glass windows, scattering crimson and gold across the tiled floor. In one corner, a grandfather clock ticked patiently, its chimes soft and reassuring.

The reading room was lined with worn leather chairs whose cracked surfaces bore the weight of countless thinkers and dreamers. The tables, though scarred with ink stains, stood sturdy and proud. Silence reigned here, broken only by the rustle of turning pages or the occasional cough. In the farthest aisle lay the rare books section, where ancient volumes rested under glass — illuminated manuscripts, brittle scrolls, and first editions. Each was a treasure, a fragile survivor of time’s relentless march.

For the librarian, this place was more than a workplace; it was a living museum. She moved quietly among the shelves, straightening books with a reverence one might show to relics. Every visitor seemed to leave lighter, as if the burden of the outside world had been eased by the library’s quiet embrace.

Questions:

i. What do the deep scratches on the wooden doors suggest?

- A) Neglect by the staff B) Frequent use over many years
- C) Damage by animals D) Recent vandalism

ii. What is meant by “the perfume of centuries” in the first paragraph?

- A) The smell of fresh flowers in the library
- B) A mixture of old smells associated with books and time

C) A perfume sprayed in the reading room

D) A scent used to preserve books

iii. Why are the tall oak shelves described as “solemn guardians”?

A) To suggest they are old and unmovable

B) To show they protect the books and knowledge

C) To indicate they are expensive

D) To show they belong to a castle

iv. What effect did the stained-glass windows create?

A) They darkened the room B) They scattered coloured light onto the floor C) They

made the shelves shine D) They blocked the sunlight entirely

v. What does the ticking grandfather clock contribute to the atmosphere? A) It creates a sense of

hurry B) It builds tension

C) It gives a calm, reassuring presence D) It distracts readers

vi. Why is the silence of the reading room important in the description?

A) It shows that the room is empty

B) It highlights the peaceful and focused environment

C) It suggests the library is abandoned

D) It creates suspense

vii. What makes the rare books section special?

A) It contains only newly published books

B) It has books signed by celebrities

C) It holds ancient and fragile literary works

D) It is locked for renovation

viii. What impact does the library have on its visitors according to the passage?

A) It makes them sleepy

B) It makes them feel lighter and more relaxed

C) It makes them work faster

D) It makes them talk more

ix. The word “reverence” as used in the last paragraph means —

A) A feeling of boredom B) Deep respect

C) Quick movement D) Secret anger

x. The phrase “time’s relentless march” refers to —

A) A parade in the library

B) The continuous passing of time without stopping

C) The librarian’s daily routine

D) The sound of the clock

Passage.3

Bees, though small, play an outsized role in maintaining the health of our planet. These industrious insects are primary pollinators for a vast range of crops and wild plants. Without them, many of the fruits, vegetables, and nuts we consume would become scarce or disappear entirely. In fact, around 75% of global food crops depend to some extent on pollination. Beyond agriculture, bees contribute to biodiversity. By enabling plants to reproduce, they support habitats for countless other species, from birds to mammals. Their work ensures the stability of ecosystems, which in turn benefits humans.

However, bees face multiple threats. Pesticide use, loss of natural habitats due to urban

expansion, climate change, and diseases have all contributed to significant declines in bee populations worldwide. Colony Collapse Disorder, a phenomenon where entire colonies vanish, has particularly alarmed scientists and farmers alike. Efforts to protect bees range from large-scale agricultural reforms to small actions taken by individuals. Planting native flowers, avoiding chemical pesticides, and supporting local beekeepers are effective steps that anyone can take. Governments and environmental organisations are also working to create “pollinator corridors” — connected green spaces that provide safe routes and food sources for bees.

Protecting bees is not merely about saving a single species. It is about safeguarding the intricate web of life that sustains human existence. As Einstein is often (though perhaps wrongly) quoted: “If the bee disappeared off the face of the Earth, man would only have four years left to live.” Whether the quote is authentic or not, the truth it reflects is undeniable.

Questions:

i. Bees primarily contribute to agriculture by:

- A) Producing honey B) Pollinating crops
- C) Controlling pests D) Fertilizing soil

ii. The phrase “outsized role” in the first line suggests that bees:

- A) Are larger than they appear B) Have a greater impact than expected C) Are more powerful predators D) Work faster than other insects

iii. Which of the following best explains why bees are important to biodiversity?

- A) They provide honey for animals. B) They enable plants to reproduce. C) They build complex hives. D) They migrate across regions.

iv. What does the passage describe as particularly alarming to scientists and farmers?

- A) Climate change B) Pesticide use C) Colony Collapse Disorder D) Loss of habitats

v. The term “pollinator corridors” refers to:

- A) Pathways created for human farming
- B) Artificial bee colonies
- C) Connected green spaces for bees
- D) Underground bee tunnels

vi. Which of the following is NOT mentioned as a threat to bees?

- A) Urban expansion B) Natural disasters C) Climate change D) Pesticides

vii. What is the larger implication of protecting bees, according to the passage?

- A) Ensuring continuous honey production B) Safeguarding the entire web of life C) Preventing migration of animals D) Increasing agricultural profits

viii. The word “industrious” in the passage most nearly means:

- A) Lazy B) Hard-working C) Careless D) Playful

ix. The opposite of “stability” is:

- A) Balance B) Chaos C) Support D) Strength

x. The word “vanish” as used in the text means:

- A) To hide B) To disappear C) To decrease D) To weaken

Passage.4

In the concrete jungles we call cities, green spaces are not luxuries — they are necessities. Public parks offer more than a patch of grass; they provide breathing room in an otherwise suffocating environment. Studies show that access to parks improves mental health, reduces stress, and encourages physical activity. In short, parks make cities healthier, happier, and

more liveable. The benefits extend beyond human well-being. Parks act as lungs for cities, absorbing carbon dioxide and releasing oxygen. They help manage urban heat by providing shade and cooling breezes. Trees and plants within these spaces filter pollutants from the air, making it cleaner to breathe. Moreover, they create habitats for birds, butterflies, and other urban wildlife, preserving a small but vital slice of biodiversity. Critics may argue that maintaining parks is costly. But the long-term savings in healthcare costs, combined with increased tourism and property values near green spaces, far outweigh the expenses. Well maintained parks can even reduce crime rates by fostering community engagement and providing safe, welcoming areas for recreation.

Imagine a city without parks — endless rows of buildings, traffic choking the streets, no place to sit under a tree or hear the laughter of children playing. Such a city may function, but it will never truly thrive. It is the duty of urban planners, policymakers, and citizens to demand and protect these green havens. A city's greatness is not measured only by its skyscrapers but also by its commitment to spaces that nurture life. Investing in parks is investing in the soul of a city.

Questions:

i. What is the central idea of the passage?

- A) Parks are luxurious spaces in cities
- B) Parks are essential for urban health and sustainability
- C) Parks only provide recreational facilities
- D) Parks should be replaced with buildings

ii. Which of the following is NOT mentioned as a benefit of parks?

- A) Absorbing carbon dioxide B) Reducing stress
- C) Providing habitats for wildlife D) Increasing industrial growth

iii. The phrase “lungs for cities” suggests that parks—

- A) prevent rainfall in urban areas B) purify air and support breathing C) generate pollution for the city D) act as centres of urban traffic

iv. How do parks help in reducing healthcare costs?

- A) By discouraging outdoor activities
- B) By encouraging healthy lifestyles and reducing stress
- C) By replacing hospitals with gardens
- D) By reducing tourism in cities

v. According to the passage, well-maintained parks can—

- A) Increase crime rates B) Lower community participation C) Reduce crime through engagement D) Decrease property values

vi. The author imagines a city without parks to highlight—

- A) The need for more factories
- B) The dullness and suffocation of urban life
- C) The convenience of buildings over greenery
- D) The reduction of traffic on roads

vii. Which of the following is a long-term economic benefit of parks?

- A) Higher healthcare costs B) Lower tourism rates
- C) Increased property values D) Decline in employment

viii. The passage suggests that parks—

- A) Are luxuries only for the rich B) Play a role in biodiversity preservation C)

Primarily benefit traffic flow D) Have no connection with air quality **ix. The expression “fostering community engagement” means—**

- A) Promoting social participation B) Preventing urban planning
- C) Creating industrial areas D) Reducing cultural values

x. The word “critics” as used in the passage refers to—

- A) People who admire parks B) People who oppose or question parks’ utility C) People who design parks D) People who invest in green spaces

Passage.5

In my grandmother’s living room, a large wooden clock hangs above the doorway. Its pendulum swings with slow, deliberate grace, and each chime echoes through the house like a gentle reminder. For years, I thought of it merely as a piece of furniture, part of the background. But now, I realise it has been quietly teaching me about time all along. The clock never rushes. It does not skip a beat or linger too long on any moment. Its rhythm is steady, impartial, and unchanging. In contrast, my own days often feel hurried, as though I am constantly chasing after something just out of reach. Yet, watching that clock, I am reminded that life unfolds one moment at a time, no faster and no slower than it should.

It also bears the marks of age — a small crack in the glass, faded numbers on its face. Still, it keeps working, its hands moving with determination. Perhaps that is another lesson: we may grow older, gather scars, and lose some of our shine, but our purpose remains if we keep going. When I visit my grandmother now, I make it a point to sit beneath that clock. Its ticking fills the silence, and I find myself breathing more evenly, more deeply. In a world obsessed with speed, the clock whispers a different truth — that patience is not the absence of progress, but the very foundation of it.

Questions:

i. What object in the grandmother’s living room is central to the passage?

- A) A mirror B) A clock C) A painting D) A lamp
- ii. What is the pendulum of the clock compared to?**

- A) A rushing wind B) A beating heart
- C) Slow, deliberate grace D) A fleeting shadow

iii. What does the clock’s steady rhythm symbolize?

- A) Chaos of life B) Unchanging flow of time
- C) Human ambition D) Mechanical dullness

iv. Why does the narrator contrast the clock with their own life?

- A) To highlight impatience and hurry B) To show wealth and comfort C) To describe broken machinery D) To admire technology

v. What lesson does the clock’s persistence despite cracks teach?

- A) Old things should be discarded B) Time is fragile and fleeting C) Purpose remains despite aging D) Life is without meaning

vi. What effect does sitting beneath the clock have on the narrator?

- A) Brings anxiety B) Improves breathing and calmness
- C) Causes distraction D) Reminds them of chores

vii. What “truth” does the clock whisper, according to the narrator?

- A) Patience is weakness B) Patience is foundation of progress
- C) Time should be wasted D) Silence is harmful

viii. How does the narrator initially view the clock?

- A) As a teacher of life B) As a piece of furniture
- C) As a historical treasure D) As a broken object

ix. The word “impartial” means—

- A) Unfair B) Biased C) Neutral D) Careless

x. The word “foundation” in “foundation of progress” means—

- A) Beginning or base B) Conclusion or end C) Decoration D) Illusion

Note Making

Q.2. Read the following passage carefully and make notes on it also give a suitable title to it. 4 Passage.1

Climate change is among the most pressing global issues of our time. It refers to long-term shifts in temperature, precipitation, and other climate patterns, largely caused by human activities. The burning of fossil fuels, industrial emissions, and deforestation release large amounts of greenhouse gases, such as carbon dioxide and methane, into the atmosphere. These gases trap heat, leading to a steady rise in global temperatures—a phenomenon known as global warming. The consequences are far-reaching. Melting ice caps and glaciers contribute to rising sea levels, threatening coastal communities. Extreme weather events, including hurricanes, droughts, and floods, have become more frequent and intense. Biodiversity is under threat as many species struggle to adapt to rapidly changing habitats. Human health is also at risk due to heatwaves, poor air quality, and the spread of diseases. Tackling climate change requires both global and local action. Governments must invest in renewable energy sources like solar and wind, enforce environmental regulations, and encourage sustainable practices. At the individual level, reducing waste, conserving energy, using eco-friendly transport, and planting trees can make a difference. Combating climate change is not only about protecting the planet for future generations—it is about safeguarding our present way of life.

Passage.2

The internet is perhaps the most transformative invention of the modern era. It has revolutionized communication, learning, and business. With a single click, we can access vast amounts of information, connect with people across the globe, and conduct transactions from the comfort of our homes. Educational resources, online courses, and digital libraries have made learning accessible to anyone with an internet connection. Businesses thrive through e-commerce, while social media platforms allow individuals to share ideas and experiences instantly. However, the internet is not without drawbacks. Overuse can lead to addiction, reduced attention spans, and a decline in face-to-face communication. It is also a breeding ground for misinformation, cyberbullying, and security threats. Privacy concerns are rising as personal data is often collected and misused. Therefore, the internet can be both a boon and a bane, depending on how it is used. The solution lies in striking a balance—using it as a tool for learning, productivity, and meaningful connection while

avoiding harmful overdependence. Ultimately, the internet's value depends on the responsibility of its users.

Passage.3

Space exploration represents humanity's quest to understand the universe beyond our planet. Since the first moon landing in 1969, remarkable achievements have been made, including unmanned missions to Mars, probes to distant planets, and powerful telescopes capturing breath-taking images of galaxies. Satellites orbiting Earth provide essential services, from weather forecasting to GPS navigation and global communication. These advancements have not only expanded scientific knowledge but also led to technologies used in everyday life, such as improved medical imaging and water purification systems. However, space exploration is expensive and risky, sparking debate about whether resources should instead be directed toward solving urgent problems on Earth. Supporters argue that space research inspires innovation, fosters international cooperation, and prepares humanity for potential future colonization of other planets. With advancements in private space companies and reusable rockets, space travel is becoming more accessible. The dream of human settlements on Mars or lunar bases may one day become reality. Whether for science, survival, or sheer curiosity, space exploration continues to push the boundaries of what we know and what we can achieve.

Passage.4

Artificial Intelligence (AI) is revolutionizing the way we live and work. It enables machines to perform tasks that once required human intelligence—recognizing speech, analysing data, making decisions, and even creating art. AI powers virtual assistants, recommendation systems, self-driving cars, and advanced medical diagnostics. Businesses use AI to streamline operations, predict trends, and improve customer experiences. However, the rise of AI also presents challenges. Automation may replace certain jobs, leading to unemployment in some sectors. There are ethical concerns about data privacy, decision-making transparency, and potential misuse in surveillance or weaponry. To harness AI responsibly, regulations and ethical guidelines are essential. Education systems must adapt to prepare workers for AI driven industries, focusing on skills like creativity, problem-solving, and emotional intelligence—areas where humans still excel. AI is not inherently good or bad; its impact depends on how it is developed and applied. Used wisely, it can complement human capabilities and improve quality of life.

Passage.5

A balanced diet is the foundation of good health. It provides the body with the nutrients it needs to function effectively—carbohydrates for energy, proteins for growth and repair, healthy fats for energy storage, and vitamins and minerals for overall well-being. Fresh fruits, vegetables, whole grains, lean proteins, and sufficient water should be part of daily meals. Processed foods high in sugar, salt, and unhealthy fats can lead to obesity, heart disease, and diabetes. Healthy eating not only strengthens the immune system but also improves mental health, enhancing mood and concentration. Portion control and mindful eating are equally important, as they prevent overeating and promote digestion. Alongside a balanced diet,

regular exercise and adequate sleep are vital for maintaining health. Developing healthy eating habits early in life sets the stage for long-term well-being. In the end, food should be seen not just as a source of pleasure, but as fuel for a strong, active, and healthy life.

Section-B (Writing)

Q.3 Poster Making/advertisement/notice 04 Advertisement:

- You are the Manager of Bright Minds Coaching Institute, Indore. You need a Mathematics Teacher for Classes IX–X. Write a classified advertisement for the Situation Vacant column of a local newspaper.
- You are Rajesh Sharma, 23, MG Road, Bhopal. You wish to sell your **3 BHK flat** in a prime locality. Draft a classified ad for the for Sale column.
- You are Sunil Mehta, 56, Nehru Nagar, Gwalior. You have a fully furnished first-floor flat available for rent. Draft a To-Let classified advertisement.
- You are Ritu Malhotra of 45, Civil Lines, Jabalpur. You wish to sell your Honda Activa 2022 model in good condition. Write a classified ad for the For Sale column.
- You are Ravi Sharma, owner of Target Academy, Dewas. You want to advertise special crash courses for NEET aspirants. Write a classified advertisement for the Educational column.

Poster Making:

- Your school is observing Road Safety Week. As a member of the school traffic club, design a poster to spread awareness about following traffic rules.
- Design a poster for public awareness on avoiding single-use plastic to protect the environment.
- Your local community center is organizing a Blood Donation Camp. Prepare a poster inviting people to participate.
- Your school is running an Anti-Smoking Campaign. Make a poster warning people about the dangers of smoking.
- Design a poster encouraging people to join a Tree Plantation Programme in your town.
- Prepare a poster to be displayed in your school on the occasion of World Environment Day with a suitable slogan.
- Make a poster for your school health club promoting healthy and balanced diets among students.
- Create a poster for students on safe and responsible use of the internet and social media.

Notice:

- You are Ritika Sharma, Class X, Springdale Public School, Indore. You have lost your geometry box in the school library. Write a notice for the school notice board requesting its return.
- As the Head Boy/Head Girl of your school, draft a notice inviting students to participate in an Inter-School Debate Competition to be held in your school auditorium.
- You are Kunal Singh, Class XII, Govt. HSS, Dewas. You found a wristwatch on the playground.

Write a notice for the notice board to inform students about it.

- You are the Sports Captain of Model School, Ujjain. Write a notice announcing the dates of the Annual Sports Meet and inviting students to take part in various events.
- As the Secretary of the Science Club, draft a notice informing students about the upcoming Science Exhibition and inviting entries for participation.
- You are the Cultural Secretary of your school. Write a notice informing Class XI and XII students about an educational trip to Jaipur and inviting names for participation.
- You are the Principal of Sunrise Public School. Draft a notice informing staff and senior students about a Blood Donation Camp to be held in the school premises.
- You are the Secretary of the Cultural Club. Write a notice inviting students to participate in the Annual Cultural Evening to be held in the school hall.

Q.4 Letter Writing 04 Formal Letters

- You are Arjun Mehta, a resident of 15, M.G. Road, Bhopal. Write a letter to the Editor of The Times of India expressing concern over reckless driving by teenagers in your city and suggesting measures for improvement.
- You are Rahul Gupta, a resident of Shastri Nagar, Dewas. Write a letter to the Municipal Commissioner complaining about the irregular garbage collection in your locality.
- You are Rohit Sharma, 22, Nehru Nagar, Bhopal. Write a letter to the SDM of your area complaining about the use of loudspeakers at night during religious and social functions, which disturbs students and elderly people.
- You are Priya Gupta, 18, Civil Lines, Indore. Write a letter to the Chief Medical Officer of the district complaining about the poor sanitation and unhygienic conditions in the city's government hospital.
- You are Cultural Secretary of your school. Write a letter to the Principal seeking approval for an educational trip to the Science City for Class IX students.
- You are Rohit Malhotra, Class XI. Write a letter to the Principal requesting permission to change your optional subject from Mathematics to Biology.
- You are Rakesh Kumar, Class IX-B. Write a letter to the Principal requesting a partial fee concession due to your father's job loss.
- You are Priya Mehta, Class XI. Write a letter to the Principal requesting a career guidance workshop for senior students.

Or

Informal Letters

- You are Aman Sharma, living at 15, M.G. Road, Bhopal. Write a letter to your younger brother advising him to work hard in studies.
- You are Priya Verma, 67, Civil Lines, Gwalior. Write a letter to your grandmother telling her about your new school.
- You are Kuna Gupta, 32, Nehru Nagar, Dewas. Write a letter to your parents describing your hostel life.
- You are Rahul Jain, residing 17, Tilak Nagar, Bhopal. Write a letter to your friend

inviting him to spend the winter vacation with you.

- You are Manish Yadav, living at 56, LIG Colony, Gwalior. Write a letter to your classmate apologising for not attending his birthday party.
- You are Neha Gupta, living at 6, MG Road, Gwalior. Write a letter to your friend telling her about your plan for higher studies.

Q.5 Report/Paragraph/Article Writing 04 Report Writing

- Write a report for the local newspaper on the **Blood Donation Camp** organised in your locality. (in about 120 words)
- You are the Secretary of the Science Club. On the bases of the verbal inputs are given below, write a report on the **Science Exhibition** conducted in your school. (in about 120 words)-

When and where, Chief Guest, Participation, Special attraction, Outcome

- You have witnessed an accident. Write a report for a newspaper about the **accident** using the following details; (in about 120 words) -

Where, when and how did the accident happen, people, vehicle involved, loss of life and property the scene of accident, details of casualties-deaths, injured, hospitalized

- Write a report for the local newspaper on **Flood in your district** using the following inputs-(in about 120 words)-
when, Cause, Effects, Relief measures, Role of SDRF and NDRF

Or

Paragraph/Article Writing

Write a short paragraph on any one of the following topics in about 120 words.

- The Problem of Unemployment
- Pollution Problem: A Great Challenge
- Harmful Effects of Junk food
- Benefits of Modern Technology
- Importance of Protecting Trees
- Importance of Discipline in Life
- Importance of Sports and Games in Student Life
- The Impact of Social Media on Students
- Online Education – Boon or Bane?

Section-C (Grammar)

Q.6 Fill in the blanks- (Any five) 1×5=5 Determiners:

1. There aren't ___ apples left in the basket. (some / any / much)
2. She has ___ friends in this city. (any / little / many)
3. How ___ money do you need to buy this book? (many / much / few)
4. ___ of the students were absent yesterday. (Each / Every / Some) 5.
- There is ___ milk in the jug. (many / much / few)
6. I met ___ European tourist at the museum. (a / an / the)
7. She doesn't have ___ patience. (much / many / few)
8. I don't like ___ of these options. (either / neither / every)
9. We should help ___ poor. (a / an / the)
10. ___ pen is this on the desk? (Whose / Who / What)
11. There are ___ cars parked outside the school. (much / many / little)
12. I can't find my book; give me ___ one. (other / another / the other)
13. He is ___ honest man. (a / an / the /)
14. Would you like to have ___ tea? (some / any / few)
15. She has visited ___ countries in Europe, but not all. (every / some / any)
16. ___ of my two brothers is a doctor. (Each / Either / Both)
17. There is hardly ___ water left in the bottle. (many/ some /any)
18. He made ___ progress in his studies last year. (little / a little / few / many)
19. ___ of the answers were correct, so he failed. (Few / A few / Little / A little)
20. I don't want ___ trouble. (some / any / many / few)
21. She put ___ sugar in the tea, so it tastes sweet. (little / a little / few / many)
22. ___ of the money was stolen. (Some / Few / Many / A few)
23. We invited all the students, but ___ came. (some / any / none / few) 24.
- He gave me ___ books that were very useful. (some / much / little / each) 25.
- I can't solve this problem without ___ help. (some / any / little / a few) 26.
- You can take ___ book you like. (any / some / many)
27. He was carrying too ___ luggage for a short trip. (many / much / several)
28. ___ of the two girls is my cousin. (Every / Either / Neither)

Prepositions:

1. He is fond ___ reading novels. (in / of / at)
2. We went ___ the park yesterday evening. (to / in / on)
3. The cat is hiding ___ the table. (under / over / into)
4. She has been living in Delhi ___ 2015. (for / since / from)
5. The train will arrive ___ 5 p.m. (in / on / at)
6. The boy jumped ___ the river to save his friend. (into / in / onto)
7. They were waiting ___ the bus-stop. (in / at / on)
8. He divided the cake ___ the two children. (between / among / with) 9.
- The teacher was angry ___ the students for making noise. (with / on / at) 10.
- He congratulated me ___ my success. (at / about / on)
11. I have been working here ___ ten years. (for / from / in)
12. The book is different ___ what I expected. (from / than / to)
13. She is married ___ a doctor. (with / by / to)
14. He is junior ___ me in service. (than / to / from)
15. I prefer tea ___ coffee. (to / than / from)

16. The teacher divided the sweets ____ the students. (between / among / into)
17. The child was accused ____ stealing the money. (of / for /)
18. He died ____ cancer last year. (from / with / of)
19. She insisted ____ going to the market. (for / to / in)
20. He was charged ____ theft. (for / of / with)
21. The student was punished ____ cheating in the exam. (of / for / with)
22. This book consists ____ five chapters. (of / from / with)
23. The teacher was pleased ____ her performance. (with / on / by)
24. The boy is capable ____ solving this problem. (to / with / of)
25. He was absent ____ the class yesterday. (from / in / at)

Tenses/Verbs:

1. He ____ a letter yesterday. (write / wrote / written)
2. I ____ my homework before dinner yesterday. (finished / have finished / had finished)
3. He usually ____ tea in the morning. (drink / drinks / drank)
4. The train ____ when we reached the station. (leaves / left / had left)
5. Listen! Someone ____ at the door. (knock / knocks / is knocking)
6. If it rains, we ____ at home. (stay / stayed / will stay)
7. He ____ the project by the time the manager arrives. (will finish / has finished / will have finished)
8. I wish I ____ a bird. (was / were / am)
9. By the time we reached the station, the train _____. (left / had left / has left)
10. She ____ English for ten years before she moved to Canada. (learns / learned / had been learning)
11. The match ____ when it started raining heavily. (was playing / is played / was being played / had played)
12. She asked me what I _____. (want / wanted / had wanted / was wanted)
13. If it ____ tomorrow, we will cancel the picnic. (rain / rains / rained / has rained)
14. I ____ my keys, so I couldn't open the door. (lose / lost / had lost / was losing)
15. This time next week, I ____ on the beach in Goa. (will lie / will be lying / lie / am lying)
16. She ____ to the party if she had been invited. (will go / would go / would have gone / had gone)
17. He said that he ____ to the meeting the next day. (will come / would come / comes / has come)
18. The project ____ by the time the manager arrives. (will complete / will have completed / will have been completed / completed)
19. I wish I ____ harder for the exam. (study / studied / had studied / was studying)
20. If you ____ earlier, you would have caught the train. (leave / left / had left)
21. He told me that he ____ the book already. (reads / had read / read / was reading)
22. The work ____ by the time you reach the office. (will be finished / was finished / will finished)
23. They ____ football when I saw them yesterday. (were playing / had played / played)
24. By next month, she ____ in this company for 20 years. (works / will work / will have worked /)
25. If he ____ more careful, he would not make such mistakes. (was / were / had been)
26. The patient ____ to the hospital before the doctor arrived. (took / had been taken /

was taken)

27. If I ___ you, I would not have wasted this opportunity. (was / were / had been) 28. While she ___ dinner, the phone rang. (cooks / was cooking / had cooked) 29. The thief ___ by the police before he could escape. (caught / had been caught / had caught)

Modals:

1. He ___ be at the library; I saw him going there. (must / can / may)
2. We ___ respect our elders. (must / ought / may)
3. It ___ rain today; the sky is cloudy. (can / may / must / shall)
4. Students ___ not talk in the examination hall. (should / must / might)
5. He ___ play the guitar when he was young. (can / must / could)
6. We ___ reach the station on time if we hurry. (can / might / should / must)
7. She ___ be at home; the lights are off. (can't / must / shall)
8. You ___ be tired after such a long journey. (must / should / can /)
9. He ___ swim very well when he was young. (can / could / may)
10. You ___ smoke here; it's a no-smoking zone. (must not / should / could)
11. I ___ rather stay at home than go to that noisy party. (would / should / could)
12. If you had asked earlier, I ___ have helped you. (will / shall / would)
13. We ___ finish this work today, or we will be in trouble. (can / must / should)
14. You ___ not worry; everything will be fine. (must / need / ought)
15. ___ I borrow your book for a day? (Shall / May / Must)
16. She said she ___ visit us if she had time. (would / should / must)
17. You ___ apologise for being rude yesterday. (can / must / would)
18. You ___ to respect your elders. (must / ought / should)
19. He ___ have taken your umbrella; it looks exactly the same. (may / could / must)
20. I ___ like to have a cup of tea, please. (would / might / must)
21. ___ you mind closing the window? (May / Would / Shall)

Conjunctions:

1. She was tired ___ she kept working. (and / but / or)
2. I will call you ___ I reach home. (when / but / although)
3. He ran fast ___ he missed the train. (because / although / but)
4. You can have tea ___ coffee. (and / or / but)
5. He failed ___ he had worked hard. (though / and / because)
6. She studies well ___ she may pass the exam. (so / yet / because)
7. Wait here ___ I come back. (until / since / but)
8. I don't know ___ he will come today. (and / but / if)
9. She sings well ___ dances beautifully. (and / so / but)
10. We stayed at home ___ it was raining heavily. (but / so / because)
11. She is not only intelligent ___ also hardworking. (or / but / but also)
12. ___ he is rich; he is not happy. (Although / Because / Yet)
13. Do your work carefully ___ you may make mistakes. (otherwise / because / and)
14. She will not go to the party ___ she is invited. (if / unless / though)
15. I could not attend the meeting ___ I was unwell. (because / so / although)
16. He speaks

- English fluently ____ he cannot write it well. (so / but / because) 17. I shall help you ____ you help me. (and / unless / if)
18. He behaves ____ he were the boss of the company. (if / though / as if)
19. The child was crying ____ he had lost his toy. (but / because / so)
20. She is neither intelligent ____ hardworking. (or / nor / and)
21. You must work hard ____ you will fail. (because / unless / or)
22. He was punished ____ he had disobeyed the teacher. (so / although / because)
23. ____ you study regularly; you cannot improve your marks. (If / Unless / Though)
24. He is so weak ____ he cannot walk properly. (so that / and / that)
25. I don't know ____ she will come today or not. (whether / though / but)
26. You can stay here ____ you like. (unless / if / so)
27. He asked me ____ I had completed my work. (if / though / unless)

Q.7 Do as directed- (any five) 1×5=5

1. She hid my pen. (Change into Negative)
 2. He was beaten by a dog (Change the Voice)
 3. He has been teaching here for ten years. (Change into Interrogative)
 4. This is the man. The man stole your watch.
- (Combine the pair of sentences into an Adjective/relative Clause) 5. He knows me. (Change the Voice)
6. I know the man. You saw him at the station.
- (Combine the pair of sentences into an Adjective/relative Clause) 7. This is the school. My father teaches here.
- (Combine the pair of sentences into an Adjective/relative Clause) 8. I don't know this. Where does he live?
- (Combine the pair of sentences into an Noun Clause)
9. The news is this. India has won the match.
(Combine the pair of sentences into a Noun Clause)
 10. As soon as he knew my result, he informed me.
(Rewrite the sentence using 'no sooner.....than')
 11. No sooner does the peon ring the bell than the students go to their classes.
(Rewrite the sentence using 'as soon as')
 12. As soon as the guard waved the green flag, the train started moving off.
(Rewrite the sentence using 'hardlywhen')
 13. I had to take a taxi so that I might reach there in time.
(Rewrite the sentence using 'to')
 14. We eat so that we may live. (Rewrite the sentence using 'to')
 15. If he does not have time, he will not help you. (Rewrite the sentence using 'unless')
 16. If it rains, we will not play. (Rewrite the sentence using 'unless')
 17. If you hire a taxi, you can catch the train. (Rewrite the sentence using 'unless')
 18. Unless you speak the truth, you will not be pardoned.
(Rewrite the sentence using 'if')
 19. Unless I have money, I cannot buy this car. (Rewrite the sentence using 'if')

20. He was so drunk that he could not drive home.
(Rewrite the sentence using 'too.....to')
21. Suresh is too deaf to hear the thunder. (Rewrite the sentence using so.....that')
22. The tea is too hot for him to drink. (Rewrite the sentence using 'so.....that')
23. The light was so dim that we could not read by it.
(Rewrite the sentence using 'too.....to')
24. The tree was too high to climb up. (Rewrite the sentence using 'so.....that')
25. No other boy is as intelligent as Mohan in this school.
(Rewrite the sentence using 'comparative degree')
26. Rose is more beautiful than any other flower in this garden.
(Rewrite the sentence using 'positive degree')
27. Few men are as great as M. K. Gandhi in India.
(Rewrite the sentence using 'superlative degree')

Identify the underlined clauses in the following sentence and tell if they are adverbial clauses/ adjective clauses/noun clauses.

1. I know where he lives.
2. I know the place where he lives.
3. You may go where you like.
4. Where there is will, there is a way.
5. I know the man who is wearing a blue shirt.
6. I don't know who made this mistake.
7. The news that he has been arrested is true.
8. He is so weak that he cannot walk anymore.
9. He asked me if I was going to Delhi that day.
10. Give attention to what he says.

Combine the following pairs of sentences to make a compound sentence using the conjunctions given in the bracket.

1. Let me come in. I will break down the door. (else)
2. She may call a physician. She may consult a Vaidya. (either.....or)
3. You can't get stamps today. The post office is closed. (so)
4. He ran fast. He could not catch the ball. (but)
5. She worked pretty hard. She failed in the examination. (yet)
6. They did not look at him. They did not talk to him. (neither.....nor)
7. You can take a pen. You can take a book. (either.....or)
8. Hire a taxi. You can't catch the train. (otherwise)
9. He came late. He was not allowed to enter the hall. (therefore)

Section-D (Text Books)

Extract from Prose (flamingo)

Q.8 Read the following passage carefully and answer the questions given below 05

Extract-1

“My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive. What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds’ eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I could not give up.”

Questions:

- i. Who made the announcement about the “last lesson”?
A) The mayor B) M. Hamel C) Franz D) Old Hauser
- ii. Why was this the last French lesson?
A) M. Hamel was retiring
B) The school was closing down
C) An order from Berlin mandated teaching German
D) The students had failed in their exams
- iii. What was Franz’s immediate reaction to the announcement?
A) He felt relieved B) He was overjoyed
C) He was shocked and regretful D) He ran away from class
- iv. Which activity did Franz regret doing instead of learning his lessons? A) Playing football B) Seeking birds’ eggs and sliding on the Saar C) Reading novels D) Visiting the town-hall
- v. How did Franz’s attitude towards his books change after the announcement?
A) He continued to dislike them B) He threw them away
C) He felt they were his old friends D) He ignored them

Extract-2

“‘We must guard our language among us and never forget it, because when a people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison.’ Then he opened a grammar and read us our lesson. I was amazed to see how well I understood. All he said seemed so easy, so easy! I think, too, that I had never listened so carefully; and that he had never explained everything with so much patience. It seemed almost as if the poor man wanted to give us all he knew before going away, and to put it all into our heads at one stroke. After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand—‘France, Alsace, France, Alsace.’ They looked like little flags floating all over the schoolroom, hung from the rods at the top of our desks.”

Questions:

- i. According to M. Hamel, why must people guard their language?
A) Because it helps in passing exams B) Because it is a sign of modernity C) Because it keeps them united even in slavery D) Because it makes them rich
- ii. How did Franz feel

while listening to the grammar lesson that day? A) Bored and restless B) Amazed and attentive

C) Distracted and careless D) Angry and confused

iii. How did M. Hamel teach during his last lesson?

A) In a strict and harsh manner B) With impatience and hurry C) With unusual patience and clarity D) Without much interest

iv. What was written on the copies given for the writing lesson?

A) "Germany, Alsace" B) "France, Alsace, France, Alsace"

C) "Long Live French" D) "Vive La France"

v. How did the copies in the classroom appear to Franz?

A) Like burdensome notebooks B) Like little flags floating in the schoolroom C) Like dull handwriting exercises D) Like meaningless scribbles

Extract-3

"Why do you do this?" I ask Saheb, a rag picker boy who scrounges the garbage dumps of my neighbourhood. "I have nothing else to do," he replies, looking away. "Go to school," I say glibly, realising immediately how hollow the advice must sound. "There is no school in my neighbourhood. When they build one, I will go." "If I start a school, will you come?" I ask, half joking. "Yes," he says, smiling broadly. A few days later, he comes running to me, "Is your school ready?" It takes longer to build a school, I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

Questions:

i. Who is Saheb in the extract?

A) A schoolboy B) A rag picker C) A tea-stall worker D) A motor mechanic

ii. Why does Saheb say, "I have nothing else to do"?

A) Because he enjoys rag picking

B) Because he has no other means of livelihood

C) Because he dislikes going to school

D) Because he wants to earn more money

iii. Why did the narrator feel her advice to "Go to school" sounded hollow?

A) Because Saheb was not intelligent enough

B) Because she knew Saheb preferred rag picking

C) Because there was no school in his neighbourhood

D) Because Saheb was too lazy to study

iv. What was Saheb's response when the narrator jokingly offered to start a school?

A) He kept silent

B) He mocked the narrator

C) He eagerly agreed

D) He refused the idea

v. What does the line "promises like mine abound in every corner of his bleak world" mean?

A) Poor children often get false promises

B) Saheb always kept his promises

C) Promises are always fulfilled for the poor

D) Children like Saheb never believe in promises

Extract-4

"But I was not satisfied. I was still afraid of water. The fear of water clutched my heart whenever I went into the pool. The instructor was finished. But I was not. So I went to Lake Wentworth in New Hampshire. I dived off a dock at Triggs Island and swam two miles across the lake to Stamp Act Island. Only once did the terror return. A few months later, in July, I swam the Tieton to Conrad Creek. The Gilbert Peak rose above me. At last, I had conquered my fear of water. The experience had a deep meaning for me, as only those who have known fear and conquered it can appreciate."

Questions:

i. Why was the narrator still not satisfied after his training with the instructor? A) He wanted to win a medal in swimming

B) He was still afraid of water

C) He had not learned advanced strokes

D) He wanted to dive in the ocean

ii. Where did the narrator go to test his fear after finishing training?

A) River Thames B) Ganga River

C) Lake Wentworth in New Hampshire D) Niagara Falls

iii. How far did the narrator swim across Lake Wentworth?

A) One mile B) Two miles C) Three miles D) Half a mile

iv. What happened when the narrator swam the Tifton to Conrad Creek? A) The terror of water returned strongly

B) He was completely free of fear

C) He drowned once again

D) He gave up midway

v. What was the deeper meaning the narrator found in his experience?

A) Conquering fear gives true freedom and appreciation of life

B) Swimming is the best way to stay healthy

C) Teachers are always necessary for learning

D) Nature is the best guide

Extract-5

"I decided to learn to swim. I hired an instructor to teach me. He put a belt around me. A rope attached to the belt went through a pulley that ran on an overhead cable. He held on to the end of the rope, and I went back and forth across the pool, hour after hour, day after day, week after week. On each trip across the pool, a bit of the panic seized me, but by the end of the three months, the tension began to slacken. The instructor taught me to exhale under water, and to inhale by raising my nose. He made me kick with my legs. Piece by piece, he built a swimmer out of me."

Questions:

i. What did the instructor put around the author to begin swimming practice? A)

A life jacket B) A swimming tube C) A belt D) A float board

ii. How was the belt

used during the author's training?

- A) It was tied to a lifeguard's arm
- B) It was connected to a rope and pulley system
- C) It was attached to a swimming board
- D) It was used to keep him floating on water

iii. What happened to the author on each trip across the pool in the beginning? A) He felt completely confident B) He panicked a little each time C) He swam fearlessly D) He refused to continue

iv. How long did it take for the author's tension to begin to

reduce? A) One week B) One month C) Three months D) Six months

v. What specific

skills did the instructor teach the author?

- A) Floating and diving
- B) Exhaling under water and inhaling above water
- C) Holding breath for long
- D) Only kicking with legs

Extract from Poetry (flamingo) 03 Q.9 A. Read the following extract from the

poem and answer the questions given below Extract -1

"Driving from my parent's
home to Cochin last Friday
morning, I saw my mother, beside me,
doze, open mouthed, her face
ashen like that of a corpse and realised with pain
that she was as old as she looked. But soon
put that thought away, and looked out at young
trees sprinting, the merry children spilling
out of their homes."

Questions:

i. What does the poet see outside the car window?

- A) Old trees bending
- B) Young trees sprinting
- C) Dry leaves falling
- D) Grey clouds gathering

ii. What feeling does the sight of the mother evoke in the poet?

- A) Joy
- B) Relief
- C) Pain
- D) Excitement

3. The poem from which has the

above text been taken is

- A) My Mother at Sixty Six
- B) A Thing of Beauty
- C) Keeping Quiet
- D) A Road Side Stand

Extract- 2

"But after the airport's security check,
standing a few yards away, I looked again at her,
wan, pale as a late winter's moon and felt
that old familiar ache, my childhood's fear,
but all I said was, see you soon, Amma,
all I did was smile and smile and smile."

Questions:

i. The poet compares her mother's face to—

- A) A bright summer sun B) A late winter's moon
- C) A spring flower D) A golden dawn

ii. What emotion does the poet recall in this moment?

- A) Her childhood's joy B) Her childhood's curiosity
- C) Her childhood's fear D) Her childhood's dream

iii. What is the poet's parting gesture?

- A) Hugging her mother B) Waving to her mother
- C) Smiling at her mother D) Calling her mother

Extract- 3

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

i. What does the poet suggest by "count to twelve"?

- A) To prepare for a fight B) To begin a moment of silence C) To end the poem D) To call people for a meeting
- ii. Why does the poet ask us to "not speak in any language"?**
- A) To avoid misunderstandings
 - B) To maintain silence and unity
 - C) To learn new languages
 - D) To enjoy nature

iii. What is the central idea of the extract?

- A) Importance of work and progress B) Need for silence and introspection C) Celebration of cultural diversity D) Value of physical exercise

Extract- 4

Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.
Those who prepare green wars,
wars with gas, wars with fire,
victories with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing.

i. What change would fishermen bring by keeping quiet?

- A) They would stop harming whales
- B) They would rest from fishing

- C) They would save other sea creatures
- D) They would learn new fishing skills

ii. What is suggested by “the man gathering salt would look at his hurt hands”?

- A) He would realise the pain caused by his work
- B) He would stop working completely
- C) He would start treating his wounds with salt
- D) He would learn a new profession

iii. What does the phrase “green wars” mean?

- A) Wars in forests
- B) Environmental destruction caused by wars
- C) Battles fought with green uniforms
- D) Agricultural conflicts

Extract from Vistas

Q.9 B Read the following passage and answer the questions given below 04 Extract 1

“The presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I’ve been on the third level of the Grand Central Station. Yes, I’ve taken the obvious step: I talked to a psychiatrist friend of mine, among others. He says it’s a waking-dream wish fulfilment. He says I’m unhappy. But that’s the reason, he says, I want to escape. Well, maybe, but I think it’s the Grand Central Station that’s odd. There are a dozen logical explanations for it, I suppose. And maybe my psychiatrist was right. But I keep wondering—what if the third level is there, really?”

Questions:

i. How many levels do the railroad presidents claim exist at Grand Central Station?

- A) One B) Two C) Three D) Four

ii. According to the narrator, why does he think there is a third level?

- A) He read it in a book B) He has personally been there
- C) He heard about it from a friend D) He saw it on a map

iii. What explanation does the psychiatrist give for the narrator’s belief?

- A) Logical error B) Waking-dream wish fulfilment
- C) Imagination due to reading D) Confusion with maps

iv. What emotion motivates the narrator to think about escaping to the third level? A)

- Happiness B) Curiosity C) Unhappiness D) Excitement

Extract 2

“There were brass spittoons on the floor, and across the room a small, curved glass window with gold lettering on it that said ‘The Globe Newspaper’. Men wore derby hats, black four button suits with tiny lapels, and big black handlebar moustaches. I saw a man pulling a gold

watch out of his vest pocket. The currency they used was old-style bills. And I never saw so many beards, sideburns, and fancy moustaches in my life. The station itself smelled of cigars and old wood. The clerks looked at me strangely when I tried to buy tickets to Galesburg with my modern notes. That was when I realized—I was really in 1894, standing on the third level.”

Questions:

i. What was written on the small, curved glass window in the third-level station?

- A) The Globe Newspaper B) The Times Gazette
- C) The Grand Central Office D) The Evening Post

ii. Which detail shows that the people belonged to an earlier time period?

- A) Clerks selling tickets
- B) Men wearing derby hats and four-button suits
- C) The brass spittoons on the floor
- D) Both B and C

iii. Why did the clerks look strangely at Charley?

- A) He was lost in the station
- B) He was asking too many questions
- C) He tried to pay with modern currency notes
- D) He did not wear a derby hat

iv. What conclusion did Charley reach after his experience at the ticket counter?

- A) The station was under renovation
- B) He was lost in a dream
- C) He had really entered the year 1894
- D) He was imagining everything

Extract 3

Everyone stood transfixed in stupefaction. They looked wildly at each other and blinked. “O wise prophets! It was I who spoke.” This time there were no grounds for doubt. It was the infant born just ten days ago who had enunciated the words so clearly. The chief astrologer took off his spectacles and gazed intently at the baby. “All those who are born will one day have to die. We don’t need your predictions to know that. There would be some sense in it if you could tell us the manner of that death,” the royal infant uttered these words in his little squeaky voice.

Questions

i. Who is ‘I’ in these lines?

- A) The Tiger King B) The prophet
- C) The tiger king’s father D) The Tiger King’s wife

ii. Who spoke at the age of 10 days?

A) The Tiger King B) Dr.Sadao C) Evans D) Jack **iii. What did the royal infant want to know?**

- A) The exact manner of his marriage
- B) The exact manner of his death
- C) The exact manner of his sitting on his throne
- D) The exact manner of his life

iv. Find out the synonym of 'utter' from the following

- A) to speak
- B) to express
- C) to let out
- D) All of these

Short Answer Type Questions from Prose (Flamingo)

Q.10 Answer the following questions from Hornbill in about 30 words (any 5) 2×5=10

The Last Lesson

1. Why did Franz not want to go to school that day?
2. What did Franz notice that was unusual about the school that day?
3. What had been put up on the bulletin-board?
4. What changes did the order from Berlin cause on school that day?
5. What was the order from Berlin regarding teaching in Alsace and Lorraine?
6. How did Franz's feelings about M Hamel and school change?
7. What did Franz notice about his teacher M. Hamel's appearance that day?
8. Why had the villagers gathered in the classroom?
9. What shocking news did M. Hamel announce?
10. How did Franz feel when he heard the news of the "last lesson"?
11. How did M. Hamel describe the French language?
12. What role did M. Hamel assign to the French language in preserving freedom?
13. How did M. Hamel conclude the last lesson?

The Lost Spring

1. Why did Saheb and his family leave Dhaka?
2. What does Saheb do every morning?
3. Why does the author say "Garbage to them is gold"?
4. What does the author mean by "seemingly unrelated worlds"?
5. Why was Saheb unhappy working at the tea stall?
6. Who is Mukesh and where does he live?
7. What work do the people of Firozabad traditionally engage in?
8. Why do the children of Firozabad not go to school?
9. What hazards do glass-blowing and welding pose to the workers?
10. Why do the children in Firozabad lose the brightness in their eyes?
11. What does Mukesh dream of becoming?
12. How is Mukesh different from the others in his community?

Deep Water

1. What is the "misadventure" that William Douglas speaks about?
2. Why was Douglas determined to get over his fear of water?

3. Why was the author afraid of water even as a child?
4. How did the incident at California beach create fear in him?
5. Why did Douglas decide to learn swimming at YMCA pool?
6. What happened when the big boy threw Douglas into the deep end?
7. How did Douglas try to save himself from drowning?
8. Why was Douglas deeply terrified after the YMCA pool incident?
9. How did the fear of water affect Douglas's life and activities?
10. How did the swimming instructor help Douglas overcome his fear?
11. What exercises did the instructor use to build Douglas's confidence?
12. Why did Douglas go to Lake Wentworth?

The Rattrap

1. Why did the peddler compare the world to a rattrap?
2. How did the peddler make a living?
3. Why was the peddler amused at the idea of the rattrap?
4. What kind of life did the peddler live?
5. How did the crofter treat the peddler when he asked for shelter?
6. What made the crofter trust the peddler with his money?
7. How did the peddler feel after stealing the crofter's money?
8. Why did the peddler consider himself caught in the rattrap?
9. How did the ironmaster mistake the peddler?
10. Why did the ironmaster invite the peddler home?
11. How did the daughter, Edla, treat the peddler differently from her father?
12. What change came over the peddler because of Edla's kindness?
13. How did the peddler justify his act in the letter to Edla?

Short Answer Type Questions from Poetry (Flamingo)

Q.11 Answer the following questions from poetry in about 30 words 2× 3= 6

My Mother at Sixty-Six

1. Why was the poet driving to Cochin?
2. Why are the young trees described as 'sprinting'?
3. What is the kind of pain and ache that the poet feels?
4. Why does the poet compare her mother to a late winter's moon?
5. What image does the poet use to describe her mother's face?
6. How did the poet feel when she saw her mother's face?
7. What did the poet do to distract herself from her feelings?
8. What emotions does the poet experience at the airport?

Keeping Quiet

1. Why does the poet want everyone to keep quiet for a moment?
2. What is meant by "count to twelve" in the poem?
3. How does silence help the world, according to the poet?

4. What is the 'sadness' that the poet refers to in the poem?
5. What is suggested by "let's not speak in any language"?
6. How does the poet describe the actions of fishermen during silence?
7. What do the lines about "those who prepare green wars" convey?
8. How does the poet suggest we treat nature and the environment?
9. What does the poet mean by saying 'victory with no survivors'?

Short Answer Type Questions from Vistas

Q.12 Answer the following questions from Snapshots in about 30 words (30 Words) 2×2=4

The Third Level

1. What does 'The Third Level' refer to?
2. Would Charley ever go back to the ticket-counter on the third level to buy tickets to Galesburg for himself and his wife?
3. How did Charley reach the third level of the Grand Central Station?
4. Why doesn't Charley consider 'stamp collecting habit' a way of escapism?
5. What things at the third level of the Grand Central Station made Charley ascertain that he had reached the 1894 world?
6. Why did Charley run away from the third level?
7. What is referred to as 'a temporary refuge from reality'?
8. How did the narrator's psychiatrist friend react to the former's experience about the third level?

The Tiger King

1. How did the Tiger King acquire his name?
2. Why did the Maharaja decide to get married?
3. When was the Tiger King stand in danger of losing his kingdom?
4. How did the Tiger King manage to retain his kingdom?
5. Why did the Maharaja ban hunting tigers in his state?
6. How did the Tiger King meet his death?
7. How did the royal infant grow up?
8. How did the king 'kill' the tiger?

Long Answer Type Questions from Prose(Flamingo)

Q.13 Answer the following questions in about 75 words. (any two) 3×2=6

The Last Lesson

1. How did the order from Berlin change the atmosphere in the school?
2. Describe the atmosphere in the classroom during the last lesson and its impact on Franz.
3. Justify the title of the story 'The Last Lesson'.

The Lost Spring

1. Discuss the life and struggles of children working in Firozabad glass factories.
- 2.

- How does the author highlight the loss of innocence and childhood in the story? 3.
Explain the role of poverty and social conditions in perpetuating child labor according to the author.
4. How is Mukesh's attitude towards his situation different from that of Saheb? Why?

Deep Water

1. How did William O. Douglas overcome his fear of water? Describe the process and its significance.
2. Discuss the psychological impact of fear and how Douglas's experiences illustrate the process of confronting it.
3. Explain the role of the swimming instructor in helping Douglas overcome his fear. 4. What lesson does Douglas's experience teach about facing fears and challenges in life?
5. What message does *Deep Water* convey to the readers?

The Rattrap

1. How does the peddler's comparison of the world to a rattrap reflect his outlook on life?
2. Discuss how kindness and trust influence the peddler's transformation in the story.
3. How does Edla and her father's behavior affect the peddler's character and decisions?
4. Explain the theme of human compassion versus greed in *The Rattrap*.
5. What made the peddler finally change his ways?
6. What is the moral or central theme of *The Rattrap*?

Long Answer Type Questions from Poetry(Flamingo)

Q.14 Answer the following questions in about 75 words. 3 marks My Mother at

Sixty-Six

1. How does Kamala Das depict her emotions while travelling with her mother, and how does she react to the realization of her mother's aging?
2. Explain the use of imagery and similes in the poem, particularly how the poet compares her mother to a corpse and a late winter's moon.
3. Write the central theme of the poem, My Mother at Sixty-Six.

Keeping Quiet

1. How does Pablo Neruda convey the importance of silence in the poem, and what are the benefits of pausing for self-reflection?
2. Write the central theme of *Keeping Quiet*.

Long Answer Type Questions from Vistas

Q.15 Answer the following questions in about 75 words. 3 marks The Third Level

1. The third level was a medium of escape for Charley". Explain the statement in the light of the story 'The Third Level'.
2. Describe briefly Charley's strange experience in the third level.
3. Justify the title of the story 'The Third Level'.

The Tiger King

1. How did the Tiger King stand in danger of losing his kingdom? How was he able to avoid the danger? Explain.
2. What values of life does the story "Tiger King" give us?
3. Who was the Tiger King? Why did he get that name?
4. The story is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story?