

बोर्ड परीक्षा परिणाम उन्नयन हेतु ऐतिहासिक पहल ...



शेखावाटी मिशन: 100

अंग्रेजी अनिवार्य (कक्षा : 12)



पढेगा
राजस्थान

बढेगा
राजस्थान

कार्यालय : संयुक्त निदेशक स्कूल शिक्षा, चूरु संभाग, चूरु (राज.)

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BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER
Syllabus for Exam 2023
English (Compulsory)
Subject code-02

The Examination Scheme for the subject is as follows—

Paper	Time (Hrs.)	Marks for the Paper	Sessional	Total Marks
One	3.15	80	20	100

Area of Learning	Marks
Reading	12
Writing	15
Grammar	8
Text book : Flamingo	28
Supp. Book : Vistas	17

SECTION A

1. Reading—Passages for comprehension—

15

Two unseen passages (about 700-900 words in all)

The passages will include two of the following—

- (a) **Factual passages** e.g. instructions, descriptions, reports.
- (b) **Discursive passage** involving opinion e.g. argumentative, persuasive or interpretative text.
- (c) **Literary passage** e.g. extract from fiction, drama, poetry, essay or biography.

The details are as under—

Unseen Passages	Testing Areas	No. of words	Marks Total
Comprehension	1. Short answer type questions to test local, global and inferential comprehension,	400-500	6
	2. Vocabulary—such as word formation and inferring meaning.		3 9
Comprehension	Multiple Choice Question	300-400	6 6

SECTION B

2. Writing

15

- (i) **One out of two short compositions—(about 80 words)**
(It includes—advertisement and notices, description of arguments for or against a topic, accepting and declining invitations.)
- (ii) **A report on an event based on some verbal input or Translate the passage into Hindi—(about 100 words)**
- (iii) **Letter— 6 (one out of two based on some verbal input)**
The letters will include the following—
 - (a) **Business or Official Letters** (for making enquiries, registering complaints, asking for and giving information, placing order and sending replies).
 - (b) **Letters to the editor on various social, national and international issues.**
 - (c) **Application for a job including CV (Curriculum Vitae)/Resume.**

3. Grammar

8

1. **Clauses (Noun Clauses, Adverb Clauses, Relative Clauses)**
2. **Synthesis**
3. **Phrasal Verbs (break, bring, carry, come, get, put, turn)**
4. **Prepositions of motion, time, space and mental attitude.**

SECTION C

4. Text Books

45

Flamingo—Prose

- (i) **One extracts from different prose lessons included in Text Book (Approximately 100 words each)**

4 comprehension questions testing local and global understanding and 2 questions on vocabulary—One testing the knowledge of similar word and the other testing the knowledge of opposite word.

- (ii) One out of two Long Answer Type Questions based on the text to test global comprehension to be answered in about 80 words.
- (iii) Two Short Answer Type Questions based on the lessons to be answered in about 20-25 words.

Flamingo—Poetry

- (i) One out of two reference to context from the prescribed poems.
- (ii) One out of two Long Answer Type Questions based on the text to test global comprehension about 80 words.
- (iii) Two Short Answer Type Questions to be answered in 20-25 words.

Supplementary Reader -Vistas

- (i) One out of two Long Answer Type Questions based on Supplementary Reader to test comprehension and extrapolation of theme, character and incidents about 80 words.
- (ii) Two Short Answer Type Questions to be answered in about 20-25 words.
- (iii) Six Multiple Choice Questions.

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SECTION - A

QUESTION NO. - 1 TO 2 (MARKS - 15)

UNSEEN PASSAGES FOR COMPREHENSION**Unseen Passages (Word limit 400-500 words)**

एक unseen passage जिसे न कभी आपने पढ़ा न देखा। अतः यह निश्चित है कि passage में अनेक ऐसे शब्द ऐसे हो सकते हैं जिनके अर्थ से आप परिचित नहीं है किंतु इस अनभिज्ञता से Passage के सामान्य अर्थ व उद्देश्य को समझने में बाधा नहीं आनी चाहिए। अगर आप ध्यानपूर्वक Passage को दो – तीन बार पढ़ें तो शनै – शनै आप सम्पूर्ण अर्थ से वाकिफ हो जायेंगे।

एक Unseen Passage में अनेक संक्षिप्त उत्तर टाइप प्रश्न होते हैं जिनसे छात्रों की निम्नांकित योग्यताओं को जांचा जाता है।

1. Passage में महत्वपूर्ण तथा सह सम्बंधित भाव को समझना।
2. शब्दों के अर्थ तथा मुख्य भाव को समझना।
3. Unseen Passage की सम्पूर्ण जानकारी करना व उसमें निहित आशय को समझना।

एक Unseen Passage के प्रश्नों का उत्तर कैसे दें ?

1. प्रश्नों के उत्तर देने से पूर्व Passage के मुख्य भाव को समझने के लिए शीघ्र पढ़िये।
2. Passage को दो या तीन बार पढ़कर विभिन्न शब्दों के संदर्भित अर्थ समझिए व पूर्ण जानकारी हासिल कीजिए।
3. जब आप ने Passage को समझ लिया हो तो एक – एक कर प्रश्नों को समझ कर पढ़ो।
4. प्रश्नों से सम्बंधित वाक्यों को ढूँढें व उनके प्रश्नों के अनुसार क्रम संख्या अंकित करो तथा सही वाक्यों को चिन्हित कर दो।
5. Text में दिये गये वाक्यों के आधार पर अपनी भाषा में अपने वाक्य बनाओ। Passage के वाक्यों की नकल मत करिए।
6. Passage में से सम्बंधित शब्दों को छांटिए व चयन कर वाक्य बनाओ। प्रश्नों के उत्तर न अधिक लम्बे न अधिक छोटे हों।
7. प्रश्नों को पढ़कर उनके Tense मालूम करिए तथा प्रश्न के Tense में ही उत्तर का Tense हो।
8. जब तक आपसे किसी विशिष्ट संदर्भ में अभिव्यक्ति हेतु न कहा जाये अपनी ओर से कोई अतिरिक्त भाव न लिखें, न टिप्पणी करें।
9. आप का उत्तर सटीक व सीधा हो अर्थात् प्रश्न के आशय को समझकर सीधा उत्तर दें न कि घुमा फिरो कर।
10. अपनी अंग्रेजी के प्रति विशिष्ट सजग रहें, भाषा अशुद्धियां न हो, सामान्य छोटे वाक्य सही Tense में लिखें।
11. यदि समय बचा है तो अवश्य ही प्रश्नोत्तर दुहराइये और यदि कोई भूलवश अज्ञानता या जल्दी में भूल रह गई तो सुधार कर दें।

Read the passage carefully and answer the questions given below :

Passage - 1

The test of a great book is whether we want to read it only once or more than once. Any really great book we want to read the second time even more than we wanted to read it the first time ; and every additional time that we read it we find new meanings and new beauties in it. A book that a person of education and good taste does not care to read more than once is very probably not worth much. But we cannot consider the judgment of a single individual infallible. The opinion that makes a book great must be the opinion of many. For even the greatest critics are apt to have certain dullness. Carlyle, for example, could not endure Browning ; Byron could not endure some of the greatest of English poets. A man must be many - sided to utter a trustworthy estimate of many books. We may doubt the judgment of the single critic at times. But there is no doubt possible in regard to the judgement of generations. Even if we can not at once perceive anything good in a book which has been admired and praised for hundreds of years, we may be sure that by trying by studying it carefully, we shall at least be able to feel the reason of this admiration and praise. The best of all libraries for a poor man would be a library entirely composed of such great works only, books which have passed the test of time.

This then would be the most important guide for us in the choice of readings. We should read only the books we want to read more than once, nor should we buy any others, unless we have some special reason for so investing money. The second fact demanding attention is the

general character of the value that lies hidden within all such great books. They never become old; their youth is immortal. A great book is not apt to be comprehended by a young person at the first reading, except in a superficial way. Only the surface, the narrative is absorbed and enjoyed. No young man can possibly see at first reading the qualities of a great book. Remember that it has taken humanity in many cases hundreds of years to find out all that there is in such a book. But according to a man's experience of life, the text will unfold new meanings to him. The book that delighted us at eighteen, if it be a good book, will delight us much more at twenty - five and it will prove like a new book to us at thirty years of age. At forty we shall re - read it, wondering why we never saw how beautiful it was before. At fifty of sixty years of age the same facts will repeat themselves. A great book grows exactly in proportion to the growth of the reader's mind.

1. What is the test of a great book?
 2. What happens when we read a great book again and again?
 3. Whose judgment about a book can be beyond doubt?
 4. What should a library for poor men have?
 5. What value does a great book carry?
 6. How does a great book grow with the reader's mind?
- Find out the words from the passage which mean:**
7. Not capable of being wrong
 8. Understood
 9. Involving only the surface or outside part.

Answers :

1.A great book is read again and again. Every time it is read, it gives a fresh enjoyment. 2.A great book reveals new meanings and new beauties when it is read again and again. 3.The judgment of generations of readers about a book can be beyond doubt.4.A library for poor men should have only those books which have passed the test of time.5.A great book never becomes old; its youth is immortal. Its relevance is permanent.6.As a reader grows in years, his experience of life also grows, and so grows his appreciation of a great book. 7.Infallible 8.Comprehended 9.Superficial.

Passage - 2

Prince Siddhartha, the son of king Suddhodan, lived a very happy life in the pleasure-palace. He was married to a beautiful princess, Yashodhara. There were music, dancing and pleasure all around him. He knew nothing of want, pain, disease, old age or death.

One day a veena was put on the window sill. The wind touched the strings and it produced music. The prince heard that the Devas were playing on the veena. He heard them giving a message. The voices of the wind told the prince that he was born to save mankind. The world was waiting for him. He should leave worldly love to save humanity from miseries of life. He felt a great desire to see the vast world outside the pleasure-palace.

When the king came to know of the prince's desire, he ordered that the whole city should be decorated beautifully. The prince should not see any ugly and painful sight. No blind, sick, old person or a leper should come out. So the city of Kapilvastu was decorated in a very fine way. It looked quite clean and attractive – 'a capital of some enchanted land'. The people welcomed the prince joyfully. The prince also felt happy to see people's joy.

Then the prince saw an old man. He was wearing dirty and torn clothes. He was very lean and thin. He looked very tired and weak. He had no teeth. The prince asked his charioteer, Channa, who that man was. Channa told him that he was an old man. The prince asked if old age would come to all. Channa told him that it would. This made the prince very sad.

He ordered Channa to return to the palace. He did not take food. The entire night he was sleepless, uncomforted. That night the king saw a very fearful dream. He dreamed seven signs of fear. He was much disturbed. He lost all peace of mind. He called dream-readers to explain the meaning of the seven visions but none of them could explain the meaning.

At last, an old hermit came to the palace. He said that the seven fears were seven joys. The prince would shine like the sun. He would leave the world and give a new message of hope and love for the suffering of humanity. The king became very sad. For the prince's second trip, he doubled the number of guards at all the doors of the palace. He tried his best to divert the mind of the prince but his efforts were of no use.

The Prince desired to see the city once more. The

king gave permission for it. The next day, the prince dressed like a merchant and Channa in the dress of his clerk went out to see the city once more. The prince saw all kinds of people and all the common things. The prince saw a sick man. He was painfully crying for help. He asked Channa why the man was crying. Channa told him that he (the sick man) was suffering from a fatal disease. The disease would destroy all his powers. Then he would die.

Channa further told the prince that all grow old, fall sick and die. Then the prince saw a dead body being carried towards the river bank. He saw a group of people. They were crying, 'Ram, Ram Satya hai'. The sight of the dead man and his cremation moved the prince deeply. Channa told him that no man is immortal. All must die. The prince was greatly troubled in mind. He said that he would try to remove suffering from the world. He then asked Channa to return home as he had seen enough.

1. **How was the old man looking?**
 2. **What did the prince decide finally?**
 3. **Why did the king order to decorate the whole city beautifully?**
 4. **What did the prince not know initially?**
 5. **What did the old hermit say?**
 6. **What did the voices of the wind tell the prince?**
- Find out a word from the passage which means:**
7. **Influenced as by charms**
 8. **The incineration of a dead body**
 9. **Turn aside**

Answer:

1. The old man was wearing dirty and torn clothes. He was very lean and thin. He looked very tired and weak. He had no teeth. 2. The prince decided that he would try to remove suffering from the body. 3. The king ordered to decorate the whole city beautifully because the prince felt a great desire to see the vast world outside the pleasure-palace. 4. The prince initially knew nothing of want, pain, disease, old age or death. 5. The old hermit said that the seven fears were seven joys and the prince would shine like the sun and leave the world and give a new message of hope and love for the suffering humanity. 6. The voices of the wind told the prince that he was born to save mankind. 7. Enchanted 8. Cremation 9. Divert

Passage - 3

Health is a positive state of physical and mental well being. When we feel secure-by being physically healthy and free from disease, by feeling content, and by living in a comfortable and clean environment..... we are in a state of positive health. Our close and harmonious interactions with family members, neighbours, and friends help us stay well mentally.

According to this definition, very few people in the world enjoy positive health. In the rich and developed countries, family ties appear to be weakening, neighbours may be strangers and friendship is sometimes restricted to business contacts. In those countries environmental conditions have improved considerably. The populations have achieved a better nutritional status, and there is often plenty of money

available to buy most of life's comforts. People in developed countries may enjoy better physical health, but they are far from achieving positive health, as many are not so contented. On the other hand in the developing countries, the quality of human interactions within families, neighbours and friends are often more positive. However, both the environmental and nutritional status of these populations are lower, so the people suffer more from poor physical health. When a person's physical health is poor, the state of positive health cannot exist. So we find that positive health is eluding many of us.

However, it is not impossible for people in developing countries to achieve positive health. To help achieve this state, we need an understanding of how our bodies function so that we can keep healthy; we also need a clean environment and healthy food that does not cost too much money. We need proper education for all people that leads to understanding the relationship between health and a positive approach of life.

- To what do we call a positive state of physical and mental well-being?
 - wealth
 - health
 - relationship
 - positive
- How many people in the world enjoy positive health?
 - few
 - a few
 - very few
 - the few
- In which countries people enjoy better nutritional status, physical health and environmental conditions?
 - developing
 - underdeveloped
 - backward
 - developed
- What do we need to understand the relationship between health and a positive approach to life?
 - proper education
 - proper medical facilities
 - harmony
 - environment
- The antonym of 'negative' is-
 - health
 - feeling
 - friendship
 - positive
- The synonym of 'a way of dealing with something' is-
 - approach
 - well-being
 - function
 - environment

Passage - 4

Necessity is indeed the mother of invention. When areas in and around Leh began to experience water shortages, life didn't grind to a halt. Why? Because Chewang Norphel, a retired civil engineer in the Jammu and Kashmir government came up with the idea of artificial glaciers.

Ladakh, a cold desert at an altitude of 3,000-3,500 meters above sea level, has a low average annual rainfall rate of 50 mm. Glaciers have always been the only source of water. Agriculture is completely dependent on glacier melt unlike the rest of river/monsoon-fed India. But over the years with increasing effects of climate change, rainfall and snowfall patterns have been changing, resulting in severe shortage and drought situations. Given the severe winter conditions, the window for farming is usually limited

to one harvest season.

It is located between the natural glacier above and the village below. The one closer to the village and lowest in altitude melts first, providing water during April/May, the crucial sowing season. Further layers of ice ensuring continuous supply to the fields. Thus, farmers have been able to manage two crops instead of one. It costs about a 1,50,000 and above to create one.

Fondly called the "glacier man", Mr. Norphel has designed over 15 artificial glaciers in and around Leh since 1987. In recognition of his pioneering effort, he was conferred the Padma Shri by President Pranab Mukherjee, in 2015. There are few basic steps followed in creating the artificial glacier.

River or stream water at higher altitude is diverted to a shaded area of the hill, facing north, where the winter sun is blocked by a ridge of a mountain range. At the start of winter/November, the diverted water is made to flow onto sloping hill face through distribution channels. Stone embankments are built at regular intervals which impede the flow of water, making shallow pools and freeze, forming a cascade of ice along the slope. Ice formation continues for 3-4 months resulting in a large accumulation of ice which is referred to as an "artificial glacier." Based on your understanding of the passage, answer any eight out of ten questions by choosing the correct option.

- Who was Chewang Norphel?
 - A farmer
 - Officer in Agriculture department
 - A retired civil engineer
 - A doctor
- Why have Glaciers been the only source of water for Ladakh?
 - Ladakh is a cold desert at 3,000-3,500 m
 - Because 15 artificial glaciers have designed
 - Due to severe shortage and drought situations
 - Because farming is limited to one harvest season
- How are Glaciers significant for irrigation?
 - Because it depends upon Agriculture
 - Because it provides water in April/May
 - Because it started in winter/November
 - Due to artificial glacier
- What kind of land form is Ladakh?
 - Rainfall
 - Hot Desert
 - Cold Desert
 - Agriculture
- Why has the pattern of snowfall and rainfall changed?
 - Due to rainfall
 - Due to climate change
 - Due to glacier
 - Due to agriculture
- Find the synonym of the word 'Persist'.
 - Located
 - Lowest
 - Continue
 - Manage
- Find the antonym of the word 'Non-deliberate'.
 - Designed
 - Around
 - Conferred
 - Recognition

SECTION - B

QUESTION NO. - 3 (MARKS - 4)

ADVERTISEMENTS

Meaning (अर्थ) – एक विज्ञापन उत्पादन (product) या रिक्त पद के बारे में एक घोषणा है। एक समाचार-पत्र में विज्ञापन विभिन्न विभागों (sections) के शीर्षक (Headings) के अन्तर्गत दिया जाता है। विवाह से सम्बन्धित विज्ञापनों को 'विवाह सम्बन्धी' (matrimonial) के अन्तर्गत दिया जाता है। किराये पर (on rent), घरों की उपलब्धता (availability) सम्बन्धी विज्ञापन (To Let) category के अन्तर्गत दिये जाते हैं। ये सब विज्ञापन अपने विषय के अनुसार वर्गीकृत किये जाते हैं और ये 'Classified advertisements' (वर्गीकृत विज्ञापन) के नाम से जाने जाते हैं।

Categories of Advertisement (विज्ञापन की श्रेणियाँ)

समाचार पत्र विज्ञापन विस्तृत रूप से निम्नलिखित श्रेणियों में छापे जाते हैं—

- (A) Matrimonials (वैवाहिकी) (B) Educational (शैक्षणिक)
 (C) Accommodation (आवास स्थान) (To let or Wanted) (D) Job Vacancy (नौकरी की रिक्तता)
 (E) Lost and found (खोया-पाया) (F) Sale-Purchase (विक्रय-क्रय) (G) Miscellaneous (विविध)

विज्ञापन लिखते समय निम्न बिन्दुओं को ध्यान में रखना चाहिए –

- (A) कम से कम शब्दों का प्रयोग करना चाहिये।
 (B) हम articles, conjunction और linking verbs को हटाया जा सकता है बशर्ते सूचना स्पष्ट रहे।
 (C) डाक पता या सम्पर्क स्थापित करने का पता दूरभाष सहित या e-mail पता आदि हो तो स्पष्ट लिखना चाहिए।

1. Write out a matrimonial column for publication in a newspaper for a suitable match for your son.

BRIDE WANTED

A beautiful slim girl from respectable highly educated Gaur Jangir family for a handsome graduated boy 25 years, 174 cms dealing in wholesale business of Shoes. Father owning his farms worth cross in Jaipur. Girl only consideration and no dowry. Early marriage. Apply Box No. 2158-CD Indian Express, Jhunjhunu.

2. You are Kamlesh/Komal, a student of Class XII, Prince Sr. Sec. School, Sikar. You are interested in giving tuition in Maths to one or two students of Class VIII. Draft an advertisement in not more than 50 words for a local newspaper.

SITUATION WANTED

A meritorious student of class XII in a Public School, is available for renovated teaching in Maths to one or two students of Class VIII. Home tuition classes will be taken on alternate days in the evening hours. Reasonable, moderate and negotiable remuneration acceptable. Interested students may contact Kamlesh/Komal, class XII, Prince Sr. Sec. School, Sikar or ring 9413893728 between 7.00 to 9.00 p.m.

3. Your younger brother aged 5 has been missing for the last three days, Draft an advertisement in not more than 50 words for the Missing Persons column of a local newspaper. You are Ram/Rama.

MISSING

Krishna, a 5-year old boy, 65 cms. fair complexion, round face, well-built physique has been missing from Rajasthan since 16th August, 20--. He has a scar on his forehead. He is wearing a white shirt and blue shorts and was carrying a school bag when seen last. He speaks Hindi and Rajasthani. The person giving any clue shall be suitably rewarded.

Contact Ram/Rama, 9829276181

4. Prepare a Matrimonial advertisement for a Bride Groom giving all necessary details.

BRIDE GROOM

Wanted handsome match for beautiful Punjabi Khatri girl, age 23, height 180 cm. Government employee. Father Sr. Manager, PNB. Caste no bar. Write with complete details to M.R. Khatri, 12/114, Punjabi Colony, Sikar. Mo. 9797971960.

5. You are Saroj of 15, Rajaji Nagar, Jaipur. You want a maths teacher for your son who is a class 10 student. Draft a suitable advertisement in not more than 50 words stating your requirements.

SITUATION VACANT

Services of a well trained, experienced, result oriented and a retired Maths teacher are urgently required to teach my son who is studying in 10th class at D.P.S. Jaipur. Evening times are most suitable since the boy attends morning classes. Remuneration negotiable. Interested lectures having the mind to labour hard may please contact Saroj of 15, Rajaji Nagar, Jaipur contact 0141-2434343.

6. You have a residential flat. Now you want to sell it. Draft an advertisement giving details in the 'sale' column of the local newspaper.

FLAT FOR SALE

A newly built residential flat with three bed rooms, two bathrooms, one dinning hall, one servants' bath room at JANNAT APARTMENT, Jamnalal Bajaj Marg, C-Scheme, Jaipur. Contact : Ratan Lal, E-465, Civil Lines, Jaipur phone No. 9982XXXXXX

7. You have lost your red bag with important educational documents. Draft a suitable newspaper advertisement to be published in the local daily.

LOST & FOUND

A red plastic bag with important educational documents has been lost somewhere near the bus stand on 02 March, 20--. at 7 a.m. The finder is promised a handsome reward. Please return to XYZ. Shiv Sadan, Station Road, Sikar. Mob. 9351447388

8. You have recently started a Yoga Centre for school children. Draft an advertisement to be published in a local daily about it, giving all relevant details.

YOGA CENTER

Yoga Centre for school children. Yogic exercises taught practically by experts and professionals. Separate half an hour for meditation. Classes for girls held only in morning from 6 am to 7 am. Classes for boys on Thursday, Friday and Saturday from 6 pm to 7 pm. Contact : Director, Yoga Centre, Market Road, Ajmer.

9. You plan to sell your two wheeler. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details of the two wheeler. You are Sumit , 15, Krishna Nagar, Delhi.

FOR IMMEDIATE SALE

For immediate sale, Bajaj Super, 2005 model. In excellent running condition. All necessary accessories intact. Average around 45 kms per litre. Documents complete in all respects. Price negotiable but not less than Rs 7500. Interested persons may contact ; Sumit, 15 Krishna Nagar, Delhi or Phone - 9810284039

10. You are Prenika Jangir. Write an advertisement for the hobby classes to teach vocal and instrumental music and batik painting, at your residence, in not more than 50 words.

HOBBY CLASSES

Join Hobby Classes and Spend time gainfully starting from 1st Dec., 20--. Experienced, Qualified Teachers to teach Vocal and Instrumental Music & Batik Painting Rush for admission, Limited Seats, For further details contact - Prenika Jangir, A-283, RIICO, Jhunjhunu. Mob. : 09783897999.

11. The Tagore Sr. Sec. School Jhunjhunu requires cricket and hockey coaches. Draft a suitable advertisement in not more than 50 words for the 'Situation Vacant' column of the Rajasthan Patrika stating your requirements.

SITUATION VACANT

A prestigious Senior Secondary School requires cricket and hockey coaches. Only graduates in Physical Education from recognised sport institutions will be considered. Experience coaches will be given preference. Age below 40. Good salary for the right candidates. Apply Principal, The Tagore Sr. Sec. School, Jhunjhunu.

NOTICES

सभी संस्थाओं में सामूहिक रूप से सूचनाएं जारी करने के लिए Notices का प्रयोग किया जाता है। इसमें निम्न बातों का विशेष ध्यान रखा जाता है :-

- सर्वप्रथम Notice जारी करने वाले विभाग अथवा संस्थान का नाम एवं पता लिखा जाता है।
- संस्था के नाम के नीचे दांयी ओर (R.H.S.) Notice जारी करने का दिनांक लिखा जाता है।
- तीसरे नम्बर पर मध्य में Notice शब्द लिखकर उसके नीचे उचित शीर्षक दिया जाता है।
- घटना/समारोह के बारे में आवश्यक सूचनाएं (दिनांक, समय, स्थान आदि) छोटे एवं सरल वाक्यों में प्रस्तुत करते हैं।
- नीचे दांयी तरफ (R.H.S.) कोने में Notice जारी करने वाले व्यक्ति (Undersigned) का नाम व पदनाम लिखा जाता है।

1. **Your School is celebrating Annual Function./ Prize distribution Function/Teacher's Day. As an incharge, prepare a notice informing students to give their names for speech, songs etc. regarding the function.**

GOVT.SR. SEC. SCHOOL, LADUSAR

20th September, 20--

NOTICE

ANNUAL FUNCTION/PRIZE DISTRIBUTION FUNCTION/ TEACHER'S DAY

All the students are being informed that our school is celebrating Annual Function/ Prize Distribution Function/ Teacher's Day on 5 Sept., 20-- in the School Hall. Those who wish to participate in the function may give their names to the undersigned by 28 August. 20--

Narendra Chahar

Incharge

2. **As the editor of your school magazine, write a notice for the school notice board inviting articles from the students.**

GOVT. SR. SEC. SCHOOL, JODHPUR

5th January, 20--

NOTICE

PUBLICATION OF SCHOOL MAGAZINE

All the students are informed that our school is going to publish a magazine PERFECT ENGLISH in the month

of March. Therefore, the interested students are requested to give their original articles in the form of essays, stories, poems, songs etc. by the 31 of this month. Hoping for your cooperation.

M. L. Saini

Editor

3. **You are a student of Govt. Sr. Sec. School, Dhigal. You have lost your wrist watch somewhere in the school campus. Draft a notice for the same.**

GOVT. SR. SEC. SCHOOL, DHIGAL

8th January, 20--

NOTICE

LOST!

LOST!

LOST!

I have lost my new Titan golden watch around the school playground at about 9 A.M. today. The finder is requested to contact undersigned or the Principal. Finder will be rewarded.

Shrikishan

Class- 12 Z

6. **Imagine that you are the Principal of your school, Govt. Sr. Sec. School, Nagaur. Frame a notice in 50 words informing the students of class XII about extra classes in English.**

GOVT. SR. SEC. SCHOOL, NAGOUR**10th March 20--****NOTICE
EXTRA CLASSES**

This is to inform the students of class XII that extra classes in English, will be held from 15 March 20-- to 30 March 20-- from 9am to 10am in the secondary hall. It is compulsory for all students of class XII to attend these classes.

Mr. U. R. Singh
(Principal)

4. **Write a notice informing the students of a particular debate.**

GOVT. SR. SEC. SCHOOL, LADNU**15th Sept., 20--****NOTICE
A DEBATE**

A debate will take place on 25 Sept 20-- in our school hall at 2 p.m. The subject for the debate is in the opinion of the house Banning the poly bags. The willing students should give their names before Sept 20.

Rakesh

Secretary, Debating Society

5. **As librarian of Satya Bal Jyoti Sr. Sec. School, Bhurasar Ka Bass draft a notice in not more than 50 words asking all students and teachers to return the library books they have borrowed two days before the commencement of the examination.**

**SATYA BAL JYOTI SR. SEC. SCHOOL,
BHURASAR KA BASS****15th February, 20--****NOTICE
RETURN OF LIBRARY BOOKS**

All the students and the teachers are hereby informed that they have to return the library books two days before the commencement of the examination. Otherwise the students will not be issued permission letters and the salary for February will be detained of such teachers.

Satya Prakash
Librarian

6. **You are Secretary of the Shivaji Club of Govt. Sr. Sec. School, Dhanuri. Draft a notice in not more than 50 words informing students of a proposed visit to some important historical sites in your city.**

GOVT. SR. SEC. SCHOOL, DHANURI**16th September 20--****NOTICE
EDUCATIONAL TOUR /
TOUR OF RAJASTHAN**

All the students are informed as per given programme about an Educational Tour of Rajasthan which is organised by Shivaji Club.

Span 7 days (3rd Oct to 9th Oct) Own school bus with self cooks History & Geography teachers together with Fee Rs. 2000- only. Those who are interested may contact the undersigned before 30 September.

Sachin

Secretary, Shivaji Club

7. **As Principal of The Tagore Sr. Sec. School Sitsar draft a notice in not more than 50 words informing students the change in school timings with effect from the 1st of October. State valid reasons for the change.**

THE TAGORE SR. SEC. SCHOOL, SITSAR**20th September 20--****NOTICE
CHANGE IN SCHOOL TIMINGS**

All the teachers and students are hereby informed that the timings of school are changing from the 1st of October due to coming winter. The new timings are as follows :

First Shift - 7.30 a.m. to 12.30 p.m.

Second Shift - 12.30 p.m. to 5.30 p.m.

Rangdev Singh

Principal

8. **You are Rakesh, Head Boy of Diffence Sr. Sec. School, Jhunjhunu. Draft a notice in not more than 50 words for the school notice board, asking the students to give their names for taking part in the Inter-Class Swimming Competition.**

DIFFENCE SR. SEC. SCHOOL, JHUNJHUNU**2nd May, 20--****NOTICE
INTERCLASS SWIMMING COMPETITION**

Students cheer up! The school is organising an Inter-Class Swimming Competition on 10 May, 20-- at its swimming pool. This Competition is open only to the senior students of classes IX, X, XI and XII. Every class can send our participants for each item. Participants not in swimming suits will not find entry in any item. Class monitors must send the names of the participants to the undersigned latest by 6th May, 20--.

Rakesh

Head Boy

9. **You are the Sports Captain of Indoria Sr. Sec. School Derwala. Write a notice to be put up on the school notice board informing the students about the inter-school basket ball match. Give all necessary details of the match to be played.**

INDORIA SR. SEC. SCHOOL, DERWALA**25th August, 20--****NOTICE
THE FINAL BASKET BALL MATCH**

It is a rare honour that our school is playing against Govt. Sr. Secondary School, Bibasar in the final of Inter - School basket ball match. The match will be played tomorrow on 26th of August 20-- at our school ground. All the students of the school are cordially invited to be at the ground to cheer up the school team.

Sports Captain

10. **You are Sunita/Sunil, Secretary Shanti Devi Publishing Society, Jhunjhunu. You are going to organise a blood donation camp. Write a notice in not more than 50 words, urging the members of the society to come in large numbers for this noble cause. Invent all the necessary details.**

**SHANTI DEVI PUBLISHING SOCIETY,
JHUNJHUNU**

25th August, 20--

NOTICE

BLOOD DONATION CAMP

Shanti Devi Publishing Society, Jhunjhunu is going to organise a blood donation camp at its office on 30 August. A team of the doctors of B.D.K. Jhunjhunu is assisting the society to organize this camp. All the members of the society are humbly requested to come in large numbers for the noble cause. The blood donation camp will start at 11.00 A.M.

Sunita/Sunil
Secretary

11. Write a notice on 'International Yoga Day Celebration' on 21th June.

GOVT. SR. SEC. SCHOOL, DEVGAON

June 15, 20--

NOTICE

INTERNATIONAL YOGA DAY CELEBRATION

All students are hereby informed that International Yoga Day Celebration is going to be held on June 21 from 9 am onwards in the school assembly hall. The programme will include talks and slide shows on benefits of yoga, besides demonstrations by renowned Yoga experts. All students are invited to attend it.

Sanjiv Kulhari
(Secretary, Yoga Club)

12. Your School is holding a summer camp for training students in Hockey and Basketball. Write a notice for the School Notice Board of L.B.S. Sr.

Sec. School, Bharounda. You are the Sports Secretary of the school.

L.B.S. SR. SEC. SCHOOL, BHAROUNDA

05th August 20--

NOTICE

SUMMER CAMP

There is a good news for the sportsmen. The school is holding a summer camp for training students in Hockey and Basketball. The training camp will be held from 20 August to 30 August 20--, at the new ground of the school. Desired Students must give their names before 10 August 20--. The school will bear all the expenses of the camp.

Satish Kulhari
Sports Secretary

13. Write a notice on 'Clean India/Swachhh Bharat Awareness Camp' in a nearby village.

GOVT SR. SEC. SCHOOL, LADUSAR

July 21, 20--

NOTICE

SWACHCH BHARAT AWARENESS CAMP

All students of classes IX to XII are hereby informed that the school has organised a 'Swachch Bharat Awareness Camp' at the nearby village of Ladusar on November, 25, 20--. The camp will educate villagers on personal hygiene and waste disposal methods. A leading NGO is collaborating on the event. Concerned students are requested to participate and make the effort a success.

Radhey Shyam Jinagal
(Principal)

FORMAL AND INFORMAL REPLIES

REPLIES

Replies (जवाब) किसी Invitation (निमंत्रण) के उत्तर में दिया जाता है। एक निमंत्रण पत्र का जवाब भी उतना ही औपचारिक होता है जितना की स्वयं निमंत्रण पत्र।

Note : एक Formal (औपचारिक) Invitation का जवाब भी औपचारिक तरीके से तथा Informal (अनौपचारिक) Invitation का जवाब भी अनौपचारिक तरीके से दिया जाता है।

Formal Replies

1. Write a formal reply to your neighbour accepting the invitation to his son's birthday party. Invent details.

Mr. and Mrs. Rajesh Kumar have much pleasure in accepting the kind invitation of Mr. and Mrs. Mahendra Singh for their Son's Birthday Party on Thursday, 5th January 20-- at 7.00 p.m. and onwards at their Residence

2. Write a formal reply to your friend regretting your inability to attend his marriage. Invent details.

Mr. Rajveer Singh
sincerely thanks
Mr. Rahul Kumar
for this kind invitation to his
Marriage Function
on 2nd January 20--
at 8.00 p.m. and onwards
at Hotel Taj, Jaipur
but regrets his inability to attend
due to wife's hospitalization.
He wishes Rahul a
HAPPY MARRIED LIFE

1. You are Dr Amit Yadav, collector of Sikar. The principal has invited you as a chief guest on the occasion of Career Day Function of Govt. Sr. Sec.School, Shishu Ranoli on 5th March 20.. at 6:00 p.m. Write a formal reply accepting the ' invitation.

Dr Amit Yadav feels highly obliged and thankful to the principal of Govt. Sr. Sec.School, Shishu Ranoli for his kind invitation of being the chief guest on the , Career Day Function on 5th March. He is highly amused in accepting the invitation.

5. You have received an invitation from the principal and staff of Govt Senior Secondary School, Jaitpura which is going to celebrate its Annual Function on 25th February 20__ at 03:00 p.m. Dr Vijay Kumar will be the chief guest of the function. Write a formal reply for not being able to accept the invitation.

Mr Rajendra Singh thanks the principal and the staff of Govt Senior Secondary School, Jaitpura for their kind invitation to attend the annual function on 25th February, but regrets not being able to attend it due to some unavoidable reason. Sincere thanks for the invitation

Informal Replies

6. You are Arun. You have been invited to attend the wedding of your friend's sister during summer vacation. Respond to the invitation accepting the invitation.

50 M.G. Road,
Kota
5th December, 20--
Dear Mukesh

Thank you very much for inviting me on the marriage of your elder sister Madhu on December 15, 20--. I feel honoured and obliged. I shall be delighted to be present on the occasion to wish the newly weds a very happy married life.

With regards
Yours sincerely
Arun

7. Your friend has invited you for a dinner party. Write an informal reply showing your inability to attend it.

58 Shastri Nagar
Bundi
31st Dec. 20--

Dear Sanjay

I thank you very much for your kind invitation. I would have very liked to enjoy the dinner party. But I am sorry that I shall not be able to attend the party due to some urgent previous engagements.

Yours Sincerely
Suresh

Self Evaluation Questions From Previous Board Exam. Papers on Advertisements/ Notices/ Invitations & Replies

- Q. 1 You have constructed a new house. You want to let out a portion of that house. Write an advertisement to be published in the 'To Let' classified columns of a local newspaper.

OR

You are the Editor of your school magazine. Draft a notice for your school students and staff members inviting articles, sketches etc. for your school magazine. Sign as PQR of Govt. S.S. School, Sitapur. **(S.S. Exam. 2015)**

- Q. 2 As the principal of your school you are going to organise a science fair in your school. Write a notice inviting the names of the students who want to participate in charts, models and quiz competition.

OR

Mr. Rajveer Gupta is looking for a bride for his son. Write an advertisement to be published in the 'Matrimonials' column of a local newspaper. **(S.S. Exam. 2016)**

- Q. 3 You are Nikunj/Avantika. As secretary of the Ex serviceman Housing society of your locality, you have organized a cultural benefit programme in aid of the blind people of your town Virat Nagar. Write a notice in not more than 50 words for your locality notice board, providing all information about the programme. **(S.S. Exam. 2017)**

- Q. 4 You are Gobind/Charru studying in Govt. Sr. Sec. School, Kota. Your schools is organising a blood donation camp in your locality. Draft a notice more than 50 words informing the students of class XII.

OR

You are Ajay/ Sunita. You have received an invitation from your friend Chitra to join her birthday party. But as you have an urgent work you are unable to attend it. Write an informal reply to decline the invitation. **(S.S. Exam. 2018)**

- Q. 5 You have been transferred to Jaipur from Mumbai. You want to sell your house in Mumbai along with furniture. Prepare an advertisement for it for a classified column in not more than 50 words. **(S.S. Exam. 2019)**

- Q. 6 Your school is going to publish its 25th annual magazine next month. Write a notice inviting the articles from students.

OR

Your friend Rashmi/Rajat has invited you to attend the wedding ceremony of his or her brother. Write an informal reply expressing your inability to attend the ceremony due to unavoidable reasons. **(S.S. Exam. 2020)**

- Q. 7 You are Sanjay/Sushma. you are looking for a room on rent near your office. Draft a suitable advertisement to be published in Hindustan Times, New Delhi. Your telephone No. is 12341123412. **(S.S. Exam. 2022)**

OR

You are Archi/Archit, Secretary, Interact Club Bengaluru. Draft a notice, asking all the club members and other students to join a walk on the World Diabetes Day to create an awareness among people about diabetes.

REPORT AND FACTUAL DESCRIPTION

REPORT WRITING

वर्तमान युग में विभिन्न क्षेत्रों और कार्यालयों, विशेष रूप से पत्रकारिता के क्षेत्र में Report का बहुत महत्त्व है। यह किसी घटित हुई घटना का संक्षिप्त विवरण या वृत्तांत होता है। इस प्रकार Report का तात्पर्य हुआ 'किसी घटना के वृत्तांत का विवरण' लिखना।

Essentials of a good Report

एक अच्छी Report की निम्नलिखित विशेषताएँ होती हैं—

1. यह Interesting होनी चाहिए ताकि पढ़ने वाला व्यक्ति उसमें रुचि ले सके।
2. इसकी language easy हो ताकि इसे सरलतापूर्वक समझा जा सके।
3. यह स्वयं में complete एवं Clear होनी चाहिए। Report में इस तरह का वर्णन न हो जो पाठक को भ्रमित कर दे।
4. इसकी भाषा को सरल बनाने के लिए जहाँ तक संभव हो simple sentences का प्रयोग करना चाहिए। Sentences लम्बे न होकर short हों तो Report अच्छी मानी जाती है।
5. इसमें familiar words अर्थात् उन्हीं शब्दों का प्रयोग उचित माना जाता है जो एक सामान्य पाठक के लिए परिचित हों। दुर्लभ और कम प्रयोग में आने वाले शब्दों के प्रयोग से Report समझने में कठिनाई होती है।
6. यह brief अर्थात् संक्षिप्त होनी चाहिए। इसमें उतना ही विवरण दिया जाना चाहिए जितना आवश्यक हो। अनावश्यक विस्तार से बचना चाहिए।
7. वाक्यों को लम्बा करने वाली अनावश्यक phrases से बचना चाहिए। उदाहरण के लिए at the time के स्थान पर when या than का प्रयोग किया जा सकता है।
8. Report कुल चार भागों में होती है – (i) information (सूचना); (ii) analysis of information (सूचना का विश्लेषण); (iii) conclusions (निष्कर्ष) और (iv) recommendations (सुझाव)। Report में मुख्य सूचना देने के बाद उसका पूर्ण विवरण देना चाहिए। उसके बाद जो भी निष्कर्ष निकाला गया हो, वह दिया जाता है और अंत में सुझाव (यदि कोई हो तो) देना चाहिए।
9. Report ऐसी हो कि पाठक के सामने घटना की picture स्पष्ट हो जाये। इससे Report और भी अधिक impressive (प्रभावशाली) हो जाती है।
10. Report वास्तविक (fact) तथ्यों पर आधारित होनी चाहिए।

1. The Eco Club of your school launched special cleanliness drive in the school and its neighbourhood. As secretary of the club, write a report in 100-125 words giving details of the programme. You are Karan of Govt. Sr. Sec. School, Ladusar. (Jhunjhunu)

A Report on Cleanliness Drive

Jhunjhunu: 8th June 20-- : The Eco Club of Govt. Sr. Sec. School, Ladusar (Jhunjhunu) launched a special cleanliness drive in the school and in its neighbourhood on 7th June at 10.00 AM under the careful guidance of school. Four groups of students were formed and provided with brooms, dustbins, wipers, pieces of cloth and spraying phenol. They cleaned each and every corner of the school and turned it into a newly wedded queen. It gave a fine look and even they decorated the rooms with posters and banners. They sprayed phenol and washed the dirty places. All the pieces of furniture, ventilators, windows etc. were giving a new look. Then the group turned towards the neighbouring sites adjacent to school. They removed garbage and heaps of rubbish from the streets. The dirty spots were broomed and pot holes were filled. It was a decent drive that awarded the passer by to learn the significance of cleanliness. All praised their servicing attitude.

2. Given below are some main points of information. On the basis of these points prepare a report.

Shekhawati Express/ serious accident/the train derailed/ eighteen people were killed /about one hundred people were injured/ injured were taken to nearest hospital/ government help.

Train Accident Cause Havoc

Jaipur, 10th November : A serious train accident took place last night near Jaipur. The Shekhawati Express went off the rails and the engine and six front bogies were derailed. There was a great loss. There were only cries and shrieks. Men, women and children were crying in pain. Eighteen people were killed and about one hundred people were injured in this accident. The injured were taken to the nearest hospital. The Government is trying its best to help the victims of the accident. An enquiry committee has been set up to find the causes of the accident.

3. Put the following information in the form of a report: Students on strike/demands for better facilities in games and sports/students assemble with banners and slogans/property damaged/ classes suspended /negotiation expected.

Report on Students' Strike

Jaipur, 11th October, 20-- : The students of N. K. Public School, Jaipur went on an indefinite strike on 10th October, 20--. They are demanding better facilities in games and sports. A large number of students assembled in front of the school with banners. They raised slogans in support of their demands. After some time they became agitated. They entered the school building and damaged furniture and other things of the school. The Principal seeing the situation suspended the classes. At last he called the leaders of the students for negotiation. The strike has been called off. Some amicable agreements are expected soon.

4. Write a report in about 100 words on a One Day Cricket Match played by your school Govt. Sr. Sec. School, Jhunjhunu against Govt. Sr. Sec. School, Mandawa

One Day Cricket Match

Jhunjhunu, 20th September 20--: A One Day Cricket Match was played between Govt. Sr. Sec. School, Jhunjhunu and Govt. Sr. Sec. School, Mandawa. The match drew a big enthusiastic crowd. Students of both the schools had gathered an hour before the match began. Our captain Mukesh won the toss and was elected to bat. Our opening was disastrous. We lost three wickets and the score board showed only twenty runs. A century partnership between Mukesh and Gandhi helped us to end with a respectable score of 230 runs. Govt. Sr. Sec. School, Mandawa opened the innings with a bang. Their openers made one hundred ten runs before they lost their first wicket. After that came their sudden collapse. Our spinners clicked. The whole team was sent to the pavilion on a modest total of 190 runs. We won a convincing victory. We won by forty runs.

5. Given below are some main points of information on the basis of these points. Prepare a report on Electric Failures in the Town.

1. Electric supply disturbing. 2. Light goes off for several hours. 3. Some times dim light 4. Students studies suffer 5. Possibility of theft 6. complaint

Electric Failures in the Town

Bikaner, June 10. Electric supply is disturbing the life of the people. There are many electric failures. Some times the light goes off for several hours. There are ups and downs in the voltage. Sometimes the voltage is very low and there is dim light. Examinations are going on. Students studies suffer very much. They feel worried and uneasiness. There is possibility of thefts and accidents. Life is in danger. We have complained many times, but no result.

6. Given below are some main points of information on the basis of these points. Prepare a report on A Fair.

A village fair / thousands of men, women and children / balloon and toy sellers / circus and exhibition / cattle's races.

A Fair

Nagaur 15th August 20-- : There was a big village fair on Shiv Ratri. There were thousands of men, women and children. They were in different colours of dresses. There were a lot of balloon sellers and toy sellers. Children were buying balloons and toys. There was a big circus. There was an exhibition. There were different sections of Cottage Industries, Family Planning, Agriculture, Handicrafts and Irrigation. There were a lot of Cattle. Camel race and Donkey race was an attraction of the fair.

7. Given below are some main points of information on the basis of these points Prepare a report on Science Fair.

A district science fair / seventy five entries / different sections of models / working models, charts/ electrical appliances best/ prize distribution.

Science Fair

Kota 11th December, 20-- : A district science fair was organised at Govt. Sr. Sec. School on 10th December. All the schools of Kota district participated in the science fair. Students of different schools came with their

scientific instruments. There were seventy five entries in all. There were different sections of the fair such as electricity, environment, agriculture, food and nutrition. etc. Boys and girls had prepared working models and charts on these topics. The best models were in the electricity section. The Alarm apparatus to catch the thief was judged the best. The winners were awarded prizes and certificates.

8. Given below are some main points of information on the basis of these points. Prepare a report on Gandhi Jayanti Celebration

Gandhi Jayanti celebration in School / spinning competition / songs loved by Gandhi sung / oath against drinking / trees planted.

Gandhi Jayanti Celebration

Jhunjhunu, 20th September 20--: Gandhi Jayanti was celebrated in the School on 2nd October. There was a spinning competition among students and they also sang various songs loved by Mahatma Gandhi such as Vaishnav Jan, Allah Tero Nam, Raghupati Raghav etc. The students took oath against drinking. Speeches were given by teachers and students. At the end of the function trees were planted in the school campus.

9. Given below are some main points of information on the basis of these points. Prepare a report on Unsanitary Condition

Unsanitary conditions / heaps of dirt and filth / drains not cleaned / mosquitoes and foul smell / fear of epidemic.

Unsanitary Conditions

Bundi 15 July, 2015 : The town has been facing unsanitary conditions for the last two months. There are heaps of dirt and filth everywhere in the town. The drains are never cleaned. The sweepers either do not come in time or waste their time in gossips. No one can pass a street without putting a handkerchief on one's nose due to foul smell. There is reign of mosquitoes everywhere. The municipal authorities are requested to look into the matter and do the needful.

10. You are Ram, studying in Prince Sr. Sec. School, Sikar. Every year your school celebrates the 'World Health Day' that falls on 7th April. Write a report for your school newsletter in 100 words on how the day was celebrated this year.

World Health Day

Sikar, 10th April, 20-- (Ram) : Prince Sr. Sec. School was in the news again. Continuing with their old tradition, it celebrated 'The World Health Day' on 7th April. The school organised a one-day workshop. The theme was : 'Promoting Health and Hygiene'. Dr. Piyush Sunda, the noted physician, was the Chief-guest. He spoke about the danger posed by diseases like diabetes, blood pressure, failure of liver, kidneys and heart. He appealed to the audience to give up smoking, drinking and the excessive use of fats. Dr. Sunita, a famous nutritionist and health expert stressed on having leafy green vegetables, salads and fibrous food. He highlighted the importance of keeping our environment clean and pollution free. The Principal reminded the students that a sound mind lives in a sound body.

11. You are Sonu/Sunita. As a special correspondent of a local daily, you are sent to cover the inauguration of a Trade Fair where international agencies have put up their stalls for the exhibition and sale of their products. Write a report in about 100 words for publication in the newspaper.

Inauguration of a Trade Fair

Jaipur, 20th April, 20-- (Sonu/Sunita) : The inauguration of the International Trade Fair at M.G. Road was really a big event. Never before had the town organised a Trade Fair at such a grand scale. Almost all the famous international agencies were represented there. The inauguration ceremony was a colourful but dignified event. The lighting of the auspicious lamps and breaking of a coconut ceremony was followed by folk dances. The mayor declared the fair open. All the leading industrial nations including, the U.S.A., Germany, Japan, and England set up their spacious stalls in the Fair. Latest gadgets household items and machinery dominated the display list. Multinationals like Hyundai, Samsung, L.G. Videocon, Nokia, Adidas, Skoda, Phillips, Siemens registered their presence. But it was the Chinese Pavilion that attracted the biggest crowd. Local industries and national companies too recorded their presence.

12. You are Akash / Anita. You attended a seminar arranged for class XII students by R.N. Tagore School, Jhunjhunu on the topic, 'How to face the examination with confidence.' Write a report in 100 words for your school magazine. Invent the necessary details.

How to face the examination with confidence

Jhunjhunu 12th March 20-- (Akshay/Ankita) : R.N.

Tagore School Jhunjhunu arranged a seminar for Class XII students on the topic, 'How to face the examination with confidence.' The organisers had invited leading educationists, teachers and students from outside. Sh. Vasudev Devnani, Education Minister presided over the proceedings. Every speaker expressed concern over the stress and pressure of the examination over students. Actually, they suffer from what they call the 'exam-phobia.' It was unanimously felt that the students should plan out their load. They need not burn the 'midnight oil'. They can feel comfortable if they work regularly only for four to six hours a day. They should not become bookworms. 'All work and no play makes Jack a dull boy.' Some experts advised the students to have proper rest and sleep before or during the examinations. It increases the efficiency of their mind. In the end, the Principal expressed his satisfaction at the successful conclusion of the seminar.

13. Write a Report On The Highway Accident in about 100 words. Invent necessary details.

Highway Accident

Jaipur 15th November, 20-- : The Delhi - Jaipur highway yesterday witnessed a serious accident. Some passengers, say three or four were travelling by a maruti car. The car was in motion just behind them a heavy truck loaded with goods was coming. The truck driver failed to stop the truck. The result was that it collided with the car.

The car was smashed. The car passenger received minor injuries and were taken to the nearest hospital where they were reported to be out of danger. The truck driver who was unhurt wanted to escape but the mass arrested him and handed over to the police. We should always follow the rules measured limit.

14. Write a Report On Bank Robbery in about 100 words. Invent necessary details.

Bank Robbery

Ganganagar, 10th November, 20-- : A sensational robbery was committed yesterday in the Punjab National Bank situated in the heart of the town. It was nearly 3 o'clock. A jeep carrying a gang of robbers wearing masks and armed with deadly weapons stopped at the gate of the bank. The gun man on duty strongly opposed their entrance. The leader of the gang struck him hard on the head. He fell down senseless. They approached the cashier and demanded the bunch of keys on the point of gun. They bound him hand and foot and dragged in to a cabin. The bank staff was shut up in a room. They entered the strong room, opened the safe, took out money. They drove to unknown direction. Someone informed the police. The police reached after two hours. They are still investigating the case.

15. Write a Report On Bad roads in about 100 words. Invent necessary details.

Report on Bad Roads

Jaipur, 5 June 20-- : The capital of Rajasthan, Jaipur, has very poor sanitary condition. The roads, especially in outer areas, with ditches and cuts due to pipeline fittings, are very poor. Rubbish of rotten vegetables and waste material thrown by the residents has turned the situation from bad to worse. The whole surroundings are polluted. The higher authorities have been reported time and again but action is still awaited.

16. Write a Report On A House on Fire in about 100 words. Invent necessary details.

Report on a House on Fire

Jodhpur 25th December 20-- : It was Sunday. I was reading on the roof of my house. All of a sudden, I heard cries and shrieks. I climbed down the stairs and came out to see what had happened. I saw that the house caught fire or the house was set on fire. Women and children were weeping bitterly. People were wandering helter and skelter and were in a mess what to do. Several persons began to pour water into the fire. The fire engulfed some cottages. The cottages were consumed to ashes. The fire gutted two or three cottages. Some people were throwing belongings and clothes. Some were dragging out old man and children. The fire brigade was summoned. The fire brigade put out the fire in an hour. An old woman and two children were injured. They were taken to hospital.

17. Prepare a Report under the Heading 'Prize Distribution Function'. In about 100 words.

Report on Prize Distribution Function/Annual Fuction

Mukundgarh, 3rd March 20--- : Last Sunday we celebrated the prize distribution function/Annual func-

tion in our school. It was at 3 p.m. The Collector was the chief guest. He came at 3 p.m. The Principal welcomed and garlanded him. The function was started with the Saraswati Vandana. The Principal read out the annual report of the school. The collector made a speech. After it, he gave away the prizes to the prize-winners one by one. All clapped again and again All the students were rejoicing. Many photographs were taken. The function ended with the national anthem.

18. Prepare a report in about 100 words on the topic 'Conservation of Water'.

Report on Water Conservation

Jhunjhunu 1st April 20-- : Yesterday, various social organisations conducted a campaign to create awareness among people. Water is precious. It is impossible to imagine life without water. There is shortage of water everywhere. Many people have started conserving water. We should harvest rain water so that it can be utilized in summer. In the campaign, many experts taught people how to conserve water, especially rain water. Rain water may be used for toilets, washing clothes, watering plants and utensils.

19. You are Somya/Sumit reporter of The Times of India. Write a report On A Two Days Old Girl Child Found Lying In A Bag in about 100 words.

Report On A Two Days Old Girl Child Found Lying In A Bag

Jhunjhunu, 10th January 20-- (Somya/Sumit) : It is the third case in Rajasthan that a two-day-old girl

child was found on the road. It was the incident of RIICO. In the early morning a passerby was going through the street of the Block. Hearing the cries he went to the spot from where the cries were coming. He noticed that a bag was lying on the road near the drain. He opened the bag and was surprised when he saw a baby girl in the bag. He informed the police and the neighbours about the incident. The police registered FIR and is trying its best to find the clues. In fact, the male dominance has given birth to female foeticide. The govt. should rise from a long slumber.

20. Prepare a report under the heading of No Tobacco Day Programme in School in about 100 words.

No Tobacco Day Programme in School

4th June 20-- 'No Tobacco Day' programme organised by Govt. J.P. Janu Sr. Sec. School, Jhunjhunu drew appreciation from many quarters. The school invited the noted surgeon, Dr. P. Singh Cherian to deliver a lecture on the subject. Dr. Singh spoke at length counting the harmful effects of smoking. He warned that excessive smoking leads to cancer of the lungs, high blood-pressure, respiratory and heart diseases. The day was celebrated as 'No Tobacco Day.' All the students of XI and XII took a pledge to remain non-smokers forever. A documentary titled 'Say No to Tobacco' was screened. It was quite entertaining as well as educative. The programme ended with the speech of the Principal. He thanked Dr. P. Singh and the students for making 'No Tobacco Day' programme a great success. It helped to add a small number of non-smokers in the town.

Self Evaluation Questions From Previous Board Exam. Papers on Report Writing

- Q. 1 Your club organised a blood donation camp in your city. Write a report in about 100 words. (S.S. Exam. 2015)
- Q. 2 Write a report in about 100 words on the topic 'The Prize Distribution Function'. (S.S. Exam. 2016)
- Q. 3 Write a report in about 100 words on the topic 'Clean India'. (S.S. Exam. 2017)
- Q. 4 Write a report in about 100 words on the topic "Science and Culture Fair". (S.S. Exam. 2018)
- Q. 5 You are Rohit/Neha studying in Govt. Sr.Sec. School, Ajmer. A district level Science fair was held in your school last week. Write a report to be published in the local newspaper in about 100 words. (S.S.Sup.Exam. 2018)
- Q. 6 A heavy flood takes seven lives in your neighbouring village. Write a report on it in about 100 words. (S.S. Exam. 2019)
- Q. 7 Write a report in about 100 words on the topic 'Annual Function'. (S.S.Sup.Exam. 2019)
- Q. 8 Write a report to be published in a newspaper on the Annual Function of your school. (S.S. Exam. 2020)
- Q. 9 You are Sid/siddhi, of Govt. Sr. Sec.School Jodhpur. Eco Club of your school is going to plant 300 plants in your school area with the help of dignitaries and students. Write a report in 100 words for your school magazine. (S.S. Exam. 2022)

TRANSLATION**Translate the passage into Hindi-**

1. Water is the basis of life. Every animal and every plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible without water. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees. The conservation and utilisation of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall. The problems of soil erosion and of inadequate or irregular rainfall are closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted.

Ans. जल समस्त जीवन का आधार है। प्रत्येक जानवर और प्रत्येक पौधे के शरीर में युक्त या संयुक्त जल का पर्याप्त अनुपात होता है, और बिना पानी के किसी भी प्रकार की शारीरिक गतिविधि संभव नहीं है। नि संदेह, पानी जानवरों के जीवन के लिए जरूरी है, जबकि मिट्टी में नमी पौधों और पेड़ों के जीवन और विकास के लिए भी उतनी ही जरूरी है। इस प्रकार जल का संरक्षण और उपयोग मानव कल्याण के लिए मौलिक है। आर्टिसियन जल के अलावा सभी मामलों में मुख्य स्रोत बारिश या हिमपात है। भारतीय कृषि का अधिकांश हिस्सा मौसमी वर्षा पर निर्भर करता है। मृदा अपरदन और अपर्याप्त या अनियमित वर्षा की समस्याएं एक-दूसरे से घनिष्ठ रूप से जुड़ी हुई हैं। यह स्पष्ट है कि मिट्टी के कटाव को रोकने वाली तकनीकों को अपनाने से भी जल को संरक्षित और जहां इसे चाहते हैं वहां रखने में मदद मिलेगी।

(ii). Discipline teaches us self-control, self restrain and respect for laws. It produces a sense of duty. There is discipline in heavenly bodies, stars and planets. The ordered growth and decay (death) Show that there is discipline everywhere in nature. The school and colleges cannot run without discipline. Discipline makes us civilized. We learn to respect the views and rights to others. Games and sports make the players disciplined. Discipline stands for law and order. A well-disciplined person always does his work (duty) honestly. Where there is no discipline, there is disorder. Without order and discipline there can be no peace in the society. Discipline keeps us within limits.

Ans. अनुशासन हमें आत्म-नियंत्रण, आत्म-संयम और कानूनों के लिए सम्मान करना सिखाता है। यदि कर्तव्य की भावना उत्पन्न करता है। खगोलिय पिंडों, सितारों और ग्रहों में अनुशासन होता है। क्रमिक विकास और क्षय (मृत्यु) दर्शाती है कि प्रकृति में हर जगह अनुशासन है। बिना अनुशासन के स्कूल और कॉलेज नहीं चल सकते हैं। अनुशासन हमें सभ्य बनाता है। हम दूसरों के विचारों और अधिकारों का सम्मान करना सीखते हैं। गोम्स और स्पोर्ट्स खिलाड़ियों को अनुशासित बनाते हैं। अनुशासन का मतलब कानून और व्यवस्था है। एक अच्छा अनुशासित व्यक्ति हमेशा अपना काम (कर्तव्य) ईमानदारी से करता है। जहां अनुशासन नहीं है, वहां अव्यवस्था और अनुशासन के बिना समाज में शांति नहीं हो सकती है। अनुशासन हमें सीमाओं के अंदर रखता है।

(iii). Each individual creature on this beautiful planet is created by god to fulfil a particular role whatever I have achieved in life is through, His help and an expression of His will. He showered His grace on me through some outstanding teachers and colleagues, and when I pay my tributes to these fine persons, I am mearely praising His glory. All these rockets and missiles are His work through a small person called Kalam, in order to tell the several million mass of India, to never feel small or help-less. Yes! we are born with a divine fire in us. Our efforts should be to give wings to this fire and fill the world with the glow of its goodness.

Ans. इस खूबसूरत ग्रह पर प्रत्येक प्राणी को एक विशेष भूमिका निभाने के लिए भगवान द्वारा बनाया गया है। मैंने जीवन में जो कुछ भी हासिल किया है, वह उनकी मदद और उनकी इच्छा की अभिव्यक्ति के माध्यम से है। उन्होंने कुछ उत्कृष्ट शिक्षकों और साथियों के माध्यम से मुझ पर अपनी कृपा बरसाई, और जब मैं इन महान व्यक्तियों को अपनी श्रद्धांजली अर्पित करता हूँ, तो मैं केवल उनकी (भगवान की) महिमा की प्रशंसा कर रहा हूँ। ये सभी रॉकेट और मिसाइलें कलाम नामक एक छोटे से व्यक्ति के माध्यम से उनके (भगवान के) काम हैं, ताकि भारत के करोड़ों लोगों के यह बताने के लिए कि वे कभी भी छोटा और असहाय महसूस न करे। हाँ! हम सभी अपने अंदर एक दिव्य अग्नि के साथ जन्में हैं। हमारे प्रयास इस आग को पंख देने के लिए और इस संसार को इसकी अच्छाई की चमक से भरने के होने चाहिए।

LETTER WRITING

निर्देश :- कक्षा 12 के नवीनतम पाठ्यक्रम में Verbal Input के आधार पर किन्हीं दो पत्रों में से एक पर पत्र लिखना होगा जो 6 अंकों का होगा।

पत्र एक ऐसा माध्यम है जिसके द्वारा हम मीलों दूर रहने वाले अपने मित्र या सम्बन्धी को अपनी बात या संदेश पहुंचा देते हैं। कभी - कभी विद्यालय में अवकाश के लिए प्रार्थना - पत्र, दफ्तर व नौकरी के लिए अर्जी व व्यावसायिक पत्र भी लिखने पड़ते हैं। इस प्रकार पत्र - लेखन जीवन में बहुत उपयोगी होता है। इतना ही नहीं यह एक कला भी है।

कक्षा - 12 के पाठ्यक्रम में निम्न प्रकार के पत्रों को शामिल किया गया है -

1. Business or Official Letters**2. Letters to the editors****3. Application for a job**

विद्यार्थियों की सुविधा के लिए कुछ बिन्दू ध्यान देने योग्य है -

(i) **Address and date** को पृष्ठ पर बायीं ओर (L.H.S.) निम्न प्रकार लिखते हैं :-

C-15, Model Town

Examination Hall

Jaipur

XYZ

January 15, 2023

अथवा

25th March, 2023

(ii) **Salutation or greeting** को **Address and date** से नीचे की पंक्ति में पृष्ठ के बाये कोने पर लिखते हैं जैसे -

My dear Father

Dear Sir/Madam

My dear Brother

Dear Naresh

Dear Uncle

My dear Sister

(iii) **Body** पत्र का मुख्य भाग होता है। पत्र के विषय सम्बन्धी भावों को इसी भाग में लिखा जाता है। इसमें **tense**, **Vocabulary** तथा **Punctuation** सम्बन्धी बातों का विशेष ध्यान रखा जाता है।

(iv) **The Subscription** पत्र की **Body** की अन्तिम पंक्ति जहां समाप्त होती है उससे नीचे वाली पंक्ति में बायीं तरफ कोने में लिखते हैं जैसे :-

(a) Yours affectionately (Blood Relation के लिए)

(b) Yours Sincerely (Friends के लिए)

(c) Yours Obediently (Principal, Headmaster आदि के लिए) (d) Yours faithfully (अधिकारियों व व्यापारियों के लिए)

Subscription के नीचे पत्र लिखने वाले का **Signature** (नाम) आता है।

BUSINESS LETTERS

1. *You are Jagat / Anandi the Tour Incharge of Govt. Sr. Sec. School, Mandawa. During the summer break, you are planning to organize a tour to a place of historical importance. Write a letter to The National Travel Agency, enquiring about the charges, facilities and all the other necessary details.*

Govt. Sr. Sec. School

Mandawa

5th March 20--

The Manager

The National Travel Agency

Jhunjhunu

Sub : Enquiring the charges and facilities

Sir

Govt Sr. Sec. School, Mandawa is planning to organise a tour to Fatehpur Sikri, and Agra. We are a group of two hundred and seventy students. Seven teachers and four peons will also accompany us. We plan to leave Mandawa for Fatehpur Sikri early in the morning of 25th June. You will arrange for the comfortable stay of students and teachers. We expect a reasonably clean and affordable accommodation in a good hotel. However arrange for two separate rooms with attached baths for the teachers.

Kindly furnish the following details regarding the charges and facilities provided by you during our stay.

1. How will you accommodate 270 students?

2. Number of rooms and their total charges.

3. Arrangement of breakfast, lunch and dinner and the charges per head.

4. Air - conditioned luxury buses and their charges.

5. Any other information or relevant details regarding the tour.

Yours faithfully

Jagat / Anandi

Tour Incharge

2. You are the Librarian of R.N. Tagore Sr. Sec. School Jhunjhunu. Write a letter to Messrs. Vikas Publishers, Jaipur placing an order for some books for your school library.

R.N. Tagore Sr. Sec. School

Jhunjhunu

Messrs. Vikas Publishers

Jaipur

20th November 20--

Sub : Order for books

Dear Sir

We need no introduction as we are your old customers. We want to place an order for some books for our school library. We need all these books in their latest editions and in proper shape. The rates must be competitive. Kindly furnish all these details with the maximum discount on the purchase of the books. We shall not settle for less than 15% general discount. The list of books with their particulars is attached herewith.

List of Books

Name	Copies Required
------	-----------------

Perfect English	30
-----------------	----

A Practical English Grammar	30
-----------------------------	----

Wonder That Was India	20
-----------------------	----

History of England	15
--------------------	----

Modern Algebra	25
----------------	----

Indian Economic System	10
------------------------	----

The Discovery of India	25
------------------------	----

We hope timely delivery and maximum discounts.

Yours Faithfully

Rakesh Kumar

Librarian

3. You have placed an order for a few books with City Central Book Depto, Shop No. 10 Chora Rasta, Jaipur. You have not received the books so far. Write a letter to the bookshop complaining about the non-compliance of your order.

7/14 Lajpat Nagar

Ajmer

20th Februray, 20--

The Sales Manager

City Central Book Depto

Shop No. 10 Chora Rasta

Jaipur

Sub : Non - Compliance of order.

Sir

I placed an order for a few books with City Central Book Shop, Jaipur. I regrate to say that I have not received the books so far. This non - compliance of order has created a lot of anxiety in me.

Let me tell you that the books ordered are indisciplinable. They are standard books on Physics, Chemistry and Maths. I am an aspirant for a berth in IIT. I feel quite handicapped without these books. Moreover, the examinations of the BSER are approaching. I need to go through the textbooks. I hope you will appreciate my predicament. Please arrange for the despatch of the books ordered at the earliest. If I don't get the consignment with in this week, the order stands cancelled.

I hope you will not disappoint a regular customer of yours like me anymore.

Yours faithfully

Kalpana

4. Write a letter to M/s Shanti Computer, Sikar complaining about the quality of the computers received in response to your order. Sign as Ramesh, 18, Ganpati Nagar, Nawalgarh.

18, Ganpati Nagar

Nawalgarh.

20th April, 20--

M/s Shanti Computers

Sikar

Sub : Poor quality of computers

Dear Sir

I am constrained to express my resentment at the poor quality of computers supplied by you. We received the consignment on the 15th. On examination, we noticed the following defect in the computers supplied by you.

1. The order was for Pentium IV computers. You supplied Pentium III graded computers. The price difference of the two grades is quite substantial.

2. The screens are of poor quality. Instead of supplying the required LG screens, you have supplied screens of some local company.

3. The Printer of one of the computers is defective.

Shanti Computers enjoy a great prestige and goodwill in the computer market. I hope it was not done deliberately. The defective computers must be replaced at the earliest by those of the upgraded quality and technology. I hope that you will not force me to knock the doors of the Consumers' Court for redress.

Hoping to hear favourable from you soon.

Yours faithfully

Ramesh Gupta

5. You are Incharge of Physical Education in your school, Govt. Sr. Sec. School, Ladusar. Write a letter to M/s. Pioneer Sports Company, Jaipur placing an order for sports items with Details.

15, Tagore Garden

Jhunjhunu

4th January, 20--

M/s Pioneer Sports Company

Jaipur

Subject : Supply of sports material for school.

Sir,

We need no introduction as we are your old customers. We want to place an order for some sports for our school. We need all these sports items in proper conditions. The rates must be competitive. Kindly furnish all these details with the maximum discount on the purchase of the sports items. We shall not settle for less than 15% general discount. The list of sports items with their particulars is attached herewith.

List of Sports Items

Name	Items Required
Cricket Kit	12 Pairs
Volleyball Net	10 Pairs
Footballs	10 Pairs

Volleyballs	10 Pairs
Badminton rackets	15 Pairs
Leg Guards	6 Pairs
Sports Shirts	2 dozens

We hope timely delivery and maximum discounts.

Yours faithfully

Surendra Kumar

6. This summer vacation, you are planning to visit Shimla. Write a letter to a travel agency Shimla requesting them to book you a room in a Five-star hotel. Give other details of your journey and the facilities you require there.

C-5 Basant Vihar

Sikar

10th March, 20--

Masers Goel Travel Aents

Shimla

Dear Sir

I intend to visit Shimla during the coming summer vacation. I shall be staying there for a fortnight from 15-03-2016 to 28-03-2016 so I request you to have a room booked for me in a Hotel Naveen. I shall be reaching Shimla in the afternoon of march 15th. Please have a taxi , perfectly a Maruti Zen, reserved for me for all the days of my stay at Shimla. Also arrange for a good guide who can take me around all the places worth seeing in and around Shimla.

Kindly let me know when you have made all the arrangements for me.

Yours truly

Mohan

7. You are Amol/Anubha. Last month, you bought a cordless electric iron from 'Premier Eletronic Goods', Jodhpur against a warranty of 2 years. Now you discover that its heat lasts hardly for a few seconds after it is taken off the mains. Write a letter to the dealer complaining about it.

12/5 Jalori Gate

Jodhpur

10th Dec., 20--

Messers Premier Electronic Goods

Jodhpur

Sub. : Defect in a recently bought cordless Electric Iron.

Sir

I would like to bring your kind attention that last month I bought a cordless electric iron shop in Jodhpur. The case memo for it was 1225 dated 15th Nov., 2015 and it is against a warranty of two years. It is hardly one month since I bought this iron ,and I find that there is something gravely wrong with it. Its heat lasts hardly for a few seconds after it has been taken off the mains. I request you to change this defective piece since it is yet within the warranty period. Kindly have it replaced at your earliest and oblige.

Thanking you

Yours faithfully

Amol/Anubha

OFFICIAL LETTERS

1. Complaint Against the use of Loud Speakers

Write an application to the collector of your district complaining against the use of loud speakers (Microphones) at night during examination days.

B-15 Laxmi Bai Nagar,

Sikar

17th February, 20--

The District Collector

Sikar

Subject : Complaint against the use of loudspeakers

Sir,

I beg to draw your kind attention to the misuse of loud speakers at night during examination days. Board examinations are at hand. Students need a peaceful atmosphere for preparation. Some persons in our locality use loudspeakers from early in the morning to late at night. It is the matter of our future.

I hope, you will consider the matter and take proper action to provide us relief.

Yours faithfully

Poonam Choudhary

2. A letter of Complaint against the postman

4/204, Housing Board

Kota

August 14, 20--

The Post master

Post Office

Kota

Sub : Complaint against the postman.

Sir,

I regret to bring to your notice that Mr. Mohan Lal, the postman of our locality, is not doing his duty properly. He is very irregular in delivering the letters, and brings the post only once a day. He does not put the letters in my letter box and just throws them in my courtyard. Sometimes he hands over the letters to children playing in the street As a result some of my important letters have been lost.

I have requested him many times to be responsible, but he has not cared to listen to my request. Kindly instruct him to be more careful in doing his duty.

Yours faithfully,

Gagan Deep

3. You are Tarun Jain of 15, Nehru Park Jodhpur. Write a letter to the Police Commissioner complaining about the increasing number of thefts in your area.

15 Nehru Park

Jodhpur

7th November, 20--

The Police Commissioner

Jodhpur

Sub. : About the increasing number of thefts in the area.

Respected Sir

I would like to draw your kind attention that recently there has been an alarming increase in the number of thefts in the Nehru Park area of this city. Hardly a day passes when there is no

theft of burglary. Cases are regularly reported to the nearest Police Divisions but no head way has so far been made in apprehending the culprits. To be quite frank, people have started doubting that the policemen have a hand in these thefts and burglaries. Though it is a wild charge, the fact remains that the culprits always go scot-free. There is a danger to the life of the residents also since the burglars come armed with knives and pistols.

It is requested that night patrolling in this area should be intensified and all-out efforts should be made to nab the culprits.

Yours faithfully

Tarun Jain

About frequent electricity Failure

4. You are Saroj living at 15, Bajaj Nagar, Ajmer. Write a letter to the Collector of your district complaining about the frequent electricity failure during exam time.

15 Bajaj Nagar

Ajmer

8th August, 20--

The collector

District of Ajmer

Ajmer

Sub. : Frequent electricity failure during exam time.

Sir,

With due respect, I state that exams of schools are under way. The frequent electricity failure during exam time spoils the year long labour of the students. It hinders the studies. The students are disturbed physically and mentally. It leaves bad impact on their divisions.

The authorities of the State Electricity Board have been requested but all in vain.

Kindly, take immediate step to save the career of lacs of students.

Thanking you

Yours faithfully

Saroj

5. You are Prem Prakash of 65, New Mandi, Churu. Your town is thickly populated but the rapidly developing town has no proper park for children. Write a letter to the Secretary of the Municipal Committee of your town, request him to provide a children's park in your town.

65, New Mandi

Churu

16 September, 20--

The Secretary

The Municipal Committee

Churu

Sub. : Need of Park in the area.

Sir,

I would like to draw your kind attention that We, the residents of Churu are really in bad shape due to the negligence shown by the Municipal department. This locality is very congested hardly having a park for the children and the senior citizens to walk and enjoy. You know that parks

are the lungs of the people. They can exercise, walk and enjoy fresh air to get rid of many diseases. Children can run and enjoy in the park. Hence there is utmost necessity of developing a park in this locality. In this regard there is a large dumping ground near Govt. Sr. Sec. School. This site may be allowed to be used as a park for the children.

I request you to look the matter and do needful

Yours faithfully

Prem Prakash

6. You are Saroj Living in Vasant Vihar, Sikar. You have lost your marks sheet. Write an application to the Secretary, Board of Secondary Education, Rajasthan, Ajmer requesting him to issue a duplicate copy of the marks sheet of class. X

B-11, Vasant Vihar

Sikar

15th December, 20--

The Secretary

Board of Sec. Education, Rajasthan

Ajmer

Sub : For duplicate copy of marks sheet.

Sir,

Most respectfully I beg to say that I passed the Secondary School Examination, 2008 from Govt. Sec. School, Sikar as a regular student. While travelling in the city bus I lost my marks sheet. Kindly issue me a duplicate copy of marks-sheet of class X.

The necessary documents along with D.D. of 50/- rupees (D.D. No. 34911) are attached here with. Please send soon as possible.

I shall be thankful to you.

Yours faithfully

Saroj D/o Shri R.S. Jhajharia

Exam. Roll No. - 405104

7. Write a letter to the Police Commissioner (Traffic) about the inadequate parking facilities in the Commercial Street area of Jaipur, which is causing a lot of inconvenience to the people. You may also offer your suggestions to solve it. You are Rohit/Radha.

12, RIICO

Jaipur

January 22, 20--

The Police Commissioner (Traffic)

Jaipur

Sub: Inadequate Parking Facilities

Sir

I would like to draw your kind attention that the growing number of vehicles has caused a great inconvenience to the residents of Commercial Street area in Jaipur. Commercial Street area is one of the biggest business centres of Jaipur. Parking facilities are totally inadequate. It has made the place cramped and jam-packed. The law of jungle operates here. Pickpockets, anti-social elements exploit such a chaos on the roads.

Providing adequate parking facilities in the area should be given the top priority. There should be a traffic control-room to regulate the traffic. Heavy-duty vehicles must be banned

during the peak hours.

I hope all these suggestions would be given due consideration.

Yours faithfully

Rohit/Radha

LETTER TO EDITORS

1. You are S.K. Sharma of 28, Adarsh Nagar, Sikar Writes a letter to the Editor of a newspaper to create an awareness among the masses about pollution hazards.

28, Adarsh Nagar

Sikar

12th Dec., 20--

The Editor

Rajasthan Patrika

Sikar

Sub. : To create awareness among people about pollution hazards.

Sir

Kindly allow me to express through your columns my views about the need for environmental awareness. Environmental pollution is the biggest problem facing the modern man. All advancement becomes useless if man does not get the very basic necessity of life, i.e. fresh and pure air. And only trees can do this service to man. Unluckily man, in his ignorance, has so far been destroying his very benefactors. There was a time when 50% of the Indian soil was covered with forests. But man, in his greed, has reduced it to a mere 8% now. Only recently has our government become aware of the gravity of this problem. Various steps have been taken to keep the environment free from pollution. More attention is being paid to afforestation. The unauthorized felling of trees is being checked. Scientists are developing methods to minimize the effect of smoke let out by our autos and chimneys.

I hope all these suggestions would be given due consideration.

Yours truly

S.K. Sharma

2. To a newspaper, about a bad piece of road that is in need of repair.

A-181, Residential Colony

Bikaner

March 14, 20--

The Editor

The Times of India

Bikaner

Sub : Repair of a bad piece of road.

Sir

I would like to draw your kind attention that the main Road of the city has been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages that pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle,

It is scandalous that we should be inconvenienced in this way for weeks, and I hope the public will bring pressure to bear on those responsible for the road may be put in thorough repair without further delay.

So I request you to look into the matter and do the needful immediately.

Yours faithfully

Mangilal

3. Write a letter to the editor of a newspaper about frequent break down of water supply in your locality.

45/47 Jat Colony

Dausa

15th September, 20--

The Editor

Rajasthan Patrika

Dausa

Sub.: About frequent break down of water supply.

Sir

I want to bring to you kind notice that there has been frequent breakdown of water supply in this locality. We are never sure when we will have water. It may fail at any time. The amount is so small that it is not more than enough for drinking purpose.

The residents of Jat Colony have been complaining to the authorities about this problem.

I take the right of requesting to the authorities through your esteemed paper to be kind enough to ensure regular water supply in the area.

Thanking you

Yours truly

Shiv Narayan Choudhary

4. Write a letter to the editor of a national newspaper on the state of unemployment in the country, giving your suggestions about tackling the problem.

21/9 Surya Vihar

Kota

15th March, 20--

The Editor

The Time of India

New Delhi

Sub. The problem of unemployment and suggestions for tackling it

Sir,

I would like to express my ideas through your newspaper that the problem of unemployment has baffled the minds of the rulers as well as the ruled in India. A few from among a thousand get selected and the rest return to their homes with a heavy heart. Now what can be done? A beginning can be made by providing technical education to those who show an aptitude for it. A long with it let loads be made easily available to those who want to start small scale industries in their home - towns.

Those who are interested in and show an aptitude for literary pursuits, should be allowed to seek admission in a college. This way the problem of unemployment among the educated young men can be tackled to some extent.

Thanking You

Yours faithfully

Radhey Shyam

APPLICATIONS FOR A JOB

1. *Imagine that the following advertisement appeared in a leading newspaper Sarswati Sr. Sec. School, Mandawa requires a convent educated, English teacher to teach secondary classes. Age 25-30 years , Experience - Minimum of 5 Years Salary No bar for deserving candidates Apply within 15 days to the Principal Sarswati Sr. Secondary School Mandawa. Write job application in response to above advertisement. You are Dalip Singh*

B-41 Sector -12

Jhunjhunu

16th Oct., 20--

The Principal

Sarswati Sr. Sec. School

Mandawa

Subject : For the post of lecturer in English.

Dear Sir

This application is in reference to your advertisement, which appeared in the Times of India dated 5 Oct. 2017 regarding a vacancy for the post of an English teacher in the Secondary Section of your esteemed school. I would like to apply for the same. My bio data is enclosed for your kind perusal. I would be highly obliged if given a chance to work in your school.

Yours faithfully

Dalip Singh

Bio data

- 1.Name: Dalip Singh
 2.Date of Birth : 15-9-1994
 3.Permanent Address: B-41 Sector 12,
 Jhunjhunu
 4.(a) Father,s Name: Rameshwar Singh
 (b) Mother's Name: Shanti Devi
 5. Educational Qualification:
 (i) Passed XII with 89%
 (ii) Graduation with 75%
 (iii) Post graduation in
 English with 70%
 (iv) B.Ed with 75%

2. *Write a letter to the Manager, Oriental Bank, Jaipur for the post of a clerk in the Bank. You are Ajay. living at 14, Court Road, Jaipur*

14 Court Road,

Jaipur

March 20, 20--

The Manager

Oriental Bank

Jaipur

Sub. : Application for the post of a clerk.

Sir

With reference to your advertisement in the Hindustan Times dated 4th March, 2018 for the post of a clerk, I beg to apply for the same. My complete Bio data is given below

- 1.Name: Ajay Singh
 2.Father's Name: Sh. N.N. Singh
 3.Address: 14 Court Road, Jaipur
 4.Date of Birth: 1.6.1996

5.Qualification:

1.Passed B. Com.

with commerce subject
 in 1998 with 72%

2.Typing speed 50WPM

One year as Clerk with

M/s Jiwan Publishing

House (P) Ltd.

Kindly consider my case and oblige.

Yours faithfully,

Ajay Singh

3. *You are Radhika/Nisha. You saw an advertisement in Dainik Amber for the post of a lady receptionist. Write to the Director, perfect Coaching Classes JJN with detailed resume and a passport size photograph latest by next Tuesday.*

13, Rajaji Nagar

Ganganagar

2nd February 20--

The Director

Perfect Coaching Classes

Jhunjhunu

Subject : For the Post of Lady Receptionist

Dear Sir

In response to your advertisement in the renowned newspaper "Dainik Amber" dated 1st February 2018 for the post of Lady Receptionist. I want to offer myself as a candidate for it.

I am a smart and confident lady of 24 years with pleasing personality and hard working nature. I am also computer literate and possess excellent command over English. I assure you to satisfy with my services, If given an opportunity for the same. My bio data is enclosed herewith.

Yours faithfully

Radhika

Bio Data

- Name: Radhika Sharma
 Father's Name: Mr. A.K. Sharma
 Sex: Female
 Date of Birth: 11 July 1995
 Marital Status: Single
 Permanent Address: 13,Rajaji Nagar,
 Ganganagar
 Educational Qualification: Secondary from DPS
 CBSE Board, Higher
 Sec. from Prince Sr.
 Sec.Sikar CBSE Board,
 B.A. and M.A. from
 Rajasthan University.
 Computer Qualification: 6 Months diploma in
 computer Basics.

4. *Write an application with bio-data, adressed to the Manager Personnel, HDFC Bank Udaipur for the post of a Cashier.*

Shanti Niwas

Basant Vihar

Jhunjhunu

20th Feb. 20--

The Manager Personnel

HDFC Bank

Jhunjhunu

Subject : Application for the post of Cashier.

Sir,

With reference to your advertisement published in the Times of India date. 15th February 2018 for the post of cashier, I hereby submit my bio-data.

Thanking you,

Yours faithfully

Naresh Kumar

Bio Data

1.Name: Naresh Kumar

2.Date of Birth : 10th July 1986

3.Permanent Address: Shanti Niwas,
Basant Vihar,

Jhunjhunu

4.(a) Father,s Name: Khemchand Chahar

(b) Mother's Name: Shanti Devi

5. Educational Qualification:

(i) Passed XII with 89%

(ii) B.Com. with 75%

(iii) M.Com. in

Accountancy with 70%

Self Evaluation Questions From Previous Board Exam. Papers on Letter Writing

Q. 1 Your residential area is facing sanitation problem as well as bad roads and drainage problem. Write a letter to the Editor of local newspaper complaining about it.

OR

Write a job application for the Post of clerk advertised in the local newspaper of your city. (S.S. Exam. 2015)

Q. 2 Write a letter to the collector of your district complaining about the irregular supply of electricity in your town.

OR

Write a letter to M/s Jain Traders, Agra requesting him for the replacement of the computer you bought last month from his firm. (S.S. Exam. 2016)

Q. 3 You are Varun/Rita studying in Govt. S.S.S., Jaipur, The road leading to your school is very dirty & potholes are choked. Students and people are usually caught in traffic jam. In spite of several complaints, the government has not taken bold action to improve the conditions of roads. Write a letter to the Editor of local newspaper drawing the attention of the government to this problem.

OR

Write a letter to Ajay Trading Company regarding supply of sports articles to your club. You have to mention quality and quantity of articles. (S.S. Exam. 2017)

Q. 4 You are Suresh/Malti. Write an application with bio data, to the Manager Personnel, ICICI Bank, Ajmer for the post of cashier.

OR

You are Nikunj/Rani. Write a letter to the Editor, The Hindustan Times commenting on "The Influence of TV and internet on students." (S.S. Exam. 2018)

Q. 5 You are Rashmi or Rajkumar living in Ajmer. Write a letter to the Municipal Commissioner of your city complaining him or her against the insanitary conditions of your locality.

OR

You are Amita or Amit living in Dungarpur. Write a letter to Om Book Depot, Bada Bazar, Indore placing an order to supply books for school library. (S.S. Exam. 2019)

Q. 6 You are Vimal living at J/36, Alok Nagar, Sirohi. You have purchase a laptop from M/s. Bhawani Borhters, Sirohi. The laptop is not functioning properly. Write a letter to him for its replacement.

OR

Write a letter to the Chairman of your city municipality complaining about the drainage system and piles of garbage in your locality posing threat to public health. (S.S. S. Exam. 2019)

Q. 7 Write a job application for the post of Post Graduate Teacher in English, to the Chairman, Vivekananda Sr. Sec. School, Udaipur. Also give your detailed resume to be sent along with the letter.

OR

Imagine you are Arun/Anjali, living at Nagina Bagh, Chittorgarh. Write a letter to the Editor, 'The Hindu' to draw the attention of the General Manager for taking action for the poor maintenance of the state transport buses.

(S.S. Exam. 2022)

CLAUSES

निर्देश : राजस्थान Sr. Secondary परीक्षा पाठ्यक्रम में Clause (उपवाक्य) पर आधारित प्रश्न पूछे जाते हैं। Clause पर आधारित प्रश्न निम्न अनेक रूपों में पूछे जाते हैं। जैसे : Gap Filling Sentences Completion, Sentence Reordering and Combining Sentences आदि। इससे सम्बंधित प्रश्न Paper में प्रश्न संख्या 3 पर आयेगा जो 2 अंक का होगा।

Clause -

A group of words which forms a part of a sentence and contains a subject and a predicate (a finite) of its own is called a clause. The number of finite verbs in a sentence joined by conjunction determines the number of clause. "उपवाक्य शब्दों का वह समूह है जो किसी वाक्य का भाग होता है तथा जिसका अपना उद्देश्य (Subject) तथा विधेय (Predicate) होता है। जैसे -

☞ This is the boy who has stolen my purse. ☞ The guard waved the green flag and the train started.

उपवाक्य (Clause) तीन प्रकार के होते हैं-

1. Principal Clause (मुख्य उपवाक्य) -

इसे Independent Clause या Main Clause भी कहा जाता है। यह अपने अर्थ को स्पष्ट करने के लिए दूसरे Clause पर निर्भर नहीं होता है। इसके प्रारम्भ में कोई Conjunction नहीं होता है, जैसे -

☞ I do not know where does he go. ☞ Sita said that she was going to market.

2. Coordinate Clause (स्वतन्त्र उपवाक्य) -

Principal Clause के साथ जब अन्य स्वतन्त्र वाक्य आते हैं तथा अपना स्वतन्त्र भाव प्रकट करते हैं। तथा अन्य उपवाक्यों पर आश्रित नहीं रहते हैं तथा इसमें साधारण वाक्यों (simple sentence) को coordinate conjunctions से जोड़े जाते हैं, जैसे-

☞ I shall go and she will come. ☞ She worked very hard but she failed.

3. Subordinate Clause (सहायक उपवाक्य) -

यह उपवाक्य स्वतन्त्र रूप से अपना अर्थ तथा भाव व्यक्त नहीं कर पाता। इसे अपना अर्थ प्रकट करने के लिए दूसरे उपवाक्यों पर आश्रित रहना पड़ता है, जैसे-

☞ I know that you are a good boy. ☞ I asked her what she was doing.

Kinds of subordinate clause (सहायक उपवाक्य के प्रकार) -

1. Noun Clause (संज्ञा उपवाक्य)
2. Adjective Clause (विशेषण उपवाक्य)
3. Adverb Clause (क्रिया विशेषण उपवाक्य)

1. Noun Clause :-

Noun Clause is that clause which works as a Noun, or, a clause that can be used in place of a Noun. Noun Clause का प्रयोग संज्ञा के रूप में किया जाता है। जैसे -

☞ What he said was true. ☞ He promised me that he would help me.

Noun Clause की पहचान : Main verb के साथ what लगाने से जो उत्तर में clause प्राप्त होती है वह Noun Clause कहलाती है। जैसे -

Sentence : He is happy to know that his daughter got first division in examination.

Question : He is happy to know - what ?

Answer : That his daughter got first division in examination.

Sentence : That he will come is certain.

Question : What is certain?

Answer : That he will come.

Note : Subordinate Noun clause को principal clause से जोड़ने वाले conjunction/connective that, whether, if, who, whom, whose, which, when, where, how, why आदि होते हैं।

☞ He said that he is not guilty. ☞ I wanted to know whether you can help me.

☞ He asked if the school was closed. ☞ This is what I never expected.

☞ I do not know who gave me this book. ☞ I do not know whose book is this.

☞ I know what he wants . ☞ I do not know whose book he lost.

☞ Tell me whom you like most. ☞ I know when he will come.

☞ Tell me where he was born. ☞ I do not know why he came here.

Note : Relative Pronoun, Relative Adverb & Interrogative Pronoun से प्रारम्भ होने वाला वाक्य subordinate Noun clause होगा यदि उनसे पूर्व उनका Antecedent पूर्ववर्ति (संज्ञा/सर्वनाम) प्रयोग नहीं किया गया हो।

TEST EXERCISE

Combine each of the following set of sentences into one complex sentence by using Noun

Clause:-

1. She is an honest girl. I want to inform you this.
2. He likes mangoes. Everyone knows the fact.
3. What will the abductor do with the child? We want to know.
4. When will the chief guest arrive? It is still unknown.

5. How did a fire break out in the forest? It is still a mystery.
6. Why have they uprooted all the plants in the garden ? It is not known.
7. Where does he live? I do not know.
8. You will pass. I am pretty confident.
9. Where has he gone. I don't understand.
10. What have you done? Tell me.

Answers : 1.I want to inform you that she is an honest girl.2.Everyone knows that he likes mangoes.3.We want to know what the abductor will do with the child.4.When the chief guest will arrive, is still unknown.5.How a fire broke out in the forest, is still a mystery.6.It is not known why they have uprooted all the plants in the garden.7.I do not know where he lives.8.I am pretty confident that you will pass.9.I don't understand where has he gone.10.Tell me what have you done.

2. Adjective Clause :-

Adjective Clause वाक्य में एक Adjective (विशेषण) का कार्य करती है। यह उपवाक्य दूसरे उपवाक्य के Noun/pronoun की विशेषता बतलाती है। यह उपवाक्य Relative Pronoun (Who, whom, whose, that, which) तथा Relative adverb (When, where, why, how) से प्रारम्भ होते हैं। परन्तु इनके पूर्व में Antecedent (पूर्ववर्ति) संज्ञा/सर्वनाम आना आवश्यक है।

- | | |
|---|---|
| ☞ I know the house <u>that he lives in.</u> | ☞ This is the thing <u>what I wanted.</u> |
| ☞ This is the boy <u>who met me yesterday.</u> | ☞ This is the man <u>whose house is sold.</u> |
| ☞ This is the boy <u>whom I like most.</u> | ☞ I know the time <u>when he will come here.</u> |
| ☞ Tell me the place <u>where he was born.</u> | ☞ Do you know the reason <u>why he came here.</u> |
| ☞ The dog <u>which has gone made bit a man.</u> | ☞ Raj <u>who teaches us English</u> is very nice. |

नोट:- उपर्युक्त वाक्य के दो भाग हैं। वाक्य का प्रथम भाग **Principal clause** है। तथा **Relative Pronoun** तथा **Relative Adverb** से प्रारम्भ होने वाले वाक्य **Subordinate Adjective clause** है।

Join the following sentences using the words given in the brackets :

1. This is the girl. She abominates dictatorship. (Who)
2. You gave me the book. The book was abundant in pictures. (Which)
3. I sit on a bench in the class. The bench is made of black wood. (That)
4. The boy was muscular. I saw the boy in the boxing ring. (Whom)
5. The girl is abrasive and arrogant. Her father is an ambassador to America. (Whose)
6. This is the man. I met the man yesterday. (Whom)
7. This is the boy. The boy has made a world record. (Who)
8. We used to play in the garden. This is the garden. (Which)
9. The teacher said something. Nobody could hear. (What)
10. Shakespeare was basically a dramatist. His poems are full of wisdom. (Whose)

Answers : 1.This is the girl who abominates dictatorship.2.The book which you gave me was abundant in pictures.3.The bench that I sit on in the class is made of black - wood.4.The boy whom I saw in the boxing ring was muscular.5.The girl whose father is an ambassador to America is abrasive and arrogant.6.This is the man whom I met yesterday.7.This is the boy who has made a world record.8.This is the garden in which we used to play.9.Nobody could hear what the teacher said.10.Shakespeare, whose poems are full of wisdom was basically a dramatist.

3. Adverb Clause :-

Adverb Clause वह subordinate clause होता है जो वाक्य में Adverb का कार्य करता है तथा किसी अन्य clause के verb, adjective तथा Adverb को modify करता है।

1. Adverb Clause of Condition:

वे **Sub-ordinating Clause** जो **Condition** को प्रकट करते हैं **Adverb Clause of Condition** कहलाते हैं। वे **Clause** जो **if, whether, unless, provided, in case, so long as** आदि से शुरू होती है को **Adverb Clause of Condition** कहा जाता है जैसे -

- | | |
|---|--|
| ☞ <u>If you work too much,</u> you will lose your health. | ☞ You must do it <u>whether you like it or not.</u> |
| ☞ <u>In case I go to Agra,</u> I will visit the Tajmahal. | ☞ You will not get good marks <u>unless you work hard.</u> |

Note :- Conditional Clause प्रायः if, unless, in case, provided that, supposing that आदि से शुरू होते हैं- Conditional Sentence में Conditional Clause अपने अर्थ के लिए Result Clause पर आश्रित होता है। इसलिए इसे Subordinate clause भी कहते हैं। तथा Result Clause को Main Clause या Principal Clause भी कहते हैं। जैसे-

- | | |
|-----------------------------------|---------------------------|
| ☞ <u>If she comes,</u> | <u>I shall help her.</u> |
| (Sub-ordinate/Conditional Clause) | (Principal/Result Clause) |
| ☞ <u>If they invited me,</u> | <u>I would go there</u> |
| (Sub-ordinate/Conditional Clause) | (Principal/Result Clause) |

KINDS OF CONDITIONS : Conditions तीन प्रकार की होती हैं-

1. Open or probable Condition
2. Hypothetical/ Improbable/ Imaginary Condition
3. Unfulfilled Condition

1. Open or Probable Condition :

यदि **Subordinate clause Present Indefinite Tense (V1/V1+s/es)** में होती है। तो **main clause Future Indefinite Tense (shall/will +V1)** में होती है। इस प्रकार की **condition** वाले वाक्यों में शर्त के पूरी होने की सम्भावना रहती है। जैसे –

- ☞ If you work hard, you will certainly pass. ☞ If you win the race, you can get a prize.
- ☞ If they make a noise, they will be punished. ☞ If I have a lot of money, I will help you

Note : Open or Probable Condition में Shall, will के स्थान पर can तथा may का प्रयोग भी होता है। जैसे–

- ☞ If you win the race, you can get a prize ☞ Don't come unless I tell you to come.
- ☞ Unless you work hard, you may not get good marks.
- ☞ If you work hard, you will pass. ☞ If you work hard, you can win a prize.
- ☞ We shall go on a picnic provided the weather is fine.
- ☞ Why don't you buy a scooter if you have enough money?

2. Hypothetical/ Improbable/ Imaginary Condition :

यदि **Subordinate clause Past Indefinite Tense (V2)** में होती है। तो **main clause Future Indefinite in the past Tense (should/would/could/might +V1)** में होती है। इस प्रकार की **condition** वाले वाक्यों में शर्त के पूरी होने की सम्भावना नहीं रहती है। जैसे –

- ☞ If you attended the marriage ceremony, you would get a nice gift.
- ☞ If Nisha joined the meeting, she would get a chance to see the new boss.
- ☞ If you went to Delhi, you might see the Prime Minister.
- ☞ If he took his doctor's advice he might soon be well again.
- ☞ Supposing my father saw me with you, what might he think?
- ☞ He would not do it unless you ordered him to do it. ☞ If I had money, I should pay you.

Note : यदि Sub-ordinate clause में Be verb का प्रयोग करवाया जाता है तो सभी कर्ताओं के साथ were का प्रयोग होता है।

- ☞ If I were you, I would treat him more kindly. ☞ If I were a bird, I could fly in the sky.
- ☞ Were I you, I would accept proposal. ☞ If he were a rich man, he would give me a gift.

3. Unfulfilled Condition :

यदि **Subordinate clause Past Perfect Tense (had+V3)** में होती है। तो **main clause Future Perfect in the Past Tense(should/would/could/might + have +V3)** में होती है। इस प्रकार की **condition** वाले वाक्यों में शर्त के पूरी होने की सम्भावना नहीं रहती है। जैसे –

- ☞ If Neeraj had worked hard, he would have succeeded.
- ☞ If Archana had reached the station, she would have caught the train.
- ☞ If the gardener had watered the plants, they would not have died.
- ☞ If you had run fast, you would have caught the train.
- ☞ If you had not worked hard, you would have failed.
- ☞ If you had been at the meeting, I should have seen you.

Note : इन वाक्यों के If Clause को had से भी शुरू किया जा सकता है। जैसे–

- ☞ Had I had a lot of money, I could have helped the poor.
- ☞ Had She cooked food, I would have gone to school .

2. Adverb Clause of Time :

वे **Sub-ordinating Clause** जो **Time** को प्रकट करते हैं **Adverb Clause of Time** कहलाते हैं। ये मुख्यतया **when, whenever, while, after, before, since, as, till, until, as soon as, as long as** आदि **Sub-ordinating Conjunction of Time** से शुरू होते हैं जैसे –

- ☞ I waited for Gopal till he arrived.
- ☞ The patient had died before the doctor came.
- ☞ His name will live so long as the world lasts.
- ☞ I was watching TV while she was cooking food.
- ☞ When the teacher entered the class, the students stopped making a noise.
- ☞ Sita has been living in this house since her husband died.
- ☞ The train left the platform after I had reached the station.
- ☞ As soon as the thief saw the police, he ran away.

-:: TEST EXERCISES ::-

Join the following pairs of sentences using the words given in brackets :

1. Don't leave the room. You finish your work. (until)
2. I want a chair. It should be a revolving chair. (which)
3. I woke up. It was raining hard. (when)
4. A car hit me. I was crossing the bridge. (while)
5. The peon always came. He was sent for. (when)
6. You can stay here. You wish. (as long as)
7. I am alive. No one dare touch you. (as long as)

8. You work hard. You can not pass. (unless)
 9. The passengers tried to get into the train. It arrived. (as soon as)
 10. Wait here I come. (till)

Answers : 1. Until you finish your work don't leave the room. 2. I want a chair which is revolving. 3. When I woke up it was raining hard. 4. A car hit me while I was crossing the bridge. 5. The peon always came when he was sent for. 6. You can stay here as long as you wish. 7. As long as I am alive no one dare to touch you. 8. Unless you work hard you cannot pass. 9. As soon as the train arrived the passengers tried to get into it. 10. Wait here till I come.

Join the following sentences using the conjunctions given in brackets:

1. That is not the car. It runs smoothly. (which)
 2. He trained the horse. It will win the race. (which)
 3. This is the cat. It caught the rat. (that)
 4. He is the gentleman. He will give us a speech. (who)
 5. We saw the man. He sells bananas. (who)
 6. I met a girl yesterday. This is the girl. (whom)
 7. Here is a story. I want to tell it. (that)
 8. Is this the house? You were born in it. (where)
 9. Can you remember the time. Your grandfather died. (when)
 10. Give me the reason. You have not done your homework. (why)
 11. The guests arrived. The function began. (as soon as)
 12. People will buy coolers. The summer has set in. (as)
 13. He cannot buy a car. He does not have much money. (as)
 14. She fell asleep. She was reading. (while)
 15. You should read the history of Shivaji. You have free time. (whenever)

ANSWERS : 1. That is not the car which runs smoothly. 2. He trained the horse which would win the race. 3. This is the cat that caught the rat. 4. He is the gentleman who will give us a speech. 5. We saw the man who sells bananas. 6. This is the girl whom I met yesterday. 7. Here is a story that I want to tell. 8. Is this the house where you were born? 9. Can you remember the time when your grandfather died? 10. Give me the reason why you have not done your homework. 11. As soon as the guests arrived, the function began. 12. People will buy coolers as the summer has set in. Or As the summer has set in, people will buy coolers. 13. As he does not have much money, he cannot buy a car. Or he cannot buy a car as he does not have much money. 14. She fell asleep while she was reading 15. Whenever you have free time, you should read the history of Shivaji.

(EXERCISE : QUESTIONS FROM BOARD EXAMINATIONS)

Join the following sentences using the given relative pronoun :

- (i) The woodcutter cut down the old tree. The tree was planted by my grandfather.
 (ii) Anil supported the movement. The movement was started by his friend.

(Board 2014)

(which)

(that)

Answers :

- (i) The woodcutter cut down the old tree which was planted by my grandfather.
 (ii) Anil supported the movement that was started by his friend.

Join the following sentences using the given relative pronouns:

- (i) Rajveer helps the needy people. He is liked by everybody.
 (ii) My mother reads the book daily. My uncle gave it to me.

(Board 2015)

(who)

(which)

Answers :

- (i) Rajveer who helps the needy people is liked by everybody.
 (ii) My mother daily reads the book which my uncle gave to me.

Join the following sentences using the relative pronouns given in brackets :

- (i) The merchant cheated him. He trusted the merchant very much.
 (ii) The woman was selling balloons. The police caught her.

(Board 2016)

(who)

(whom)

Answers :

- (i) He trusted the merchant who cheated him very much.
 (ii) The woman whom the police caught was selling balloons.

Join the following sentences using the relative pronouns given in brackets :

- (i) Abhijit lives in Jaipur. His son is an engineer.
 (ii) All men and women took rest at school. The school was situated in Indore.

(Board 2017)

(whose)

(which)

Answers :

- (i) Abhijit, whose son is an engineer, lives in Jaipur.
 (ii) All men and women took rest at school which was situated in Indore.

Combine the sentences using the words given in brackets :

(Board 2017)

- (i) He was born in the caste of bangle makers. He has seen nothing but bangles.
 (ii) I want to live happily with my books. Their company gives me strength.

(Who)

(Whose)

Answers : (i) He who was born in the caste of bangle makers has seen nothing but bangles.
 (ii) I want to live happily with my books whose company gives me strength.

SYNTHESIS

इस अध्याय के अन्तर्गत दो या दो से अधिक Simple Sentences को मिलाकर एक नया वाक्य बनाया जाता है। यह नया वाक्य Simple, Complex और Compound में से किसी भी प्रकार का एक वाक्य हो सकता है। इस विधि को Synthesis कहा जाता है। जैसे –

- ☞ Work hard. You will pass. (separate)
- By working hard, you will pass. (simple)
- If you work hard, you will pass. (complex)
- Work hard and you will pass. (compound)

Synthesis का अध्ययन तीन विधियों के अन्तर्गत होता है –

- ❖ दो या दो से अधिक simple sentences को मिलाकर एक simple sentence बनाना।
- ❖ दो या दो से अधिक simple sentences को मिलाकर एक complex sentence बनाना।
- ❖ दो या दो से अधिक simple sentences को मिलाकर एक compound sentence बनाना।

To Combine Simple Sentences into One Simple Sentence

जब दो या दो से अधिक simple sentences को इस प्रकार जोड़ा जाता है कि वाक्य में केवल एक finite verb आये तो इस प्रकार जुड़ने के पश्चात् आने वाला नया वाक्य भी simple sentence होगा।

दो Simple Sentences को एक Simple Sentence में बदलने के नियम :-

1. Participle का प्रयोग करके :-

Participle is a word which is partly a verb and partly an adjective. Participle वह शब्द होता है जो क्रिया (verb) और विशेषण (adjective) दोनों रूपों में कार्य करता है।

☞ Hearing the noise, I went into the room.

इस वाक्य में Hearing शब्द verb, hear से बना है अतः यह verb के रूप में है तथा यह वाक्य के दूसरे भाग में आये subject (I) की विशेषता स्पष्ट कर रहा है अतः यह adjective के रूप में भी है। Participle निम्नलिखित तीन प्रकार के होते हैं –

(i) Present Participle ($V_1 + ing$) (ii) Past Participle (V_3) (iii) Perfect Participle (Having+ V_3)

A. Present Participle के द्वारा -

जब दो वाक्यों द्वारा ऐसी दो घटनाओं का वर्णन हो जिनमें पहली घटना के प्रभाव से तुरन्त दूसरी घटना हुई हो वहां पहली घटना को Present Participle के रूप में लेते हैं तथा इसके पश्चात् comma (,) लगाकर दूसरी घटना को लिखते हैं—

- ☞ He saw the lion, He ran away. - Seeing the lion, he ran away.
- ☞ He took the leave, he went to his village. - Taking the leave, he went to his village.
- ☞ I opened the door. I saw a big black snake. - Opening the door, I saw a big black snake.
- ☞ She was tired of play. She sat down to take rest. - Being tired of play, she sat down to take rest.
- ☞ Ram is angry. He does not want to talk to you. - Being angry, Ram does not want to talk to you.
- ☞ The child was hungry. It cried for milk. - Being hungry, the child cried for milk.

नोट :- वाक्य में is, am, are, was तथा were होने पर Being का प्रयोग करते हैं तथा वाक्य passive voice में होने पर being + V_3 का प्रयोग करते हैं।

B. Past Participle के द्वारा -

Past Participle के प्रयोग द्वारा ऐसे दो वाक्यों को जोड़ा जाता है जिनमें से एक वाक्य किसी वस्तु, व्यक्ति आदि के बारे में कोई सूचना प्रदान करता है तथा दूसरा वाक्य उस (वस्तु, व्यक्ति) की कोई विशेषता प्रकट करता है। Past Participle, main verb की III form होती है और जोड़े गये वाक्यों में Adjective का कार्य करती है। जैसे—

- ☞ Yesterday I found my book. The book was lost. -Yesterday I found my lost book.
- ☞ He was teasing the child. The child was irritated. - He was teasing the irritated child.
- ☞ He saw a dead body. It was covered with white shirt. - He saw a dead body covered with white shirt.

C. Perfect Participle के द्वारा -

Having + III form of main verb को Perfect Participle कहते हैं। Present Participle के समान ही इसमें भी दो ऐसे वाक्यों को जोड़ा जाता है जिनमें उन दो घटनाओं का वर्णन हो जिनमें पहली घटना के प्रभाव से दूसरी घटना घटित हो जाती है। अन्तर केवल इतना है कि Present Participle के प्रयोग वाली घटनाओं में जहाँ समय अन्तराल (time gap) की कमी प्रतीत होती है, अर्थात् एक घटना के प्रभाव से तुरन्त दूसरी घटना हो जाती है, वहीं Perfect Participle से जोड़ी जाने वाली दो घटनाओं के मध्य कुछ समय का अन्तर प्रतीत होता है, अर्थात् पहली घटना के समाप्त हो जाने या पूर्णता को प्राप्त हो जाने के पश्चात् दूसरी घटना घटित होती है। जैसे –

- ☞ My elder brother failed to get promotion. He applied for the retirement. - Having failed to get promotion, my elder brother applied for the retirement.
- ☞ I finished my dinner. I went to sleep. - Having finished my dinner, I went to sleep.
- ☞ He drew his sword. he rushed at the man. - Having drawn his sword, he rushed at the man.
- ☞ He wrote a letter. He gave it to his friend. - Having written a letter, he gave it to his friend.

नोट :- Perfect Participle का प्रयोग एक अन्य रूप में होता है। जब दोनों वाक्यों में कर्ता (subject) भिन्न- भिन्न होते हैं। अतः समान subject बनाने के लिये पहले वाक्य को passive voice में बदल कर लेते हैं। इस प्रकार के वाक्य को Perfect Participle में बदलने के लिये having

- ☞ Ram beat a boy. The boy began to weep. - Having been beaten by Ram, the boy began to weep.
 ☞ My neighbour rebuked him. He complained to his father.
 - Having been rebuked by my neighbour, he complained to his father.

Combine each pair of the following sentences into one simple sentence :

- The patient heard the sound. He became restless.
- A boy of the class abused me. I went to the principal.
- The thief took out the knife. He tried to kill a woman.
- I completed my essay. I started for my school.
- I have a bag. It is torn.
- Turn to left. You will find the bank.
- Ram was angry with me. He took back his book.

ANSWERS : 1. Hearing the sound, the patient became restless. 2. Having been abused by a boy of the class, I went to the principal. 3. Taking out the knife, the thief tried to kill a woman. 4. Having completed my essay, I started for my school. 5. I have a torn bag. 6. Turning to left, you will find the bank. 7. Being angry with me, Ram took back his book.

2. Infinitive का प्रयोग करके :-

Main Verb की I form (मूल अवस्था) से पहले to लगाकर Infinitive बनाया जाता है, अर्थात् to + V₁ को Infinitive कहते हैं। Infinitive का प्रयोग किसी कार्य का उद्देश्य (purpose) अथवा परिणाम (result) प्रकट करने के लिए किया जाता है तथा इसके द्वारा दो Simple Sentences को एक Simple Sentences में बदला जाता है। जैसे –

- ☞ The teacher took a stick. He intended to beat the boy. - The teacher took a stick to beat the boy.
 ☞ He is very small. He can not ride a bicycle. - He is too small to ride a bicycle.
 ☞ He is running fast. He wants to catch the train. - He is running fast to catch the train.
 ☞ He is very immature. He can not be married. - He is too immature to be married.
 I want to educate my daughter. I send her to school. - I send my daughter to school to educate her.

Combine each set of the following sentences into one simple sentence :

- I bought a pen. I wanted to give it to my nephew.
- He was very poor. He could not afford a high -class marriage.
- The curd is very sour. I can not eat it.
- He is going to Agra. He has a desire to see the Taj.
- I wanted to go to market. I took a rickshaw.

ANSWERS : 1. I bought a pen to give it to my nephew. 2. He was too poor to afford a high class marriage. 3. The curd is too sour for me to eat. 4. He is going to Agra to see the Taj. 5. I took a rickshaw to go to market.

3. Gerund का प्रयोग करके :-

जब main verb की ing form वाक्यों में main verb के रूप में प्रयोग न होकर noun या adjective के रूप में प्रयोग होता है तो उसे Gerund कहते हैं। जैसे –

- ☞ I like hockey. I like playing it. - I like playing hockey.
 ☞ He has a hobby. It is swimming. - His hobby is swimming.
 ☞ Do not get down the bus. The bus is moving. - Do not get down the moving bus.
 ☞ Her husband died. She lost conscience. - On hearing the news of her husband's death, she lost conscience.

4. Conjunction 'and' का प्रयोग करके :-

जब दो वाक्यों में एक ही subject द्वारा दो समान्तर कार्य किये जा रहे हों अथवा दो अलग-अलग subjects द्वारा एक ही जैसे कार्य किये जा रहे हों तो उन वाक्यों को and के प्रयोग द्वारा जोड़कर एक simple sence बनाया जाता है।

(a) जब एक ही subject द्वारा दो समानान्तर कार्य किये जा रहे हों –

- ☞ Ram beat a dog. Ram beat a cat. - Ram beat a dog and a cat.
 ☞ My elder brother hired a man. He also hired a woman. - My elder brother hired a man and a woman.

(b) जब दो अलग-अलग subjects द्वारा एक ही कार्य किया जा रहा हो –

- ☞ Mohan went to Allahabad. His sister went to Allahabad (separate) - Mohan and his sister went to Allahabad.
 ☞ Meera sang a song. Madhu sang a song. (separate) - Meera and Madhu sang a song.

Combine each set of the following simple sentences into one simple sentence -

- Do not touch the baby. It is sleeping.
- The children are playing. You should not disturb them.
- Mohan brought a bicycle. His friend too brought a bicycle.
- I met my English teacher yesterday. I also met my Geography teacher.
- Nobody should tease the weak. Nobody should tease the poor.
- I like cricket. I like watching it. 7. He has a desire. It is moutaineering.

ANSWERS : 1. Do not touch the sleeping baby. 2. You should not disturb the playing children. 3. Mohan and his friend bought bicycles. 4. Yesterday I met my English and Geography teachers. 5. Nobody should tease the weak and the poor. 6. I like watching cricket. 7. His desire is mountaineering.

5. Preposition का प्रयोग करके :-

दो या दो से अधिक simple sentences को किसी Preposition जैसे – on, before, after, of, by, for, besides आदि का प्रयोग करके एक simple sentence में जोड़ा जा सकता है। इसके लिये वाक्य में कुछ अन्य परिवर्तन भी करने पड़ते हैं। जैसे –

(a) Noun से पहले Preposition का प्रयोग –

- ☞ I feel asleep. I had not completed my study. - I fell asleep before the *completion* of my study.
- ☞ He could not qualify for final. He attempted many times. - In spite of his many *attempts*, he could not qualify for final.
- ☞ He has faced many difficulties. Still he is not discouraged. - In spite of many *difficulties*, he is not discouraged.

(b) Gerund से पहले Preposition का प्रयोग–

- ☞ India became free in 1947. She has been making rapid progress after that.
- India has been making rapid progress after *becoming* free in 1947.
- ☞ He ran fast. He finished top. - By *running* fast, he finished top.
- ☞ He entered the gate. He locked it. - After *entering* the gate, he locked it.
- ☞ He worked hard. He got good marks. - By *working* hard, he got good marks.

नोट :- यदि simple sentence में also प्रयुक्त होता है तो उसके स्थान पर besides, still के स्थान पर inspite of तथा otherwise के स्थान पर but for लगाते हैं।

- ☞ He gave me five hundred rupees. He also promised me all help.
- Besides *giving* five hundred rupees, he promised me all help.
- ☞ He is very rich. Still he is not proud. - In spite of being very rich, he is not proud.
- ☞ You must support him. Otherwise he will lose the election.
- But for your support, he will lose the election.

Combine each set of the following simple sentences into one simple sentence

1. He has succeeded a lot. Still he is not a bit proud.
2. He jumped into the river. He saved the drowning child.
3. Madan saw an old man. The old man was weak. He helped him.
4. My father gave me good advice. He helped me a lot.
5. My mother was ill. I got the telegram. I went to see her.

ANSWERS : 1. In spite of a lot of success he is not a bit proud. 2. By jumping into the river he saved a drowning child. 3. On seeing a weak old man, Madan helped him. 4. By giving good advice my father helped me a lot. 5. After getting the telegram of my mother's illness I went to see her.

6. Phrase in Apposition का प्रयोग करके :-

Apposition का तात्पर्य है – ‘placing side by side’ अर्थात् पास-पास रखना। परन्तु synthesis के सन्दर्भ में इसका तात्पर्य होता है – ‘the placing of a word next to another, in order to explain or qualify the first.’ अर्थात् ‘पहले noun की विशेषता या विशिष्ट पहचान प्रदर्शित करने के लिये उसके साथ दूसरे noun का संयोग। अधिक स्पष्ट शब्दों में यह कहना उचित होगा कि Apposition का प्रयोग करके ऐसे दो simple sentences को जोड़ा जाता है जिनमें एक ही noun (व्यक्ति, वस्तु) आदि के सम्बन्ध में दो ‘समान्तर जानकारियाँ दी गयी हों। जैसे –

- ☞ Tagore was a famous poet. He was the author of the Gitanjali.
- Tagore, a famous poet, was the author of the Gitanjali.
- Tagore the author of the Gitanjali, was a famous poet.
- ☞ Nehru was our first Prime Minister. He was a great writer.
- Nehru, our first Prime Minister, was a great writer.
- ☞ Rohit Sharma is the captain of Indian cricket team. He is a great batsman.
- Rohit Sharma, a great batsman, is the captain of Indian cricket team.
- ☞ Tagore founded Vishwa Bharti University. He was a great poet.
- Tagore, a great poet, founded Vishwa Bharti University.
- Tagore, the founder of Vishwa Bharti University, was a great poet.

Combine each set of the following simple sentences into one simple sentence :

1. Mr. Dutta is a simple person. He is my teacher.
2. Columbus was a brave sailor. He discovered America.
3. Shri Lal Bahadur Shastri was our Prime Minister. He was a very simple fellow.
4. Calcutta is the capital of West Bengal. It is the biggest city in India.
5. Smt. Indira Gandhi was our late Prime Minister. She was a courageous lady.
6. Shakespeare was a famous author. He wrote many dramas.
7. Kalidas was a great poet of India. He was a block-headed person in his early age.

ANSWERS : 1. Mr. Dutta, a simple person, is my teacher. 2. Columbus, a brave sailor, discovered America. 3. Shri Lal Bahadur Shastri, our Prime Minister, was a very simple fellow. 4. Calcutta, the capital of Bengal, is the biggest city in India. 5. Smt. Indira Gandhi, our late Prime Minister, was a courageous lady. 6. Shakespeare, a famous author, wrote many dramas. 7. Kalidas, a great poet of India, was a block-headed person in his early age.

7. Nominative Absolute का प्रयोग करके :-

Nominative Absolute का तात्पर्य है स्वयं में पूर्ण कर्ता। अर्थात् Nominative Absolute के प्रयोग द्वारा ऐसे दो वाक्यों को जोड़ा जाता है जिनमें कर्ता (subject) अलग-अलग होते हैं तथा पहली घटना के परिणामस्वरूप दूसरी घटना होती है। इनमें पहली घटना वाले वाक्य में subject के बाद में verb को $v_1 + ing$ या $having + v_3$ में परिवर्तित करके लिखा जाता है तथा comma (,) लगाकर दूसरे वाक्य को ज्यों का त्यों लिखते हैं। पहले वाक्य में होने वाले परिवर्तन के निम्नलिखित तीन रूप होते हैं। जैसे –

A. जब पहली घटना में verb, to be (is, are, am, was या were) का प्रयोग हो –

- ☞ Ram was a thief. The police arrested him. - Ram being a thief, the police arrested him.
- ☞ The day was hot. I could not do my work satisfactorily. - The day being hot, I could not do my work satisfactorily.
- ☞ The tea was very hot. I could not have it. - The tea being very hot, I could not have it.

B. जब पहली घटना में main verb का प्रयोग हो –

- ☞ The sun rose. The fog disappeared. - The sun having risen, the fog disappeared.
- ☞ The boy shouted. I was frightened. - The boy having shouted. I was frightened.
- ☞ The frog jumped. The crane caught it. - The frog having jumped, the crane caught it.

प्रथम वाक्य में II form of main verb (shouted) के स्थान पर having + III form अर्थात् having shouted का प्रयोग किया गया है। शेष नियम (1) के समान है।

C. जब पहली घटना passive voice में हो –

- ☞ The lion was killed. The hunter came out of the bushes. - The lion having been killed, the hunter came out of the bushes.
- ☞ Madan was beaten cruelly. The teacher enquired into the matter. - Madan having been beaten cruelly, the teacher enquired into the matter.

Combine each of the following sets of simple sentences into one simple sentence :

1. The story was interesting. I read it many times.
2. The inspector was interested in this matter. I told him the facts.
3. The sun set. The farmers returned to their homes.
4. The moon rose. The little bird sang a sweet song.
5. The letter was written. The teacher called him to bring his note book.
6. The college was closed. The students went home.
7. The sky was cloudy. It might rain.

ANSWERS : 1. The story being interesting, I read it many times. 2. The inspector being interested in this matter, I told him the facts. 3. The sun having set, the farmers returned to their homes. 4. The moon having risen, the little bird sang a sweet song. 5. The letter having been written, the teacher called to bring his note book. 6. The college having been closed, the students went home. 7. The sky being cloudy, it might rain.

8. Adverbs का प्रयोग करके :-

Verb किसी अन्य adverb या adjective की विशेषता बताने वाले शब्दों को Adverb कहते हैं। Adverb द्वारा किसी कार्य के करने का तरीका बताया जाता है। जब Adverb के साथ कुछ अन्य शब्द जुड़े होते हैं तो उसे Adverb Phrase या Adverbial Phrase कहा जाता है। Adverb और Adverbial Phrase के प्रयोग द्वारा ऐसे दो वाक्यों को जोड़ा जाता है जिनमें से एक में किसी कार्य का वर्णन किया गया हो और दूसरे में उस कार्य को करने की विधि बतायी गयी हो। जैसे –

- ☞ He went to the station. He went there in a hurry. - He went to the station hurriedly.
- ☞ You should draft the letter. Do not delay it. - You should draft the letter without any delay.
- ☞ I am attending this office. I am punctual in it. - I am attending this office punctually.
- ☞ You spent all the money. It was foolish. - You spent all the money foolishly.
- ☞ I got first division. It was lucky for me. - Luckily I got first division.
- ☞ He did the work. He was honest in doing it. - He did the work honestly.
- ☞ You are wrong in this matter. It is certain. - Certainly you are wrong in this matter.

9. Adjective का प्रयोग करके :-

Noun या Pronoun की विशेषता बताने वाले (qualify करने वाले) शब्द को Adjective कहते हैं। जब Adjective के साथ कुछ अन्य शब्द हो तो उसे Adjective Phrase कहा जाता है। Adjective के प्रयोग द्वारा ऐसे वाक्यों को जोड़ा जाता है जिनमें से एक में किसी subject या object (noun या pronoun) के बारे में कोई बात कही जा रही हो और दूसरे वाक्य में उस subject की कोई विशेषता या पहचान बतायी जा रही हो, जैसे –

- ☞ I met a girl yesterday. The girl was very pretty. - I met a very pretty girl yesterday.
- ☞ A boy bought this chair. The boy was clever. - A clever boy bought this chair.
- ☞ Yesterday I helped a man. The man was very poor. - Yesterday I helped a very poor man.
- ☞ The murderer killed a child. The child was innocent. - The murderer killed an innocent child.
- ☞ A boy was punished. He was naughty. - A naughty boy was punished.

Combine each of the following sets of simple sentences into one simple sentence :

1. The man built the house. He built it in a hurry.
2. I came across a soldier in the train. He was wounded.
3. He is at fault. It is probable.
4. The house caught fire. It was very unlucky.
5. You are making a mistake. It is sure.
6. There exploded a bomb in the street. The bomb was powerful.
7. The hunter was running after the deer. He was running fast.

ANSWERS : 1. The man built the house hurriedly. 2. I came across a wounded soldier in the train. 3. Probably he is at fault. 4. Unluckily the house caught fire. 5. Surely you are making a mistake. 6. There exploded a powerful bomb in the street. 7. The hunter was running after the deer fast.

To Combine Simple Sentences into one Complex Sentence

Complex sentence में एक Principal clause तथा शेष (एक या अधिक) Subordinate clause (आश्रित उपवाक्य) होते हैं। इसलिए दो या दो से अधिक Simple sentences को मिलाकर एक complex वाक्य बनाते समय यह आवश्यक है कि दिये हुए Simple sentences में से एक को Principal clause तथा अन्य वाक्यों को Subordinate clause में बदला जाये। Subordinate Clauses तीन प्रकार के होते हैं—

1. Noun Clause 2. Adjective Clause 3. Adverb Clause

1. Noun Clause का प्रयोग करके :-

- ☞ You are a thief. It is known to all. - That you are a thief, is known to all.
 ☞ Every one knows well. You are a sincere student.- Every one knows well that you are a sincere students.
 ☞ Ram is a dull boy. Every teacher knows it. - Every teacher knows that Ram is a dull boy.
 ☞ Ram has failed in the examination. The reason is his carelessness.
 - The reason of Ram's failure in the examination is that he is careless.
 ☞ I told you that yesterday. You must rely on it. - You must rely on what I told you yesterday.
 ☞ He is honest. I know this. - I know that he is honest.
 ☞ He will come today. I am sure of it. - I am sure that he will come today.
 ☞ He does not know. Who is she? - He does not know who she is.
 ☞ Tell me. Where is she? - Tell me where she is.
 ☞ Do you know? Why is she sad? - Do you know why she is sad?
 ☞ I can't say. Is he poor? - I can't say if/whether he is poor.

Combine each set of the following simple sentences into one complex sentence :

1. He is going to Kanpur. Everybody knows it. 2. Somebody came here this morning. I do not know him.
 3. He was innocent. This was his statement. 4. I am going somewhere. You do not know it.
 5. You say so. It is not correct. 6. I am going to Bombay. No one knows it.
 7. He will not pass this year. It is certain.

ANSWERS : 1. Every body knows that he is going to Kanpur. 2. Somebody who came here this morning I do not know him. 3. His statement was that he was innocent. 4. You do not know it that I am going somewhere. 5. What you say is not correct. 6. No one knows it that I am going to Bombay. 7. It is certain that he will not pass this year.

2. Adjective Clause का प्रयोग करके :-

Adjective Clause का प्रयोग उस स्थिति में करना उपयुक्त होता है जब एक वाक्य में किसी व्यक्ति, वस्तु के सन्दर्भ में बताया गया है। एवं अन्य वाक्य में उसी Noun के सम्बंध में कुछ कहा गया है। ऐसे में who, whom, whose, which, when, where, that आदि का प्रयोग करके एक वाक्य को Subordinate Clause बनाया जाता है तथा अन्य वाक्य को Principal Clause बनाया जाता है। जैसे —

- ☞ I saw a dog. The dog was lying on the road. - I saw a dog which was lying on the road.
 ☞ I gave him a camera. The camera was very cheap. - I gave him a camera which was very cheap.
 ☞ This is the school. I was taught here in my childhood. - This is the school where I was taught in my childhood.
 ☞ The man was caught. He stole my watch. - The man, who stole my watch was caught.
 ☞ He was weeping for some reason. Nobody knew the reason. - Nobody knew the reason why he was weeping.
 ☞ This is the magazine. I want to purchase. - This is the magazine that I want to purchase.
 ☞ I shall always be grateful to him. He helped me. - I whom he helped shall always be grateful to him.

Note: Adjective clause किसी Relative Pronoun (who, whose, whom, which, that) अथवा किसी Relative Adverb (how, why, when, where) से शुरू होता है। यह ध्यान रखना चाहिये कि जहाँ तक सम्भव हो इन शब्दों को उन शब्दों के पास ही रखना चाहिए जिनकी विशेषताएं प्रकट की जा रही हों, अर्थात् Relative Pronoun तथा Relative Adverb का antecedent (पूर्ववर्ती) उनसे पहले प्रयुक्त होना चाहिये।

Combine each set of the following simple sentences into one complex sentence :

1. My brother will come from Delhi. I do not know the time.
 2. A thief came to my house. He was caught by the police.
 3. Ramesh is a good boy. He belongs to a good family.
 4. The messenger had to perform a duty. The duty was difficult.
 5. We came upon a certain cottage. Here a shepherd was living with his family.
 6. Gandhiji made our country free. He was shot dead by one of our countrymen.
 7. My mother is a religious lady. She prays to God for the welfare of humanity.

ANSWERS :

1. I do not know the time when my brother will come from Delhi. 2. A thief who came to my house was caught by the police. 3. Ramesh who belongs to a good family is a good boy. 4. The messenger had to perform a duty which was difficult. 5. We came upon a certain cottage where a shepherd was living with his family. 6. Gandhiji who made our country free was shot dead by one of our countrymen. 7. My mother who is a religious lady prays to God for the welfare of humanity.

3. Adverb Clause का प्रयोग करके :-

जब दो या अधिक वाक्यों के बीच समय (Time), स्थान (Palace), तरीका (Manner), उद्देश्य (Purpose), कारण (Cause), शर्त (Condition), विरोध (Contrast), तुलना (Comparison) आदि का सम्बंध हो तो Adverb Clause के द्वारा Simple Sentences को जोड़कर Complex Sentence बनाया जाता है। जैसे –

- | | |
|---|--|
| ☞ I waited for Ram Gopal. I waited till his arrival. | - I waited for Ram Gopal till he arrived. |
| ☞ He had left home. He came later. | - He had left home before he came. |
| ☞ He came to the palace. She was sitting there. | - He came where she was sitting. |
| ☞ Nehru went to many places. He was welcomed everywhere. | - Nehru was welcomed wherever he went. |
| ☞ You have treated me in a certain way. I will treat you in the same way. | - I will treat you as you have treated me. |
| ☞ I drew my sword. I wanted to defend myself. | - I drew my sword so that I might defend myself. |
| ☞ Do not work too much. You will lose your health. | - If you work too much, you will lose your health. |
| ☞ You must do it. It is not the matter of your choice. | - You must do it whether you like it or not. |
| ☞ He was very poor. He could not buy this book. | - He was so poor that he could not buy this book. |
| ☞ He ran very fast. She could not over take him. | - He ran so fast that she could not over take him. |
| ☞ She is ill. She can not attend the class. | - Since she is ill, she can not attend the class. |
| ☞ He is weak. I shall teach him. | - I shall teach him because he is weak. |
| ☞ I am happy. I have got a job. | - As I have got a job, I am happy. |
| ☞ He is poor. He is honest | - Although he is poor, he is honest. |
| ☞ He is rich. He is unhappy. | - Though he is rich, he is unhappy. |
| ☞ It looks. It will rain. | - It looks as if it will rain. |
| ☞ Sita is beautiful. Sarla is equally beautiful. | - Sarla is as beautiful as Sita. |

Combine each set of the following simple sentences into one complex sentence :

- | | |
|--|---|
| 1. We go to school. We want to read. | 2. He is rich. He is not happy. |
| 3. He lives at some place. Nobody lives there. | 4. Do not go out in the sun. You will fall ill. |
| 5. The train had left. They reached the station. | 6. He was walking in the morning. He saw a snake. |
| 7. He is a lazy boy. The other boys in the class are not equally lazy. | 8. The two friends quarrelled. I could not know the reason. |
| 9. Ramesh bought a book. It was very interesting. | 10. The rose is a beautiful flower. It is certain. |
| 11. Tulsidas was a great poet. He wrote the Ramcharit Manas. | 12. I was going on a road. I saw two dogs. |
| 13. A fox was going through a forest. She saw some grapes. | |
| 14. He lives at Nathdwara. Nathdwara is a sacred place of the Hindus. | |

ANSWERS : 1. We go to school because we want to read. 2. Although he is rich, he is not happy. 3. He lives at some place where nobody lives. 4. If you go out in the sun, you will fall ill. 5. They reached the station when the train had left. 6. While he was walking in the morning, he saw a snake. 7. The other boys in the class are not as lazy as he is. 8. I could not know the reason why the two friends quarrelled. 9. Ramesh bought a book which was very interesting. 10. It is certain that the rose is a beautiful flower. 11. Tulsidas who wrote the Ramcharit Manas was a great poet. 12. I saw two dogs while I was going on a road. 13. A fox was going through a forest where she saw some grapes. 14. He lives at Nathdwara which is a sacred place of the Hindus.

To Combine Simple Sentences into one Compound Sentences

दो या दो से अधिक Simple sentences को मिलाकर एक Compound वाक्य बनाने के लिए co-ordinating conjunctions का प्रयोग होता है। Co-ordinating conjunctions निम्नलिखित चार प्रकार के होते हैं जो चार प्रकार के वाक्यों को जोड़ने के काम आते हैं –

A. Cumulative Conjunctions :-

They join one idea to another and one statement or fact to another. ये वे संयोजक होते हैं जो एक कथन को दूसरे कथन से जोड़ते हैं। Both-and, And, Not only-but also, As well as, No less than आदि को **Cumulative Conjunctions** कहते हैं। जैसे :-

- | | |
|---|--|
| ☞ He took my pen yesterday. He returned it today. | - He took my pen yesterday and returned it today. |
| ☞ He was marked absent. He was turned out of the class. | - He was marked absent as well as turned out of the class. |
| ☞ Ram is hard working, He is honest. | - Ram is both hard working and honest. |
| ☞ Sita has completed her work. Gita has completed her work. | - Not only Sita but also Gita have completed her work. |
| ☞ I am going to market. My parents are going to market. | - I as well as my parents am going to market. |
| ☞ She is innocent. Her lover is innocent. | - She no less than her lover is innocent. |

B. Alternative Conjunction :-

They are used when one of the two things is to be chosen or a choice is offered between one sentence and another. वे संयोजक जिनसे दो वैकल्पिक कथनों को जोड़ा जाता है। इनमें से एक वाक्य को ही चुना जाता है। Either-or, Neither-nor, Or, Nor, Otherwise, Else आदि को **Alternative Conjunctions** कहा जाता है।

- | | |
|--|--|
| ☞ Ram may go to Jaipur. Mohan may go to Jaipur. | - Either Ram or Mohan may go to Jaipur. |
| ☞ My brother does not bring his note book. My sister does not bring her note book. | - Neither my brother nor my sister brings her note book. |
| ☞ Give me your purse. I will shot you. | - Give me your purse otherwise I will shot you. |

☞ Make haste. You will miss the train.

- Make haste else / or / otherwise you will miss the train.

☞ Come in time. Do not come at all.

- Either come in time or do not come at all.

C. Adversative Conjunctions :-

वे संयोजक जो दो विरोधाभासी वाक्यों को जोड़ने का कार्य करते हैं अर्थात् दूसरा कथन पहले के विपरीत होता है। But, Yet, Nevertheless, Where as, While, However, Still, आदि को **Adversative Conjunctions** कहते हैं। जैसे –

☞ He is lazy. He is clever.

- He is lazy but he is clever.

☞ He is poor. He is honest.

- He is poor yet he is honest.

☞ He is ill. He works hard.

- He is ill still he works hard.

☞ She ran very fast. She missed the train.

- She ran very fast yet she missed the train.

☞ Wise men love truth. Fools shun truth.

- Wise men love truth whereas/while fools shun it.

☞ He was annoyed. He kept quiet.

- He was annoyed still/ however he kept quiet.

D. Illative Conjunctions :-

They prove one fact from another and they also indicate cause reason and result. वे संयोजक जो ऐसे वाक्यों को जोड़ते हैं जिनमें से एक वाक्य दूसरे वाक्य का परिणाम होता है। Therefore, so, for, thus, hence आदि को Illative Conjunctions कहा जाता है। जैसे –

☞ He did not work hard. He failed in the examination. - He did not work hard therefore, he failed in the examination.

☞ He is the son of a professor. He is intelligent.

- He is the son of a professor, therefore he is intelligent.

☞ I can't take class. I am ill.

- I am ill so/thus I can't take class.

☞ I got promotion. I worked hard.

- I got promotion for I worked hard.

☞ I cannot die in peace. I am a sinner.

- I am a sinner, so I cannot die in peace.

☞ He left his studies. He had no money.

- He had no money, so he left his studies.

Combine the following simple sentences into one compound sentence :

1. You did not obey me. You failed.

2. The boy was beaten. He was turned out of the class.

3. He grew very weak. He did not break the fast.

4. Speak the truth. You will be pardoned.

5. The Rajputs were victorious. They were brave.

6. Somebody pulled the chain. The train stopped.

7. He is rich. He is not contented.

ANSWERS : 1. You did not obey me, so you failed. 2. The boy was not only beaten but also turned out of the class. 3. He grew very weak but he did not break the fast. 4. Speak the truth and you will be pardoned. 5. The Rajputs were victorious for they were brave. 6. Somebody pulled the chain so the train stopped. 7. He is rich yet he is not contented.

TEST EXERCISE

Combine the following sets of sentences as directed against each :

1. The boy wrote a letter. The boy went to school. (simple) 2. He was hungry. He ate two apples. (simple)

3. Work hard. You will not pass. (compound) 4. Be quick. You will be late. (compound)

5. I have a watch. It does not work well. (complex) 6. We went to the hospital. There we saw a dead body. (complex)

7. The police came. The thief had run away. (complex)

ANSWERS : 1. Having written a letter the boy went to school. 2. Being hungry, he ate two apples. 3. Work hard, otherwise you will not pass. 4. Be quick or you will be late. 5. I have a watch, which does not work well. 6. We went to the hospital where we saw a dead body. 7. The thief had run away when police came.

PREVIOUS EXAMINATION PAPERS

Combine these sentences into one simple sentence :

1. He sent his son to America. He wanted to educate him. (2007)

2. Naveen is tired. He needs rest.

3. Yogita took a pen, She wanted to write a story. (2008)

4. He was tired. He went to bed so early.

5. Hiroshima was once a prosperous town. It is now a heap of ruins. (2009)

6. The holidays are at end. Boys are returning to school.

Combine these sentences into one complex sentence :

7. My wife lives in Surat. She is a doctor. (2010)

8. Kavita helped me. Her father is an RAS officer.

Combine each set of sentences into one one sentence as directed :

9. He felt tired. He sat down to rest. (Simple Sentence)

10. I am in the right. You are in the wrong. (Compound Sentence) (Model paper 2023)

ANSWERS : 1. He sent his son to America to educate him/to be educated. 2. Being tired, Naveen needs rest. 3. Yogita took a pen to write a story. 4. Being tired, he went to bed so early. 5. Hiroshima, once a prosperous town, is now a heap of ruins. 6. The holidays being at the end, boys are returning to school. 7. My wife, who is a doctor, lives in Surat. 8. Kavita, whose father is an RAS officer, helped me. 9. Feeling tired, he sat down to rest. 10. I am in the right but you are in the wrong.

QUESTION NO. - 8 (MARKS - 2)

PHRASAL VERBS

Phrasal verb is a combination of two words which has a single meaning and which is different from a simple addition of the meaning of its parts. क्रिया (Verb) व Preposition अथवा Adverb से मिलकर बने शब्दों को phrasal verb कहते हैं। केवल verb का अर्थ ज्ञात होने से verb से बने phrasal verb के अर्थ का अनुमान नहीं लगाया जा सकता है। जैसे – give up, give का अर्थ है – देना तथा up का अर्थ है – ऊपर। परन्तु give up का अर्थ है – छोड़ना

Phrasal verb = verb+ preposition – Look after
= verb + adverb – bring down
= verb + adverb + preposition – put up with

Break away कैद से छूटकर भाग जाना ☞ The prisoners broke away from the jail.

Break down –

कोई मशीन खराब हो जाना

☞ I was going to Delhi yesterday by car. It broke down on the way.

स्वास्थ्य खराब हो जाना।

☞ After years of over work his health broke down.

दुख से टूट जाना

☞ When he heard the news of his mother's death, he broke down completely.

Break into

जबरन घुस जाना

☞ The burglars broke into my house and took away my belongings.

एकाएक शुरू करना

☞ Hearing the speech the audience broke into laughter.

Break out एकाएक फैल जाना, चाहे वह लड़ाई हो या महामारी, बीमारी, हिंसा, आग, युद्ध का अचानक फैलना

☞ Flu has broken out in Bihar. ☞ A fire broke out in the village during the night.

Break off अचानक रूक जाना

☞ They were arguing, but broke off when I came into the room

अचानक सम्बन्ध विच्छेद करना

☞ His engagement has been broken off.

Break with - झगड़ा करना

☞ Ramesh broke with Sohan on a trifling matter.

दोस्ती समाप्त करना

☞ He broke with an old friend.

छोड़ना (सम्बन्ध विच्छेद करना)

☞ It is very difficult to break with old habits.

☞ People should break with useless customs

Break up का अन्त होना या समाप्त होना या टूट जाना

☞ The meeting broke up in confusion ☞ The ship broke up on the rocks.

Bring about घटित होने के कारण होना। लाना (बनाना)

☞ His evil ways brought about his ruin. ☞ What brought the quarrel about?

☞ He wants to bring about new changes in the education system.

Bring in उत्पन्न करना (कमाना) लाभ पहुँचाना

☞ He does odd jobs that bring him in fifty rupees a day.

☞ The auction of this house will bring in Rs. 50, 000.

Bring down कम करना/गिराना

☞ The government is trying to bring down prices.

☞ The storm brought down many trees.

Bring up पालन-पोषण करना

☞ Parents must bring up their children well.

Bring out प्रकाशित करना

☞ When will the publisher bring out your new book?

☞ Bring out the meaning of the passage.

Bring forth उत्पन्न करना

☞ Evil minded persons bring forth evil thoughts.

Bring forward

☞ In the legislative assembly he brought forward a proposal for the good of farmers.

सामने रखना या जानकारी मे लाना

Bring round विचार परिवर्तित करना ☞ After a lot of argument I brought him round to my point of view.

Bring on पैदा करना

☞ Dirt often brings on disease.

Bring over पक्ष में लाना

☞ My arguments brought him over to my view.

☞ No body can bring over the ways of fortune.

Bring under अधीन करन

☞ Akbar could not bring Rana Pratap under.

Bring back याद दिलाना, लौटाना

☞ Your letter brought back memories of my childhood.

☞ Please bring back all library books by the end of the month.

Bring to mind स्मरण करना

☞ I have taught in various institutions but I don't bring to mind the names of all my students.

Carry out आदेश पालन करना

☞ You must carry out my orders.

- Carry on** जारी रखना
- ☞ It is difficult to carry out the project so easily.
☞ He is carrying on his business successfully.
☞ He carried on his studies even after his failure.
- Carry off** जीतना
- ☞ Manish carried off the first prize in the debate competition.
- Carry through** समाप्त करना
- ☞ He is not very talented but his self confidence will carry him through.
- Carry away** अपहरण करना
- ☞ Prithivi Raj carried away Sanyogita.
☞ He was carried away by his beauty.
- Carry over** स्थगित करना
- ☞ There was not time to discuss the proposal so the committee carried it over to the next meeting.
- Come off** सम्पन्न होना या घटित होना
किसी से अलग होना या टुट जाना।
- ☞ Her marriage come off next month
☞ The button has come off my shirt.
- Come round** पुनः होश में आना
स्वस्थ होना
- ☞ He fainted but come round soon.
☞ He is coming round soon from his illness.
- Come about** घटित होना।
- ☞ How did it come about?
☞ I cannot tell you how it came about.
- Come down** मूल्य कम होना
- ☞ The price of gold has come down.
- Come by** प्राप्त करना
- ☞ How did you come by such a beautiful diamond?
☞ He came by his wealth by dishonest means.
- Come in** अन्दर आना
- ☞ May I come in, Sir?
- Come of** सम्प्रान्त कुल से होना
- ☞ Sri Lal Bahadur Shastri came of a poor family.
- Come on** आना
- ☞ You go first. I will come on later.
- Come upon** आक्रमण करना
अचानक मिलना
- ☞ Rana Sanga came upon the enemy with full force
☞ I come upon a wild bear in this forest.
- Come across** अचानक मुलाकात होना
- ☞ I came across my friend in the train.
☞ Who can say that he has never come across any difficulty in his life?
- Come out** प्रकाशित होना
बाहर आना
- ☞ His new book will come out soon.
☞ He has not come out of his house today.
- Come forward** मदद हेतु आगे आना
- ☞ Several people come forward to help the poor widow.
- Come up to** तक पहुंचना
- ☞ The water came up to my waist.
- Come along/on** किसी के साथ आना
- ☞ Come along/on with me
- Come at** पहुंचना
- ☞ Ramesh at last come at the right conclusion.
- Come to** बराबर होना
- ☞ Your debt comes to one thousand rupees.
- Come back** लौटना
- ☞ My friend will come back from Japan next month.
- Come for** ले जाने के लिए आना
- ☞ Has anyone come for that book yet?
- Come under** अन्तर्गत आना
- ☞ All the departments of the districts come under the collector
- Get up** उठना/जागना
- ☞ I always get up at 5 o'clock in the morning.
- Get back** लोट आना/लौटना
- ☞ You should get back by 5 p.m.
☞ When will you get back from Bombay.
- Get off / Get down** ट्रेन/घोड़े आदि से उतरना
- ☞ I am getting off the trains at the next station.
☞ The policeman told the child to get off the pony.
- Get about** एक स्थान से दुसरे स्थान पर जाना (इधर-उधर घुमना)
- ☞ Considering his age, the old man gets about a great deal.
- Get into** प्रवेश करना
- ☞ He got into the bus for Delhi.
- Get on :-** चढ़ना (बस, घोड़ा आदि में)
उन्नति करना
- ☞ He got on his bicycle/his horse.
☞ He is getting on very well at school
- Get along :-** मेल मिलाप से रहना
प्रगति करना/उन्नति करना
- ☞ The two neighbours are getting along quite nicely.
☞ How are you getting along/on with your English studies?
- Get through** सफल होना
- ☞ He worked hard to get through the examination.
☞ I am sure he will get through his examination.
- Get down/off** उतरना
- ☞ He is too weak to get down the stairs.
☞ Please get down your horse.
- Get rid of** छुटकारा पाना
- ☞ I want to get rid of my lazy servant

- Get at** तक पहुंचना ☞ The fox could not get at the grapes.
☞ You can get at the highest post only by hard work.
- Get round** काम के लिए राजी करना ☞ She knows how to get round her mother.
- Get together** विचार विमर्श के लिए मिलना ☞ Management should get together with the union.
- Get away** भाग जाना ☞ The police could come the thief got away from the jail.
☞ I am afraid I can't get away from the office.
- Get away with** धोखा देने में सफल होना ☞ The thief got away with the purse he had picked.
- Get by** गुजारा करना ☞ Work hard and get by this job.
☞ How can a poor labourer get by on such low wages?
- Get on with** सहयोग करना ☞ He does not know how to get on with his neighbours
☞ She found it impossible to get on with her mother-in-law
- Get over** कठिनाइयों को जीत लेना ☞ He easily get over these difficulties
स्वस्थ हो जाना ☞ She took two weeks to get over the shock.
- Get out (of)** बाहर निकलना ☞ Please get out of bad habits.
☞ The lion got out of its cage.
- Put down** दबाना (विद्रोह) लिख लेना ☞ It is not easy to put down a rebellion.
☞ Here is my address put it down before you forget it.
- Put across** सफलता पूर्वक समझाना ☞ He could not put across her ideas in the meeting.
- Put forward** विचार के लिए प्रस्तुत करना ☞ He put forward a new theory.
☞ The case was put forward in the meeting.
- Put in** आवेदन पत्र देना ☞ He has put in an application for the post.
☞ He has put in his claim for land.
- Put on** पहनना ☞ He put on his glasses and took the letter from my hand.
- Put off** स्थगित करना उतारना ☞ The meeting has been put off until next week
☞ Put off your hat and come in
- Put out** बुझाना ☞ Put out the lamp. ☞ Let me put out the light.
- Put up with** :- बर्दाश्त करना ☞ I cannot put up with this insult.
☞ We have to put up with a lot of noise when the children are at home.
☞ Where is he putting up these days?
☞ He put up the file to the officer.
- Put up** ठहरना/रुकना पेश करना ☞ One must put by some money every month.
- Put by** बचाना ☞ He put forth all skill to defeat me.
- Put forth** प्रयोग में लाना ☞ Many persons were put to death at the time of the partition of India.
- Put to death** मार देना ☞ Put your toys away children.
- Put away** हटाकर अलग रखना ☞ When you have finished with the book, put it back on the table.
- Put back** पूर्ववत कर देना ☞ An administrator who puts over his job smoothly, is praised.
- Put over** सफलता पूर्वक पूर्ण करना ☞ Don't put me into the argument.
- Put into** घसीटना ☞ About 50 candidates turned up for interview.
- Turn up** हाजिर होना (लाना) घटित होना ☞ No one can say what will turn up tomorrow
- Turn against** खिलाफत करना ☞ Why have you turned against me?
☞ His friends turned against him due to his bad habits.
- Turn off** बन्द करना ☞ Turn off the water tap/radio/lights.
- Turn down** अस्वीकार करना ☞ His application for leave was turned down.
☞ He turned down my request.
- Turn on** खोल देना या शुरू करना ☞ Turn on the radio.
☞ Don't turn on the tap so frequently
- Turn out** निकाल देना ☞ As he was disturbing the class, he was turned out of the class.
- Turn away** बरखास्त करना ☞ An old man was turned away by the manager.
- Turn over** पलटी खाना निश्चित राशि से व्यापार करना ☞ Please turn over the page of the book.
☞ How much is your turn over per year?
- Turn to** ध्यान देना ☞ After finishing her work, she turned to her daughter.
- Turn into** परिवर्तित होना ☞ Water turns into vapour.
- Turn about** घूमना ☞ You just turn about, you will see a very amusing scene.

Test Exercise

Write the appropriate phrasal verbs in the following sentences, forming them with the help of the verbs given in the brackets.

- The marriage soon after the birth of their first child and since then they have been living separately. (break)
- The police and arrested all the gamblers. (break)
- On hearing the news of the death of her mother she (break)
- Many people now - a - days neither take nor give any dowry because they have this custom. (break)
- A fire on second floor of the building. (break)
- They are now trying to a new player to strengthen the team. (bring)
- Many people their studies ever after getting some employment. (carry)
- At the time of accident many people to help others. (come)
- We must never a running bus or any other vehicle. (get)
- He had no alternative but to with his room-partner. (put)
- His bail petition has been by the court; now he'll go to prison. (turn)

Answers : 1. broke off 2. broke in 3. broke down 4. broken with 5. broke out 6. bring on 7. carry on 8. come forward 9. get down 10. put up 11. turned down

TEST EXERCISE WITH ANSWERS

- The car **broke down** in the way. (break)
- The prisoner **broke away** from the jail. (break)
- Indira was the only child in the Nehru family. So, she was **brought up** with lots of care and affection. (bring)
- This publisher is **bringing out** good novels. (bring)
- The obedient son **carried out** every instruction of his father. (carry)
- Her brilliant labour helped her **carry off** the trophy. (carry)
- The marriage **came off** well. (come)
- He didn't go to school and kept **getting about** all day long. (get)
- I can't **put up with** your rude behaviour any more. (put)
- After a lot of request, the television was **turned on** (turn)
- The police **broke in** and arrested all the gamblers. (break)
- On hearing the news of the death of her mother she **broke down** (break)
- They are now trying to **bring on** a new player to strengthen the team. (bring)
- A fire **broke out** on second floor of the building. (break)
- Students **get up** early in the morning to study. (get)
- The child climbed up the tree but found it difficult to **get down** (get)
- He lost the race because one of his shoes **came off** (come)
- The fire brigade is meant to **put out** the fire. (put)
- He had no alternative but to **put up** with his room-partner. (put)

PREVIOUS EXAMINATION PAPERS

- The doctor told her to with the treatment. (carry) (2007)
- She her children very well. (bring)
- Sunil is very well with his English. (get)
- He in the middle of a sentence. (break) (2008)
- She will never to my way of thinking. (come)
- My uncle's son is well with his studies in computer science. (get)
- A student should the orders of his teacher. (carry) (2009)
- When you go out, please the lamp. (put)
- The teacher Manish from the class as his assignment was not complete. (turn)
- Students early in the morning to study. (get) (2010)
- Swine flue has all over India. (break)
- When I was coming from school I my old friend. (come)
- My car on the way. (broke down/broke up)
- All parents their children with love and care. (bring up/bring to) (2022)

ANSWERS : 1. carry 2. brought up 3. getting on 4. broke off 5. come round 6. getting on 7. carry out 8. put out 9. turned out. 10. get up 11. broken out 12. came across 13. broke down 14. bring up

QUESTION NO. - 8 (MARKS - 2)

PREPOSITIONS

Preposition (संबंधबोधक) – A preposition is a word which is used before a noun or pronoun to show its relation with the other words in the sentence. Preposition दो शब्दों से मिलकर बना है— Pre+ Position इसमें Pre का अर्थ है पहले और Position का अर्थ है Placed (रखा हुआ) अर्थात् वह शब्द या phrase है जो किसी Noun (संज्ञा) या Pronoun (सर्वनाम) से पहले प्रयुक्त होकर किसी वाक्य में उक्त Noun या Pronoun (वस्तु या व्यक्ति) का संबंध किसी दूसरे शब्द से स्थापित करता है। जैसे—

- ☞ There is a book on the table. ☞ He is sitting between two students.
☞ The Boys are playing under the tree. ☞ He is playing in the street.

Use of Prepositions**Use of 'At'**

(i) निश्चित समय बिन्दु के लिए –

- ☞ The sun rose at 6 a.m. ☞ Our School meets at 7 a.m.
☞ She was married at the age of twenty. ☞ I can repay the amount at any moment.

Note : at dawn, at dusk, at noon, at day break, at night, at midnight, at twilight, at this moment, at that moment, at the age of आदि से पूर्व at का प्रयोग होता है। जैसे –

- ☞ The thief entered the house at midnight. ☞ We had lunch at noon.

Note : Summer, winter, morning, evening, afternoon के पहले Preposition in का प्रयोग होता है।

(ii) छोटे स्थानों के नामों जैसे – at home, at school, at bank, at shop, at the post office, at the bus stand, at the door, at hospital, at the airport, at the railway station, at a party, at a match, at the theatre, at a lecture, at the top, at the bottom etc से पूर्व –

- ☞ Mr. Mohan is at office. ☞ I saw a beggar at the station.
☞ John is at home. ☞ My friend is standing at the door.

(iii) Village, town, colony के नाम के पहले –

- ☞ He lives at RIICO. ☞ I was born at Shahdra.
☞ He lives at Roop Nagar. ☞ My uncle lives at Indira Colony.

Note : बड़े नगरों, प्रान्तों व देशों के नाम के पहले in का प्रयोग होता है।

- ☞ Vinod lives in Delhi. ☞ She was born in Punjab.

(iv) तुलनात्मक दृष्टि से छोटे स्थानों के लिए at व बड़े स्थानों के लिए in का प्रयोग करते हैं –

- ☞ We live at Jhunjhunu in Rajasthan. ☞ She lives at Vidhya Vihar in Sikar.

(v) कौशल प्रकट करने के लिए

- ☞ He is good at English. ☞ Naresh is clever at cards.

(vi) Rate (दर/भाव), गति व निश्चित तापक्रम बताने के लिए –

- ☞ The bank has sanctioned the loan at six percent. ☞ Mangoes are being sold at three rupees a kilo.
☞ She drove her car at 70 km per hour. ☞ Water boils at 100° C.

(vii) त्यौहारों के नाम से पहले अवधि (Period of time) प्रकट करने के लिए –

- ☞ We met each other at Deepawali Vacation. ☞ They had a break at Dussehra.

Use of 'In'

(i) निश्चित स्थान के भीतर किसी वस्तु की स्थिर अवस्था को प्रकट करने के लिए—

- ☞ He is in the room. ☞ He is in bed.
☞ There are clouds in the sky. ☞ Children are playing in the street.
☞ This is the only shop in the village. ☞ There is little water in the jug.

(ii) महिनों, ऋतुओं व वर्षों से पूर्व –

- ☞ I was born in 1985. ☞ India became free in 1947.
☞ In Rajasthan, it rains in summer. ☞ We took exam in March.

(iii) Morning, evening व afternoon के पहले—

- ☞ I shall go to school in the morning. ☞ Meet me in the afternoon.

(iv) स्थिति व सन्दर्भ को प्रकट करने के लिए –

- ☞ He was born in poverty. ☞ He was born in debt.
☞ A bird is sitting in the tree. ☞ My father is sitting in armchair.

(v) निम्न क्रियाओं के साथ – Made in, believe in, fill in, expert in, interest in

Use of 'Into'

- (i) किसी चीज के बाहर से भीतर जाने की अवस्था को प्रकट करने के लिए –
 ☞ Ajay got into the bus. ☞ The frog jumped into the pond.
- (ii) रूप परिवर्तन के लिए (अवस्था परिवर्तन के लिए) –
 ☞ Milk turns into curd. ☞ Water turns into ice.
 ☞ Translate this passage into English. ☞ Change into passive voice/reported speech.

Use of 'To'

- (i) एक स्थान से दूसरे स्थान पर जाने के लिए –
 ☞ I go to temple everyday. ☞ She came to my house yesterday.
- (ii) समय बताने के लिए –
 ☞ It is ten to ten. ☞ It is five minutes to three.

Note : समय पूछने व बताने पर watch से पूर्व by का प्रयोग होता है।

- ☞ What's time by your watch? ☞ It is five to five by my watch.

(iii) Infinitive verb से पूर्व –

- ☞ I want to take a cup of tea. ☞ My mother came to see me.

(iv) तुलना दर्शाने के लिए–

- Inferior to, superior to, junior to, senior to, prefer to, prior to, younger to, elder to, exterior to, interior to.
 ☞ He is superior to me. ☞ He is younger to me.
 ☞ Rajesh prefer coffee to tea. ☞ Ram is elder to Shyam.

Use of 'On'(i) day व date के साथ –

- ☞ I shall go to Delhi on Monday. ☞ India became free on 15th August 1947.

Note : वर्ष व महिने का नाम आने पर in preposition का प्रयोग होता है –

- ☞ He was born in August. ☞ India got freedom in 1947.

(ii) किसी वस्तु के किसी सतह पर स्पर्श करते हुए, टिके रहने के अर्थ में on का प्रयोग होता है अथवा (नीचे वाली वस्तु को छूने की अवस्था में) –

- ☞ The book is on the table. ☞ The pictures are on the wall.
 ☞ There is a carpet on the floor. ☞ He is sitting on the grass.
 ☞ He wears a hat on the head. ☞ Sudha has a ring on her finger.
 ☞ He walks on foot. ☞ She was riding on a horse.

(iii) किसी वस्तु की स्थिति को स्पष्ट करने के लिए अथवा के बारे में –

- ☞ Mr. Jangir has written a book on Grammar.
 ☞ The leader spoke on the changing social system.

(iv) का साक्ष्य होने के अर्थ में –

- ☞ I am on the committee. ☞ She is on the club.

Use of 'Upon'

(i) "ऊपर" किन्तु गति की अवस्था में लगाया जाता है –

- ☞ The dog jumped upon the table. ☞ The lion fell upon the lamb.
 ☞ Tenzing climbed upon Mt. Everest. ☞ Put it upon the table.

Use of 'By'

(i) घड़ी से समय पूछने अथवा बताने के लिए –

- ☞ It is two by my watch. ☞ What's time by your watch?

(ii) Future Perfect तथा Perfect Continuous Tense में समय से पूर्व अथवा उस समय के साथ जब कोई काम समाप्त होना है :-

- ☞ He will finish this work by 5.30 this evening. ☞ I shall finish this work by Sunday.
 ☞ I shall have been reading in this school for three years by 2011.

(iii) Method (तरीका/विधि), Rate (दर), Weight (वजन), Measurement (माप) तथा Action (कार्य) को प्रकट करने के लिए –

- ☞ He sent me a gift by post. ☞ She informed me by a messenger.
 ☞ He caught me by the neck. ☞ Cloth is sold by the metre.
 ☞ He paid the money by installments. ☞ This room is 15 ft. by 10 ft.

(iv) निकट के अर्थ में –

- ☞ She is sitting by her mother. ☞ I have a house by the sea.

Note : निकट के अर्थ में beside का प्रयोग भी होता है I was sitting beside/by my friend.

(v) यातायात क साधनों से पूर्व –

- by bus, by car, by train, by land, by sea, by air, by cycle, by steamer, by boat,
 ☞ He came here by bus. ☞ I go to school by scooter.

Use of 'From'

(i) किसी स्थान के प्रारम्भिक बिन्दु से पूर्व 'से' के अर्थ में :-

☞ She came from Chandigarh. ☞ She will go from Jaipur to Ajmer. ☞ Many birds came from Siberia.

(ii) Point of time के साथ

☞ The teacher taught me from Monday to Friday. ☞ He plays from morning till evening.

(iii) समय के प्रारम्भिक बिन्दु से पूर्व 'से' के अर्थ में Non perfect tense में प्रयोग किया जाता है -

☞ Our school will start from 1st July. ☞ Our exams will start from Saturday.

☞ You should start this work from tomorrow.

(iv) Source को प्रकट करने के लिए -

☞ Light comes from the Sun. ☞ This is a quotation from Tulsī.

☞ These lines are taken from the poem, 'The Cloud'.

Note : सजीव (व्यक्तियों) का Source प्रकट करने के लिए of का प्रयोग किया जाता है-

☞ He came of poor family. ☞ Ram comes of aristocratic family.

Use of 'Since'

(i) Since का प्रयोग Perfect tense में निश्चित समय के साथ (Point of time)

☞ I have known him since 1975. ☞ They have been working hard since Sunday.

☞ I have been teaching in this school since July last.

Use of 'For'

(i) for का प्रयोग Period of time/extent of time (समयावधि/गिनती वाला समय अथवा समय सीमा इंगित करने के लिए Perfect tense में -

☞ He has been living here for two years. ☞ The teacher has been teaching the students for some time.

(ii) buy (bought), purchase, sell (sold), pay (paid) के बाद यदि rupees शब्द आए तो इसके पहले for आएगा -

☞ I paid Rs. 10 for this book. ☞ He sold a pen for ten rupees.

☞ He bought a wrist watch for five hundred rupees.

(iii) 'के लिए' के अर्थ में -

☞ We earn for living. ☞ My father walks for pleasure.

Use of 'After'

(i) 'के बाद' के अर्थ में -

☞ It was dark after sunset. ☞ Monday comes after Sunday.

☞ His name comes after my name. ☞ My father went there after three days.

(ii) की खोज में या 'को पकड़ने के लिए' -

☞ The Policeman ran after the thief. ☞ Bholā Ram always runs after wisdom

Use of 'Before'

(i) 'के पहले' के अर्थ में -

☞ I can't leave home before breakfast. ☞ His name comes before my name.

(ii) 'के सामने' के अर्थ में -

☞ He is standing before black board. ☞ I can't speak before my father.

Use of 'Through'

(i) शुरू से अन्त तक के अर्थ में समय से पूर्व इसका प्रयोग किया जाता है -

☞ The patient will not live through the night. ☞ You can't work in the sun through the day.

☞ A child cannot sit quietly through a long lesson.

(ii) आर-पार के अर्थ में (में से होकर गुजरने के लिए) या के माध्यम से के अर्थ में -

☞ Two friends were passing through the forest. ☞ Can you see through the glass?

☞ The thief entered the house through window. ☞ I knew it through it a newspaper.

☞ The train is moving through a tunnel. ☞ He looked through a telescope.

☞ The river flows into the tank through this pipe. ☞ The sun came through the window.

Use of 'Across'

(i) एक ओर से दूसरी ओर का आशय दर्शाने के लिए

☞ There are many bridges across the Ganga. ☞ He walked across the field.

☞ Can you row me across the river? ☞ He drew a line across the sheet of paper.

Use of 'over'

(i) सीधे या लम्बवत् रूपर होने के अर्थ में -

☞ The sky is over our heads. ☞ Many aeroplanes fly over the Indian oceans.

(ii) 'से अधिक' को प्रकट करने के लिए -

☞ He is over fifty. ☞ His income is not over his expenses.

(iii) किसी तल को आशिक या पूर्णरूपेण ढकने के अर्थ में -

☞ He put his coat over the boy. ☞ Wood floats over the water

- ☞ Please spread a paper over the sweet dishes. ☞ Tie a piece of cloth firmly over the top of the jar.
 (iv) एक छोर से दूसरे छोर तक – ☞ There was a bridge over the river.
 (v) आदेश, नियंत्रण, अधिकार, श्रेष्ठता प्रकट करने के लिए –
 ☞ Akbar, ruled over our country for 30 years. ☞ She has no control over her emotions.

Use of 'Under'

- (i) 'Over' का **Opposite 'Under'** होता है जो ठीक नीचे के अर्थ में प्रयुक्त होता है –
 ☞ The cat is sitting under the table. ☞ The children play under the tree in the afternoon.
 ☞ The hen is under the basket. ☞ It is my habit to put the books under the pillow.

Use of 'Above'

- (i) ऊपर के अर्थ में
 ☞ The bridge stands above the tree. ☞ The kites are flying above the tree.
 ☞ There are above fifty students in my class. ☞ The swimmer's head is above water.
 (ii) पद या दर्जे में उच्चतर –
 ☞ The Major is above the Captain in the army. ☞ The president is above the Prime Minister in the country.

Use of 'Below'

- (i) 'Above' का **Opposite 'Below'** होता है जो से नीचे के अर्थ में प्रयुक्त होता है –
 ☞ My father is below sixty. ☞ Below is given a list of words.
 ☞ This work is below my dignity. ☞ My income is below Rs. 20000/- a month.

Use of 'Off'

- (i) 'से' अलग (separation) को व्यक्त करने के लिए –
 ☞ The old man fell off the ladder. ☞ He put off his coat.
 ☞ The mango fell off the tree. ☞ He jumped off the horse.
 ☞ He is sleeping half on and half off the sofa. ☞ Switch off the light.
 (ii) किसी निर्धारित लक्ष्य से दूर होना –
 ☞ We are going off the subject. ☞ The ship was blown off her course.

Use of 'About'

- (i) लगभग के अर्थ में –
 ☞ It is about 11:30 A.M. ☞ He is about seventy years old.
 (ii) 'के विषय में' या 'के बारे में' का भाव प्रकट करने के लिए –
 ☞ He is careless about his duties. ☞ What do you know about him?
 (iii) तुरन्त घटित होने के अर्थ में (About + infinitive + verb के रूप में) –
 ☞ The train is about to leave. ☞ She is about to die.

Use of 'Along'

- (i) किनारे – किनारे के अर्थ में –
 ☞ There are many trees along the road. ☞ She ran along the railway line.

Use of 'Without'

- (i) के बिना, छोड़कर, रहित या के सिवाय के अर्थ में :-
 ☞ We can't live without water. ☞ A woman can't live without a man.

Use of 'Against' :

- (i) के विरुद्ध या के प्रतिकूल (विपरीत) के अर्थ में :-
 ☞ One should not go against the rules of the country. ☞ Sailing against the current is difficult.

Use of 'During' :

- (i) के दौरान (in cours of) के अर्थ में :-
 ☞ The people suffer hardship during the drought. ☞ We get light from the sun during the day.

Use of 'Beside' and 'Besides' :

Use of 'Beside'	Use of 'Besides'
(i) के पास में 'या' के बगल में – ☞ He is sitting <u>beside</u> me. ☞ Go and sit <u>beside/ by</u> Hari.	(i) 'के अतिरिक्त' या 'के अलावा' ☞ There was nothing in the room <u>besides</u> a table ☞ <u>Besides</u> Saroj, all the students are present.

WORDS FOLLOWED BY APPROPRIATE PREPOSITIONS

Abide at - place	abide in - house
Abide by - decision)	Abide with - person
Accomplice with - person	Accomplice in - act
Accused of - a crime	Accused by - a person
Alight on - ground, thing	Alight at - a place
Agree in - opinion	Agree to - proposal
Agree with - person	Agree on - subject

Amuse at - thing	Amused with - action
Angry at - thing	Angry with - person
Angry for - action	
Annoyed at - thing	Annoyed with - person
Antipathy to - thing	Antipathy against - person
Answer to - person	Answer for - action
Antidote to - medicine	Antidote against - inflection
Arrive at - Place	Arrive - country
Appeal to - person	Appeal against - decision
Arm against - danger	Arm with - weapon
Atone to - person	Atone for - action
Attend to - something	Attend upon - a person
Ask for - a thing	Ask from - person
Assure of -a fact	Assure against - loss
Award for - action	Awarded to - person
Argue against or about - a matter	Argue with - person
Authority for - action	Authority on - subject
Authority over - person	
Bargain with - a person	Bargain for - some thing
Battle with - a person	Battle for - some thing
Beg of, from - person	Beg for - person
Blind to - deeds, action	Blind in - one eye
Blush for - fault	Blush at - praise
Born of - parents	Born at, in - place
Buy from - shop	Buy of, from - person
Care for - like	Care about - thing
Cause of - problem	Cause for - anxiety
Charge with - theft	Charge to - a person
Close to - adjective	Close with - shut
Close down - to terminate the operation	Close out - to reduce the price
Complaint of - a thing	Complaint to - person
Compete with - person	Compete for - job
Confer about - consult of a matter	Confer with - consult with a person
Contend about - consult of a matter	Confer with - consult with a person
Contend for - thing	Contend with - person
Consist in - remain	Consist of - composed of
Condemn to - punishment	Condemn for - crime
Compare to - two different kind of things	Compare with - two things of same class
Consult on - matter	Consult with - person
Controversy on - matter	Controversy with - person
Confide to - to tell	Confide in - to pose confidence
Clothed in - dressing	Clothed with - some quality
Connect to - join	Connect with - relation
Depart to - a place	Depart from - old customs
Deal with - to do with the matter	Deal in - trade
Deal out - distribute	
Displeased at - thing	Displeased with - person
Disqualified for - post	Disqualified from - competing
Disgusted at - thing	Disgusted with - person or life
Differ on - point	Differ with - person
Differ from - thing	
Destined for - created for	Destined to - subject
Dispense with - do without	Dispense to - distribute
Dispose of - to sell	Dispose to - state of things
Dispute with - person	Dispute about - thing
Dwell upon - to speak	Dwell in - country
Dwell at - place	Dwell among - people

Eager for - fame	Eager in - to find
Embark on - a vessel	Embark in - new business
Engagement in - some work	Engagement to - a person
Engagement with - a person	
Enter into - thing	Enter upon - new course
Enquire of - person	Enquire into - a matter
Enquire about - the train	Enquire after - a person
Entrust with - a thing	Entrust to - person
Exchange for - thing	Exchange with - person
Equivalent for - word	Equivalent to - money, thing
Exact from - person	Exact in - adjective
Expert in - doing	Expert at - thing
False to - person	False of - thing, heart
Fascinated with - person	Fascinated by - thing
Familiar to - thing	Familiar with - person
Fit out - equip	Fit up - Furnishing
Fight for - depending	Fight with - together
Fight against - thing	
Freedom from - care	Freedom of - work
Gaze at - look attentively	Gaze on - look strangely
Good for - nothing	Good at - something
Grieve for - person	Grieve at - event
Grieve over - thing	
Grateful to - a person	Grateful for - a thing
Grief at - something	Grief for - a person
Happen to - person	Happen at - place
Happen on - come across	
Hear of - something	Hear from - person
Hear by - post	
Held by - person	Held in - esteem of contempt
Held at - place	
Hidden from - view	Hidden by - person, thing
Hungry for - affection	Hungry after - wealth
Impatient at - unexpected thing	Impatient for - expected thing
Impress on - a person	Impress with - an idea
Influence with/ over - a person	Influence on - someone's actions
Interest in - a thing	Interest with - a person
Interfere with - a person	Interfere in - something
Introduce to - person	Introduce into - make modifications
Invest with - authority	Invest in - business
Inquire for - a thing	Inquire in to - matter
Inquire about - concern	Inquire of - asking
Involve in - thing	Involve with - person
Indebted for - thing	Indebted to - person
Jest at - person	Jest with - thing
Judge of - giving opinion	Judge by - observing
Jump at - a thing	Jump to - a conclusion
Knack for - a thing	Knock of - doing something
Know by - recognize	Know for - quality
Labour for - public good	Labour at - some work
Labour in - a good cause	Labour under - the management
Laugh at - make fun	Laugh with - indulge with
Live at - a small town	Live in - in country, big place
Live on - food	Live for - devote
Live with - a person	
Liable for - crime	Liable to - punishment
Listen for - sound	Listen to - hear attentively

Mad for - a thing	Mad with - anger
Mad about /at - missing train	
Married to - woman	Married with - a man
Moved with - sorrow	Moved to - tears
Moved from - one's determination	Moved at - scene
Negligent of - one's duty	Negligent in - one's work
Nomination to - a post	Nomination of - a person
Obliged to - person	Obliged for - thing
Occupied in - doing a job	Occupied by - thing
Originate with - person	Originate in - place, cause
Participate with - a person	Participate in - something
Part from - person	Part with - thing
Play at - cards	Play upon - musical instrument
Prepare for - be ready	Prepare against - danger
Pray for - thing	Pray to - make prayer
Perish by - famine	Perish with - hunger
Plead by - famine	Perish with - hunger
Proceed against - a person	Proceed with - a business
Proceed from - a thing	Proceed to - a business
Quick in - doing	Quick of - understanding
Quarrel over - thing	Quarrel with - person
Regard for - a man's feeling	Regards to - something
Request for - a thing	Request to - a person
Responsible to - person	Responsible for - action
Reason with - person	Reason about - thing
Ready for - action	Ready with - something
Ready in - replying	
Revenge on - person	Revenge for - action
Reduced to - to decrease	Reduced by - decrease by an amount
Share of - thing	Share with - person
Skilful at - thing	Skilful in - doing a thing
Serve out - distribute	Serve up - to give food
Start at - time	Start from - place
started for - place	
Struggle for - thing	Struggle with - person
Sorry for - a person	Sorry about - something
Speak for - person	Speak about - thing
Starved to - death	Starved with - hunger
Stand against - an enemy	Stand by - a friend
Stand to - one's opinion	
Suited for - action	Suited to - occasion
Succeed to - property	Succeed in - doing
Supply to - person	Supply with - thing
Thankful for - thing	Thankful to - person
Think over - to consider	Think on - meditate
Trust in - person	Trust to - thing
Tired of - disgusted	Tired with - exhausted
Talk with - person	Talk about - thing
Talk over - discuss	
Useful for - thing	Useful to - person
Vote for - person	Vote on - a resolution
Vexed with - person	Vexed at - thing
Wait at - place	Wait for - person
Wake up - to get up	Wake from - to be a waken
Write in - ink /pencil	Write with - a pen /a pencil
Warn against - an action	Warn of - danger
Zealous for - a thing	Zealous in - a cause

TEST EXERCISE

Choose the most suitable preposition :

1. You are trying to drag me a controversy.
(a) in (b) into (c) from (d) for (b)
2. I complimented him his brilliant success in the examination.
(a) over (b) for (c) to (d) on (d)
3. He fell love with Sakshi.
(a) by (b) for (c) in (d) with (c)
4. Translate this passage form English Hindi.
(a) in (b) into (c) to (d) upto (b)
5. She was married an early age.
(a) for (b) of (c) at (d) in (c)
6. They will go to Bangalore plane.
(a) on (b) in (c) by (d) from (d)
7. I am grateful my friends for their moral support.
(a) for (b) to (c) of (d) with (b)
8. He is in the habit of finding fault other's works.
(a) in (b) with (c) of (d) for (b)
9. This watch is a gift my uncle.
(a) by (b) from (c) of (d) in (b)
10. The box belonged the landlord.
(a) of (b) with (c) to (d) for (c)
11. I was invited tea by his mother.
(a) for (b) to (c) with (d) in (b)
12. They have been reading 7 o'clock.
(a) for (b) in (c) since (d) at (c)
13. The work on this project has been seriously set
(a) on (b) off (c) of (d) about (d)
14. Never quarrel your friends.
(a) to (b) with (c) by (d) over (b)
15. Coal has become dearer the end of the last year.
(a) from (b) for (c) since (d) to (c)
16. These boys go to college college bus.
(a) by (b) in (c) to (d) for (b)
17. He is often late his dinner.
(a) for (b) at (c) to (d) in (a)
18. Ravi is married a cousin of mine.
(a) with (b) to (c) along with (d) off (b)
19. When I parted my mother, there were tears in my eyes.
(a) from (b) with (c) off (d) of (a)
20. She is a noble family of Rajputs.
(a) from (b) of (c) among (d) at (a)
21. Order his release has been issued.
(a) of (b) for (c) about (d) on (b)
22. My mother is afflicted pain in the joints.
(a) with (b) at (c) of (d) for (a)
23. She is suffering fever.
(a) with (b) of (c) through (d) from (d)
24. Chairs are made wood.
(a) of (b) from (c) on (d) through (a)
25. She said that she was feeling sick heart.
(a) of (b) in (c) at (d) to (c)
26. Ramesh is the best all the other players.
(a) into (b) among (c) above (d) between (b)
27. The lion sprang the cow.
(a) upon (b) on (c) over (d) off (a)
28. Nepal lies India and China.
(a) among (b) beyond (c) between (d) below (c)

29. I shall stand by you thick and thin.
 (a) in (b) into (c) about (d) through (d)
30. That dictionary can not stand comparison this.
 (a) over (b) for (c) of (d) with (d)
31. The rich are not inured manual labour.
 (a) of (b) on (c) to (d) for (c)
32. Open your book page ten and start reading.
 (a) at (b) on (c) upon (d) over (a)
33. Children, by the force of habit, are attracted anything that glitters.
 (a) for (b) to (c) with (d) into (b)
34. The robbers not only injured the landlord but also decamped booty.
 (a) with (b) off (c) about (d) to (a)
35. He was punished his absence.
 (a) with (b) from (c) for (d) of (c)
36. After all hard work has come to tell your health.
 (a) on (b) upon (c) at (d) into (b)
37. Dishonesty is always detrimental progress in life.
 (a) in (b) to (c) for (d) on (b)
38. I can write a book grammar.
 (a) on (b) of (c) about (d) in (a)
39. He has great antipathy those who are hypocrites.
 (a) for (b) against (c) to (d) with (b)
40. He is born an intelligent mother.
 (a) of (b) to (c) for (d) from (a)

Use the appropriate prepositions to complete the sentences below:

- Can you wake me 6.20?
- Can we meet lunch time Tuesday?
- He is always hungry the morning.
- My father doesn't like driving night.
- I didn't like the film. So I didn't stay the end.
- Can you clean the coat tommorrow?
- Could I talk you a few minutes?
- I got a headache the examination.
- This sweater looks good you.
- Who is the man grey suit?
- She had a ring every finger.
- There's nothing the fridge.
- Are there any good films the cinema this week?
- Will you be the party my uncle's house next week?
- I usually sit a window in a train. So I can look out.
- The door wouldn't stay shut. So I put a chair it.
- There's a big clock the door.
- The officer went the stairs and his office found a letter the table and began to read that.
- What time do we arrive New Delhi?
- When we arrived this house, he had already left.

ANSWERS : 1. at 2. at, on 3. in 4. at 5. till 6. by 7. to, for 8. during 9. on 10. in 11. on 12. in 13. at 14. in, at 15. by 16. between 17. above 18. up, in, on 19. at 20. at

Fill in the blanks with appropriate Preposition :-

- Rubina started.....six in the morning. (into, in, at, on)
- You, boys must settle ityourself. (among, at, for, in)
- He invited me.....dinner at 9 p.m. (to, on, at, for)
- She has been suffering.....fever for a week. (with, in, from, into)
- It is ten minutes to twelve.....my watch. (by, in, on, at)
- The poor man died.....cancer. (in, from, on, of)
- He always aimsgetting benefit from his business. (in, at, on, over)
- Hard work is key.....success. (for, in, at, to)
- My uncle went to London.....air. (with, from, by, on)
- Ravi has been working in this factory.....two years. (since, for, at, from)

11. Richa has been waiting for the bus.....8 o' clock. (for, from , since, at)
12. She wrote all her answers.....black-ink. (in, with, from, for)
13. The friends saw a bear while passing.....the forest. (in,between,through,upon)
14. Raina met her aunt.....the railway station. (on, at, above, in)
15. He had been teaching English in the school1988. (in, from, for, since)
16. Mohan always goes to school.....foot. (on, by, from, with)
17. She is diving.....the pool. (in, at, into, on)
18. A snake was killed.....a stick. (by, with, from, to)
19. The railway line runs.....the road up to 10 km. (by, along, across, to)
20. The bridge which was made.....the river, was very strong. (on, over, at, with)
21. You are welcome the Pink City of India. (in, at, to, on)
22. My friend has been living in London 15th September, 2001. (in, since, for, from)
23. An old man was walking a stick. (on, with, from, by)
24. I watched a good film TV. (on, by, in, from)
25. Radha met with an accident while returning.....the market. (in, to, from, on)
26. I used to give a helping handmy father at his workshop in my young age. (by, with, along, to)
27. There was a long queue of peoplethe reservation hall. (on, in, onto, for)
28. Scores of teacher are rewarded.....their noble deeds. (about, by, on, for)
29. Agra is known.....the Tajmahal. (to, for, by, with)
30. He congratulated memy success. (at, from, on, over)

Answers : 1. at 2. among 3. to 4. from 5. by 6. of 7. at 8. to 9. by 10.for 11.since 12.in 13.through 14.at 15. since 16. on 17. into 18. with 19. along 20.over 21.to 22.since 23.with 24.on 25.from 26.to 27.in 28. for 29. for 30.on

PREVIOUS EXAMINATION PAPERS

1. Manish went to Bhopal his car. **2007**
(a) on (b) in (c) from (d) with (b)
2. You can see the manager 11 a.m. to 2 p.m.
(a) by (b) among (c) between (d) with (c)
3. I have no objection you opening the window.
(a) of (b) for (c) to (d) by (c)
4. The child has been missing Monday.
(a) for (b) with (c) from (d) since (d)
5. I am aware his intention. **2008**
(a) to (b) in (c) of (d) from (c)
6. The young boy was run by the bus.
(a) over (b) in (c) at (d) to (a)
7. My daughter always goes to market my wife.
(a) by (b) with (c) to (d) from (b)
8. I was born the month of July.
(a) in (b) on (c) of (d) about (a)
9. The author thought the dealer again. **2009**
(a) with (b) to (c) about (d) off (c)
10. We celebrate the Republic Day 26th January.
(a) at (b) on (c) from (d) in (b)
11. Ramesh is senior me.
(a) with (b) from (c) on (d) to (d)
12. The officer got annoyed the clerk's reply.
(a) at (b) of (c) from (d) over (a)
13. He did not agree my proposal. **2010**
(a) with (b) to (c) from (d) by (b)
14. Butter is made milk.
(a) of (b) with (c) by (d) from (d)
15. He has bought a flat twenty lacks in Vrindaban.
(a) in (b) of (c) for (d) at (c)
16. Parents prevent me playing with bad boys.
(a) from (b) with (c) in (d) against (a)
17. Come and sit..... me. (to/by) **Ans. - by** **2022**
18. Pay attentionyour study. (on/to) **Ans. - to**

SEEN PASSAGES FROM FLAMINGO

Read the following passages and answers the questions given below :-

THE LAST LESSON

Passage - 1

For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

1. What did Franz think for a moment?
2. Why did he think so?
3. What were the Prussian soldiers doing?
4. What were more tempting than the rule for participles?
5. Find out the word from the passage which means - oppose.
6. Find out the opposite in meaning to cold.

Answers :

1. Franz thought of running away and spending his day outdoors. 2. He thought so because he was very late to school, and he did not prepare anything for the test. So, he was afraid of M. Hamel's scolding. 3. The Prussian soldiers were drilling in the open field back of the sawmill. 4. The birds were chirping at the edge of the woods, the Prussian soldiers were drilling, and the warm and bright day were more tempting than the rule for participles. 5. resist 6. warm

Passage - 2

While I was thinking of all this, I heard my name called. It was my turn to recite. What would I not have given to be able to say that dreadful rule for the participle all through, very loud and clear, and without one mistake? But I got mixed up on the first words and stood there, holding on to my desk, my heart beating, and not daring to look up. I heard M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day 'we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow.' And now you see where we've come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow.

1. Who called the name of Franz and why?
2. Was Franz able to answer the rules of participle?
3. What did M. Hamel say to Franz?
4. What according to M. Hamel is the great trouble with Alsace?
5. Find out the word from the passage which means 'fault'.
6. Find out the opposite in meaning to 'separated'.

Answers :

1. M. Hamel asked his name because it was his turn to recite the rules of participle in the class. 2. No, he was not able to answer the rules of participle in the class. 3. M

Hamel told that he would not scold him but he should feel bad enough. He should think about his mistakes. 4. The people of Alsace think that they will learn tomorrow because they have enough time and in this way they are not able to learn their own language. It is the great trouble with Alsace. 5. mistake 6. mixed.

Passage - 3

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, 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.

1. Who is 'I' here?
2. Why was 'I' wondering?
3. How was the tone of M. Hamel?
4. Why did M. Hamel want everyone to be attentive?
5. Find out the word from the passage which means - sat
6. Find out the opposite in meaning to careless

Answers :

1. Here, 'I' is Franz. 2. Franz has been wondering about the presence of village people, sitting quietly on the back benches which used to be always empty. 3. M. Hamel's tone was grave and gentle. 4. M. Hamel wanted everyone to be attentive because this was the last lesson he would give to the class. 5. mounted 6. attentive

Passage - 4

Whenever I looked up from my writing I saw M. Hamel sitting motionless in his chair and gazing first at one thing, then at another, as if he wanted to fix in his mind just how everything looked in that little school room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that.

1. What was the speaker doing?
2. What does M. Hamel's motionless posture reflect?
3. What was he doing while sitting motionless in his chair?
4. What had been same for the past forty years?
5. Find out the word from the passage which means - without moving
6. Find out the opposite in meaning to inside

Answers :

1. The speaker was doing his lesson in writing. 2. M. Hamel's motionless posture reflects his feeling of attachment towards the place he spent forty years at. 3. He was gazing at everything that was present in the room. 4. For the past forty years, the garden outside the window and the class in front of him had been the same. 5. motionless 6. outside

LOST SPRING

Passage - 1

'Sometimes I find a Rupee in the garbage' Why do you do this?" I ask Saheb whom I encounter every morn-

ing scrounging for gold in the garbage dumps of my neighbourhood. Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him. That's why they left, looking for gold in the big city where he now lives. "I have nothing else to do," he mutters, looking away. "Go to school," I say glibly, realising immediately how hollow the advice must sound. "There is no school in my neighbourhood. When they build one, I will go."

1. What did Saheb search in the garbage?
2. Where was Saheb's native home?
3. What does Saheb's mother tell him?
4. Why does Saheb not go to school?
5. Find the word from the passage which means "a lot of."
6. Find the word from the passage which is opposite to 'every thing'?

Answers :

1. Saheb searched for valuables and coins in the garbage. 2. Saheb's native home was amidst the green fields in Dhaka. 3. Saheb's mother tells him that many severe storms had swept away their fields and homes. 4. Saheb does not go to school because there is no school in his neighbourhood. 5. many. 6. nothing

Passage - 2

Saheb, too, is wearing tennis shoes that look strange over his discoloured shirt and shorts. "Someone gave them to me," he says in the manner of an explanation. The fact that they are discarded shoes of some rich boy, who perhaps refused to wear them because of a hole in one of them, does not bother him.

1. What is Saheb wearing?
2. Why are the shoes looking strange?
3. Why were the shoes discarded?
4. Why is Saheb not bothered about the hole in one of the shoes?
5. Find out the word from the passage which means - unusual
6. Find out the opposite in meaning to 'kept'.

Answers :

1. Saheb is wearing tennis shoes. 2. The shoes are looking strange because he has worn them over his discoloured shirt and shorts. 3. The shoes were discarded because they had a hole in one of them. 4. He is not bothered because he had been walking barefoot, so even shoes with a hole was a dream come true. Sometimes I find a Rupee in the garbage' 5. strange 6. discarded

Passage - 3

I remember a story a man from Udipi once told me. As a young boy he would go to school past an old temple, where his father was a priest. He would stop briefly at the temple and pray for a pair of shoes. Thirty years later I visited his town and the temple, which was now drowned in an air of desolation. In the backyard, where lived the new priest, there were red and white plastic chairs. A young boy dressed in a grey uniform, wearing socks and shoes, arrived panting and threw his school bag on a folding bed.

Looking at the boy, I remembered the prayer another boy had made to the goddess when he had finally got a pair of shoes, Let me never lose them. The goddess had granted his prayer. Young boys like the son of the priest now wore shoes. But many others like the rag pickers in my neighbourhood remain shoeless.

1. Why would the young boy stop briefly at the temple?
2. After how many years did the writer visit Udipi?
3. Did the goddess fulfill the prayer of the young boy?
4. Who remain shoeless in the neighbourhood of the writer?
5. Find out the word from the passage which means 'clergyman'.
6. Find out the opposite in meaning to 'departed'.

Answers :

1. The young boy would stop briefly at the temple to pray for a pair of shoes. 2. The writer visited Udipi after 30 years. 3. Yes, the goddess fulfilled the prayer of the young boy and he was in new shoes. 4. Many others like the ragpickers in my neighbourhood remain shoeless in the neighbourhood of the writer. 5. priest 6. arrived.

Passage - 4

Mukesh's eyes beam as he volunteers to take me home, which he proudly says is being rebuilt. We walk down stinking lanes choked with garbage, past homes that remain hovels with crumbling walls, wobbly doors, no windows, crowded with families of humans and animals coexisting in a primeval state. He stops at the door of one such house, bangs a wobbly iron door with his foot, and pushes it open.

1. What does Mukesh volunteer for?
2. Where are they walking?
3. Describe the condition of homes.
4. Where does Mukesh stop?
5. Find out the word from the passage which means -primitive
6. Find out the opposite in meaning to stable

Answers :

1. Ans. Mukesh volunteers to take the author to his home. 2. Ans. They are walking down the stinking lanes which are choked with garbage. 3. Ans. The homes have crumbling walls, wobbly doors, no windows and are crowded with families of humans and animals. 4. Mukesh stops at his own house and bangs a wobbly iron door with his foot and pushes it open. 5. primeval 6. wobbly

Passage - 5

Savita, a young girl in a drab pink dress, sits alongside an elderly woman, soldering pieces of glass. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make. It symbolises an Indian woman's suhaag, auspiciousness in marriage. It will dawn on her suddenly one day when her head is draped with a red veil, her hands dyed red with henna, and red bangles rolled onto her wrists. She will then become a bride. Like the old woman beside her who became one many years ago. She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya," she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime - that's what she has

reaped! Her husband, an old man with a flowing beard, says, "I know nothing except bangles. All I have done is make a house for the family to live in." Hearing him, one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head!

1. Who is Savita? What is she doing?
2. What does the narrator wonder about?
3. What all has the old woman reaped in her lifetime?
4. What many have failed to achieve in their lifetime?
5. Find the word from the passage which means-'piousness'.
6. Find the word from the passage which is opposite to 'sowed'.

Answers :

1. Savita is a young girl. She is soldering pieces of glass. 2. The narrator wonders if Savita knows the sanctity of the bangles she helps in making. 3. The old woman has not enjoyed even one full meal in her lifetime. This is what she has reaped. 4. Many have failed to build their own house in their lifetime. 5. sanctity. 6. reaped.

DEEP WATER

Passage - 1

From the beginning, however, I had an aversion to the water when I was in it, This started when I was three or four years old and father took me to the beach in California He and I stood together in the surf. I hung on to him, yet the waves knocked me down and swept over me. I was buried in water. My breath was gone. I was frightened. Father, laughed, but there was terror in my heart at the overpowering force of the waves.

1. Who is 'I' here?
2. When did the aversion to water start?
3. Where did his father take him?
4. Why was the author frightened?
5. Find out the word from the passage which means -dislike
- 6 Find out the opposite in meaning to pleasure

Answers :

1. Here, 'I' is the author, William Douglas. 2. The aversion to water started at the age of three or four. 3. His father took him to the beach of California. 4. The author was frightened because he was swept over by the waves while surfing with his father. 5. aversion 6. terror

Passage - 2

With that he picked me up and tossed me into the deep end. I landed in a sitting position, swallowed water, and went at once to the bottom. I was frightened, but not yet frightened out of my wits. On the way down I planned: When my feet hit the bottom, I would make a big jump, come to the surface, lie flat on it, and paddle to the "edge of the pool.

- 1 Who is 'he' here?
- 2 In which position did the author land?
- 3 Was he frightened?
- 4 What did he plan?
5. Find out the word from the passage which means -side
- 6 Find out the opposite in meaning to top

Answers :

1. Here, 'he' is a boy of eighteen years old. 2. He landed in

a sitting position and went at once to the bottom. 3. Yes, He was frightened but was not out of his wits yet. 4. He planned that when his feet would hit the bottom, he would make a big jump, come to the surface, lie flat on it and paddle to the edge of the pool. 5. edge 6. bottom

Passage - 3

The next I remember I was lying on my stomach beside the pool, vomiting. The chap that threw me in was saying, "But I was only fooling." Someone said, "The kid nearly died, Be all right now. Let's carry him to the locker room." Several hours later, I walked home. I was weak and trembling. I shook and cried when I lay on my bed.

1. Where was the author lying?
2. Why was the author vomiting?
3. Where was the author carried to?
4. Describe the condition of the author.
5. Find out the word from the passage which means -belly
- 6 Find out the opposite in meaning to strong

Answers :

1. The author was lying on his stomach beside the pool. 2. The author was vomiting because he got drowned inside the pool. 3. The author was carried to the locker room. 4. Ans. The author walked home after a few hours. He was weak and trembling with fear. 5. stomach 6. weak

Passage - 4

It seemed a long way down. Those nine feet were more like ninety, and before I touched bottom my lungs were ready to burst. But when my feet hit bottom I summoned all my strength and made what I thought was a great spring upwards. I imagined I would bob to the surface like a cork. Instead, I came up slowly. I opened my eyes and saw nothing but water — water that had a dirty yellow tinge to it. I grew panicky. I reached up as if to grab a rope and my hands clutched only at water. I was suffocating. I tried to yell but no sound came out. Then my eyes and nose came out of the water — but not my mouth.

1. What happened to the narrator as he touched the bottom?
2. What did the narrator do when his feet touched the bottom?
3. What had the narrator imagined?
4. What was the actual depth of the pool?
5. Find the word from the passage which means - gathered.
6. Find the word from the passage which is opposite to 'fastly'.

Answers :

1. As he touched the bottom, the narrator's lungs seemed to burst. 2. As his feet touched the bottom, the narrator gathered all his strength and tried to make a great spring upwards. 3. The narrator had imagined that he would bob to the surface like a cork. 4. The actual depth of the pool was nine feet. 5. summoned. 6. slowly.

The Rattrap

Passage - 1

One dark evening as he was trudging along the road he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man without wife or child, was

happy to get someone to talk to in his loneliness.

1. When was he trudging along the road?
2. What did he see on his way?
3. Why did he knock the door?
4. What was the reaction of the old man?
5. Find out the word from the passage which means - declined
6. Find out the opposite in meaning to 'companionship'.

Answers :

1.He was trudging along the road on a dark evening. 2.He caught sight of a little gray cottage by the roadside. 3.He knocked the door to ask shelter for the night. 4. The old man was happy to get someone to talk to in his loneliness.5. refused 6.loneliness

Passage - 2

He walked and walked without coming to the end of the wood, and finally he realised that he had only been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. Now his own turn had come. He had left himself befooled by a bait and had been caught.

1. Who is 'he' here?
2. What was he doing in the woods?
3. What did he realise then?
4. Explain. "As he recalled his thoughts about the world and the rattrap"
5. Find out the word from the passage which means - woodland
6. Find out the opposite in meaning to beginning

Answers :

1.Here, 'he' is the peddler. 2.He was walking and walking in search of an end to the forest, but he was lost. 3.He realised that he had been walking around in the same part of the forest. Now his own turn had come'. 4.He understood that he has been caught in a trap for getting fooled by a bait. 5.forest 6.end

Passage - 3

Once upon a time there was a man who went around selling small rattraps of wire. He made them himself at odd moments, from the material he got by begging in the stores or at the big farms. But even so, the business was not especially profitable, so he had to resort to both begging and petty thievery to keep body and soul together. Even so, his clothes were in rags, his cheeks were sunken, and hunger gleamed in his eyes. No one can imagine how sad and monotonous life can appear to such a vagabond, who plods along the road, left to his own meditations.

1. What did the man go around selling?
2. From where did he get the material?
3. What else did he do to "keep body and soul together"?
4. What was the appearance of the man?
5. Find the word from the passage which means 'home less traveller'.
6. Find the word from the passage which is opposite to 'lively'.

Answers :

1. The man went around selling small rattraps of wire. 2. He got the material by begging in the stores or at the big

farms. 3. He had to resort to both begging and petty thievery to keep body and soul together'.4. The man's clothes were in rags, cheeks sunken and hunger showed in his eyes.5. vagabond. 6 monotonous.

Passage - 4

As soon as they got up from the table he went around to each one present and said thank you and good night, but when he came to the young girl she gave him to understand that it was her father's intention that the suit which he wore was to be a Christmas present — he did not have to return it; and if he wanted to spend next Christmas Eve in a place where he could rest in peace, and be sure that no evil would befall him, he would be welcomed back again. The man with the rattraps did not answer anything to this. He only stared at the young girl in boundless amazement. The next morning the ironmaster and his daughter got up in good season to go to the early Christmas service. Their guest was still asleep, and they did not disturb him.

1. What did he go around saying to each one present there?
2. What did the young girl make him understand?
3. For what would he be welcomed again?
4. Where did the ironmaster and his daughter go, the next morning?
5. Find the word from the passage which means 'gift'.
6. Find the word from the passage which is opposite to limited

Answers :

1 He went around to each one present saying thank you and good night.2. The young girl made him understand that the suit he was wearing was a Christmas present for him.3. He would be welcomed again to spend the next Christmas Eve.4. The next morning, the ironmaster and his daughter went to the early Christmas service. 5 present. 6. boundless.

INDIGO

Passage - 1

He had gone to the December 1916 annual convention of the Indian National Congress party in Lucknow. There were 2, 301 delegates and many visitors. During the proceedings, Gandhi recounted, "a peasant came up to me looking like any other peasant in India, poor and emaciated, and said, 'I am Rajkumar Shukla. I am from Champaran, and I want you to come to my district'!

1. Who is 'he' here?
2. What was 'he' doing in Lucknow?
3. What did Gandhi recount?
4. What did Rajkumar Shukla want from Gandhiji?
5. Find out the word from the passage which means -farmer
6. Find out the opposite in meaning to fat

Answers :

1.Here, 'he' is Gandhiji. 2.He was attending the annual convention of the Indian National Congress Party. 3.He recounted about a poor looking peasant who came up to him and asked him to visit Champaran. 4.Rajkumar Shukla wanted Gandhiji to visit Champaran to look after the problems faced by the poor peasants there. 5.peasant 6.emaciated

Passage - 2

The chief commercial crop was indigo. The landlords compelled all tenants to plant three twentieth.or 15 percent of

their holdings with indigo and surrender the entire indigo harvest as rent. This was done by long-term contract. Presently, the landlords learned that Germany had developed synthetic indigo. They, thereupon, obtained agreements from the sharecroppers to pay them compensation for being released from the 15 percent arrangement. The sharecropping arrangement was irksome to the peasants, and many signed willingly. Those who resisted, engaged lawyers; the landlords hired thugs. Meanwhile, the information about synthetic indigo reached the illiterate peasants who had signed, and they wanted their money back. At this point Gandhi arrived in Champaran.

1. For what did the landlords compel all the peasants?
2. Which country had developed synthetic Indigo?
3. What was done with the farmers who resisted the new arrangement?
4. Who wanted their money back?
5. Find out the word from the passage which means- 're payment'.
6. Find out the opposite in meaning to 'surrendered'.

Answers :

1. The landlords compelled all the peasants to plant three twentieth or 15 percent of their holdings with indigo and surrender the entire indigo harvest as rent. 2. Germany had developed synthetic indigo. 3. The farmers who protested engaged lawyers; the landlords hired thugs to get payment for indigo harvest. 4. The landlords had taken money for the Indigo harvest but the prices of indigo would be down in the market because of synthetic Indigo. So all the tenants wanted their money back. 5. compensation 6. obtained

Passage - 3

They thought he would demand repayment in full of the money which they had illegally and deceitfully extorted from the sharecroppers. He asked only 50 per cent. "There he seemed adamant," writes Reverend J. Z. Hodge, a British missionary in Champaran who observed the entire episode at close range. Thinking probably that he would not give way, the representative of the planters offered to refund to the extent of 25 per cent, and to his amazement Mr. Gandhi took him at his word, thus breaking the deadlock. This settlement was adopted unanimously by the commission. Gandhi explained that the amount of the refund was less important than the fact that the landlords had been obliged to surrender part of the money and, with it, part of their prestige. Therefore, as far as the peasants were concerned, the planters had behaved as lords above the law. Now the peasant saw that he had rights and defenders. He learned courage.

1. How much did Gandhi ask the landlords to refund?
2. How much did the planters agree to refund?
3. What was more important than the amount of refund?
4. What had the peasant learnt now?
5. Find the word from the passage which means 'stubborn'.
6. Find the word from the passage which is opposite to 'legally'.

Answers :

1. Gandhi asked the landlords to refund 50 percent of the

amount. 2. The planters agreed to refund 25 percent. 3. The fact that the landlords had been obliged to surrender part of the money and, with it, part of their prestige was more important. 4. The peasant had now learnt, courage. 5. adamant 6. illegally

Passage - 4

Early in the Champaran action, Charles Freer Andrews, the English pacifist who had become a devotee of Gandhi agreed. But Gandhi was vehemently opposed to it. He said, "You think that in this unequal fight it would be helpful if we have an Englishman on our side. This shows the weakness of your heart. The cause is just and you must rely upon yourselves to win the battle. You should not seek a prop in Mr. Andrews because he happens to be an Englishman". He had read our minds correctly, Rajendra Prasad comments, and we had no reply. Gandhi in this way taught us a lesson in self-reliance. Self-reliance, Indian independence and help to sharecroppers were all bound together.

1. Who had become a devoted follower of the Mahatma?
2. What did Gandhi's lawyer friends think to be a good idea?
3. Why was Gandhi opposed to seek Andrew help?
4. According to Rajendra Prasad, what had Gandhi taught them?
5. Find the word from the passage which means 'completely loyal to somebody'.
6. Find the word from the passage which is opposite to wrongly.

Answers :

1. Charles Freer Andrews, the-English pacifist, had - become a devoted follower of the Mahatma. 2. Gandhi's lawyer friends thought it would be a good idea for Andrews to stay in Champaran and help. 3. Gandhi was opposed to seek Andrew's help because this would show-weakness of their heart to seek the support of an Englishman for a cause which was fair in itself. 4. According to Rajendra Prasad, Gandhi had taught them a lesson in self-reliance. 5. devoted. 6. correctly

Passage - 5

Months passed. Shukla was sitting on his haunches at the appointed spot in Calcutta when Gandhi arrived; he waited till Gandhi was free. Then the two of them boarded a train for the city of Patna in Bihar. There Shukla led him to the house of a lawyer named Rajendra Prasad who later became President of the Congress party and of India. Rajendra Prasad was out of town, but the servants knew Shukla as a poor yeoman who pestered their master to help the indigo sharecroppers. So they let him stay on the grounds 'with his companion, Gandhi, whom they took to be another peasant. But Gandhi was not permitted to draw water from the well lest some drops from his bucket pollute the entire. "source; how did they know that he was not an untouchable?"

1. Where was Rajkumar Shukla waiting for Gandhiji?
2. Where did Shukla lead Gandhiji in Bihar?
3. Why did the servants of Rajendra Prasad let Gandhiji stay on the grounds?
4. Was Gandhiji an untouchable?
5. Find out the word from the passage which means 'partner'.

6. Find out the opposite in meaning to - refused'

Answers:

1. Rajkumar Shukla was waiting for Gandhiji in Calcutta.
2. Shuklal led Gandhiji to the house of Rajendra Prasad in Patna. 3. The servants knew Shukla as a poor yeoman who pestered their master to help the indigo sharecroppers. So they let Gandhiji stay on the grounds with his companion 4. No, Gandhiji was not an untouchable. 5. companion. 6. permitted.

POETS AND PANCAKES

Passage - 1

Pancake was the brand name of the make-up material that Gemini Studios bought in truckloads. Greta Garbo must have used it, Miss Gohar must have used it, Vyjayantimala must also have used it but Rati Agnihotri may not have even heard of it. The make-up department of the Gemini Studios was in the upstairs of a building that was believed to have been Robert Clive's stables.

A dozen other buildings in the city are said to have been his residence. For his brief life and an even briefer stay in Madras, Robert Clive seems to have done a lot of moving, besides fighting some impossible battles in remote corners of India and marrying a maiden in St. Mary's Church in Fort St. George in Madras.

1. What did Gemini Studios buy in truck-loads?
2. Who must not have even heard of it?
3. What was the make-up department of the Gemini Studios believed to have been?
4. What does Robert Clive seem to have done, beside fighting battles and marrying a maiden?
5. Find the word from the passage which means 'faraway'.
6. Find the word from the passage which is opposite to 'long'.

Answers:

1. Gemini Studios bought a make-up material called Pancake in truck loads. 2. Rati Agnihotri must not have even heard of it. 3. It was believed to have been Robert Clive's stable. 4. Besides these, Robert Clive seems to have done a lot of moving. 5. remote. 6. brief.

Passage - 2

When Frank Buchman's Moral Re-Armament army, some two hundred strong, visited Madras sometime in 1952, they could not have found a warmer host in India than the Gemini Studios. Someone called the group an international circus. They weren't very good on the trapeze and their acquaintance with animals was only at the dinner table, but they presented two plays in a most professional manner. Their 'Jotham Valley' and 'The Forgotten Factor' ran several shows in Madras and along with the other citizens of the city, the Gemini family of six hundred saw the plays over and over again. The message of the plays were usually plain and simple homilies, but the sets and costumes were first-rate. Madras and the Tamil drama community were terribly impressed and for some years almost all Tamil plays had a scene of sunrise and sunset in the manner of 'Jotham Valley' with a bare stage, a white background

curtain and a tune played on the flute.

1. When did Frank Buchman's Moral Re-Armament army visit Madras?
2. What was the group not very good at?
3. Which two plays did the group present in a most professional manner?
4. For some years, what did almost all Tamil plays have?
5. Find the word from the passage which means 'global'.
6. Find the word from the passage which is opposite to 'unprofessional

Answers:

1. Frank Buchman's Moral Re-Armament army visited Madras in 1952. 2. The group wasn't very good on the trapeze and their acquaintance with animals was only at the dinner table. 3. They presented two plays in a most professional manner 'Jotham Valley' and 'The Forgotten Factor'. 4. For some years, almost all Tamil plays had a scene of sunrise and sunset in the manner of 'Jotham Valley'. 5. international. 6. professional.

Passage - 3

And years later, when I was out of Gemini Studios and I had much time but not much money, anything at a reduced price attracted my attention. On the footpath in front of the Madras Mount Road Post Office, there was a pile of brand new books for fifty paise each. Actually they were copies of the same book, an elegant paperback of American origin, 'Special low-priced student edition, in connection with the 50th Anniversary of the Russian Revolution', I paid fifty paise and picked up a copy of the book, The God That Failed.

1. What attracted the narrator's attention?
2. Where was the pile of brand new books available for sale?
3. What were those brand new books?
4. Which book's copy was bought by the narrator?
5. Find the word from the passage which means 'source'.
6. Find the word from the passage which is opposite to 'rough'.

Answers :

1. Anything at the reduced price attracted the narrator's attention. 2. The pile of brand new books was available for sale on the footpath in front of the Madras Mount Road Post Office. 3. Those brand new books were copies of the same book, an elegant paperback of American Origin. 4. The narrator picked up a copy of the book, The God That Failed. 5. Origin. 6. elegant.

Going places

Passage - 1

When they reached Sophie's street Jansie said, "It's only a few months away now, Soaf, you really should be sensible. They don't pay well for shop work, you know that, your dad would never allow it."

"Or an actress. Now there's real money in that. Yes, and I could maybe have the boutique on the side. Actresses don't work full time, do they?"

Anyway, that or a fashion designer, you know something a bit sophisticated". And she turned in through the open

street door leaving Jansie standing in the rain. "If ever I come into money I'll buy a boutique." "Huh - if you ever come into money... if you ever come into money you'll buy us a blessed decent house to live in, thank you very much."

1. What would Sophie's Dad never allow?
2. Who don't work full time?
3. Where was Jansie standing?
4. According to Jansie, what would Sophie buy when she had money?
5. Find the word from the passage which means 'refined'.
6. Find the word from the passage which is opposite to 'sitting'.

Answers :

1. Sophie's Dad would never allow her to do shop work.
2. Actresses don't work full time. 3. Jansie was standing in the rain. 4. According to her, Sophie would buy a decent house when she had money. 5. sophisticated. 6. standing

Passage - 2

It expectantly awaited her arrival. She saw herself riding there behind Geoff. He wore new, shining black leathers and she a yellow dress with a kind of cap that flew out behind. There was the sound of applause as the world rose to greet them. He sat frowning at the oily component he cradled in his hands, as though it were a small dumb animal and he was willing it to speak.

"I met Danny Casey," Sophie said. He looked around abruptly. "Where?" "In the arcade - funnily enough." "It's never true." "I did too." "You told Dad?" She shook her head, chastened at his unawareness that he was always the first to share her secrets. "I don't believe it."

1. What did Geoff and she wear?
2. How did he cradle the oily component in his hands?
3. According to Sophie, whom had she met and where?
4. What was she chastened at?
5. Find the word from the passage which means "praise".
6. Find the word from the passage which is opposite to 'in front of'.

Answers :

1. Geoff wore new, shining black leathers and she wore a yellow dress with a kind of cape that flew out behind. 2. He cradled the oily component in his hands as though it was a small dumb animal and he was willing it to speak. 3. According to Sophie, she had met Danny Casey in the arcade. 4. She was chastened at his unawareness that he was always the first to share her secrets. 5. applause. 6. behind.

Passage - 3

After dark she walked by the canal, along a sheltered path lighted only by the glare of the lamps from the wharf across the water, and the unceasing drone of the city was muffled and distant. It was a place she had often played in when she was a child.

There was a wooden bench beneath a solitary elm

where lovers sometimes came. She sat down to wait. It was the perfect place, she had always thought so, for a meeting of this kind. For those who wished not to be observed. She knew he would approve.

For some while, waiting, she imagined his coming. She watched along the canal, seeing him come out of the shadows, imagining her own consequent excitement. Not until some time had elapsed did she begin balancing against this the idea of his not coming.

1. What was the sheltered path lighted by?
2. What was the unceasing drone of the city?
3. Where did lovers sometimes come?
4. Where did Sophie imagine him coming out of?
5. Find the word from the passage which means 'lonely'.
6. Find the word from the passage which is opposite to 'never'.

Answers :

1. The sheltered path was lighted by the glare of the lamps from the wharf across the water. 2. The unceasing drone of the city was muffled and distant. 3. There was a wooden bench beneath a solitary elm where lovers sometimes came. 4. She imagined him coming out of the shadows. 5. solitary. 6. always.

Passage - 4

He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. He was three years out of school, an apprentice mechanic, travelling to his work each day to the far side of the city. He was almost grown up now, and she suspected areas of his life about which she knew nothing, about which he never spoke. He said little at all, ever, voluntarily.

Words had to be prized out of him like stones out of the ground. And she was jealous of his silence. When he wasn't speaking it was as though he was away somewhere, out there in the world in those places she had never been. Whether they were only the outlying districts of the city, or places beyond in the surrounding country - who knew? they attained a special fascination simply because they were unknown to her and remained out of her reach.

1. What was he doing?
2. In which profession was he engaged in? Where did he travel to?
3. What was she jealous of?
4. Why did they attain a special fascination?
5. Find the word from the passage which is the synonym of 'beginner'.
6. Find the word from the passage which is the antonym of 'known'.

Answers :

1. He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. 2. He was an apprentice mechanic, travelling to his work each day to the far side of the city. 3. She was jealous of his silence. 4. They attained a special fascination because they were unknown to her and remained out of her reach. 5. apprentice. 6. unknown.

LONG ANSWER TYPE QUESTIONS FROM FLAMINGO

The Last Lesson

1. *What was the order from Berlin ? How did that order affect the people of Alsace, particularly M. Hamel and his students ? (Imp)*

Ans. A shocking order had come from Berlin. Two French speaking districts of Alsace and Lorraine were under German occupation. German language was imposed on the people of Alsace. M. Hamel, a school teacher, broke this shocking news to his students. He declared that it was his last lesson in French. He would leave the place for good. A new master would replace him to teach German. The news aroused patriotic feelings in students as well as the villagers. The village elders came to the school to listen to the last lesson in French. He spoke at length about French languages. He called French the most beautiful language in the world. Their language was the key to their unity and liberation. Everyone listened to him with apt attention and respect.

2. *Draw a character sketch of M. Hamel as it is shown in 'The Last Lesson'.*

Ans. In 'The Last Lesson' Alphonse Daudet has presented M. Hamel's character with all sympathy and respect. He is presented in the mould of a traditional school-master. He always kept his 'terrible' ruler under his arm. Franz reminds us 'how cranky' M. Hamel was. Franz was in great dread of scolding as he had not prepared his lesson on participles. Mr. Hamel was a hard task-master. We see the other side of M. Hamel's character after the order from Berlin came. He was a transformed person now. He became extra soft and gentle towards his students. He didn't scold Franz for coming late. Nor did he use his ruler when Franz got mixed up and confused. He declared that it was his last lesson in French.

3. *How did M. Hamel look different on the day of the last lesson? (Imp)*

Ans. M. Hamel was a very dedicated French teacher. He was a man of strict discipline. He kept a terrible iron ruler under his arm. On the last day he came out wearing a fine dress that he used to wear on special occasions. On the last day he addressed everybody present in the class, My children, this is the last lesson of French." He was looking very sad to see the order which came from Berlin. The order imposed a ban on teaching French. On the last day he explained everything in detail with utmost dedication. It seemed as if he wanted to teach them everything in just one stroke. He was very polite and emotional on his last day.

Lost Spring

1. *What could be some of the reasons for the migration of people from villages to cities?*

Ans. Abject poverty and extreme hunger are two major causes for the misery of the rural people. Due to under development and poor infrastructure in villages like poor drainage, poor housing etc., villagers are forced to migrate to urban areas which abound in better employment, opportunities and health facilities. Besides natural calamities, like floods, storms and droughts and spread of disease too add to the miseries and burden of the villagers. Social reasons like pressures of moneylenders, zamindars, web of caste related atrocities and unfair demands of the high and mighty people are also some reasons for migrations.

2. *What forces conspire to keep the workers in the bangle industry of Firozabad in poverty?*

Ans. The bangle workers suffered abject poverty due to various reasons like unhygienic working conditions, like dingy cells without air and light, hot furnaces with high temperatures. The children and workers slogged here day and night losing their eyesight in the bargain. Insensitive employers, caste - base biases, inhumane police, vicious sahu-kars and middlemen and indifferent bureaucrats and politician were some reasons for keeping the workers in the bangle industry in the pathetic. They are unable to organise themselves into cooperatives due to hostile employers and police. Thus the bangle workers have a non-existent role in society.

3. *Describe the life and living of the ragpickers of Seemapuri. (Imp)*

OR

Give a brief account of the life and activities of the people like Saheb - e - Alam settled in Seemapuri.

Ans. Seemapuri is a settlement of more than 10,000 ragpickers. It is a place on the periphery of Delhi. Those who live here are squatters who came from Bangladesh in 1971. They live here without an identity and without permits. They do not have ration cards that enable them to vote and buy grain. Food is more important for them than their identity. Children group to become partners in survival. And survival in Seemapuri means rag-picking. An army of barefoot children appear in the morning with their plastic bags on their shoulders. They disappear by noon. They may find a rupee, even a ten rupee note or a silver coin. There is always hope of finding more.

4. *What are the reasons that are responsible for bangle-makers' plight?*

Ans. There are several reasons for their plight. Firstly, they are fatalists. They believe that they must suffer as the fate has ordained so. Born in the caste of bangles makers, they find themselves unable to do anything different. The society is indifferent to their lot. The administration and the police join hands with the middlemen and the money lenders to keep them in a state of perpetual poverty. Any attempt on the part of the bangle-makers to organise themselves is looked upon with suspicion by their exploiters and law-enforcing agencies. They are beaten up or thrown into jail for attempting to do.

Deep Water

1. *How did Douglas develop an aversion to water?*

OR

Point out the 'misadventure' that William Douglas had to encounter at the Y.M.C.A. pool. What was its effect over the writer?

OR

A big boy threw Douglas into the swimming pool. How did this experience affect Douglas? (Imp)

Ans. Y.M.C.A. swimming pool always revived unpleasant memories and childish fears in Douglas. It was here when a big boy threw him into the swimming pool. Actually, he had gone to the pool when no one else was there. Then came a 'big bruiser' of a boy. He picked Douglas up and tossed him into the deep end. He at once went to the bottom. He made a big jump to come to the surface. Those nine feet were more than ninety. His lungs were ready to burst. He opened his eyes and saw nothing but water. He was suffocating. His legs would not come up. They were paralysed and dead. He screamed but no one heard him. He went down, endlessly. Then sheer stark terror paralysed him. Then all his efforts seized. He crossed into oblivion. Later he found himself lying on his stomach vomiting beside the pool. This experience had a far-reaching effect on Douglas. He never went back to the pool. He feared water. He tried to avoid it whenever he could. And whenever he went to a pool, the terror that seized him in the pool would come back.

2. *What efforts did William Douglas make to overcome his fear of water?*

OR

How did Douglas react sharply to get over his fear of water?

OR

Write down the efforts made by William Douglas to overcome his terror of water. How did he conquer it?

OR

How did the instructor build a swimmer out of Douglas?

OR

How did the swimming instructor build a swimmer out of Douglas?

OR

What was the sense of panic that gripped William O. Douglas? How did he overcome that fear? (Imp)

Ans. The 'misadventure' that William O. Douglas experienced at the Y.M.C.A. swimming pool left deep impression on his mind. The fear stayed with him as the years rolled by. Finally, he decided to get an instructor and learn to swim. He went to a pool and practised five days a week, an hour a day. The instructor put a belt round him. A rope was attached to the belt. The rope went through a pulley. He was made to go back and forth across the pool. After three months the tension began to slack. Then he taught Douglas how to exhale under water and inhale outside it. Thus, piece by piece, the instructor made him a perfect swimmer.

The Rattrap

1. *Compare and contrast the character of the iron master with that of his daughter.*

OR

Give examples from the story "The Rattrap" to show how the iron master is different from his daughter.

OR

What are the instances in the story that show the character of the iron master is different from that of his daughter in many ways. (Imp)

Ans. Iron master's daughter more persuasive — We are introduced with the iron master and his daughter when they try to take the peddler with them to their house. The former fails to persuade him while his daughter succeeds in persuading him. The difference in their characters is quite clear.

Daughter- greater observer—The daughter is a greater observer than her father. Seeing the peddler, she observes that he is afraid. Either he has stolen something or else he has escaped from jail. She also tells her father that he does not look like an educated man. Her father does not pay attention to all these things and says simply that the tramp manners of the man will fall away from him with the tramp clothes.

2. *What made the peddler finally change his ways*

OR

Describe the events which changed the peddler's way of life. (Imp)

Ans. The peddler was a poor man. He did not earn much money by selling rattraps. So at times he used to steal. He was never welcomed anywhere. So he had developed a kind of aversion for the people around him. He did not care for them. That is why he paid little attention to the good treatment that he received from the crofter. When he was mistaken for a captain. He made use of that situation, but finally, when he came in contact with the iron master's daughter, his sensibilities got stirred. For the first time he realised that the world was not so bad and that there were some agreeable faces also which anyone could rely on. His meeting with Ela made him change his ways.

3. *The story "The Rattrap" is both entertaining and philosophical. Do you agree with this statement why ?* (Imp)

OR

The story 'The Rattrap' is a mixture of entertainment and philosophic. Explain.

Ans. In support of the view, the following points can be presented

- (i) As the peddler walks along with the thirty kronors in his pocket, he feels very happy at his smartness.
- (ii) The peddler says, "This whole world is nothing but a big rattrap. All the good things that are offered to you (rich people) are nothing but cheese and bits of porks, set out to drag a poor fellow into trouble.
- (iii) When the iron master asks the peddler to leave his house, his daughter gives philosophical argument. "It was all a mistake, of course. But any way I don't think we out to chase away a human being whom we have asked to come here and to whom we have promised Christmas cheer."

4. *How did the peddler betray the confidence reposed in him by the Crofter in 'The Rattrap'? (Imp)*

Ans. The peddler did betray the confidence reposed in him by the Crofter. He considered this world nothing but a big rattrap. It sets baits for people. The peddler unwillingly allowed himself to be tempted to touch the bait. Those thirty kronors which the Crofter stuffed into the pouch proved to be a bait. He stole the money. By doing so he committed a breach of trust. It was nothing but simple moral degeneration. In this way, he betrayed the confidence that was reposed in him by the host.

Indigo

1. *Why do you think Gandhiji considered the Champaran episode to be turning - point in his life?* (Imp)

Ans. The Champaran episode was a turning point in Gandhiji's life. Gandhiji himself accepts it. It was the first mass movement in India. Gandhiji took up the cause of the poor peasants. He fought against the injustice of the cruel landlords. They extorted money from the poor sharecroppers. But Champaran didn't begin as an act of defiance. The movement grew out of Gandhiji's attempt to remove the distress of poor peasants.

The success of Champaran marked the first victory of the civil Disobedience in modern India.

Above all the Champaran episode was the beginning of their liberation from fear of the British.

2. *How did Gandhiji help the poor in Champaran to achieve freedom from fear? What made indigo share - cropping disappear?* (Imp)

OR

Which factor helped the fear stricken peasants of Champaran to achieve Freedom?

Ans. Gandhiji came to Champaran to fight against the injustice of the landlord system there. Most of the land

in Champaran was divided into large estates owned by Englishmen. They were worked by Indian tenants to grow indigo. The landlords compelled all tenants to plant to 15 percent of their holding with indigo. They surrendered the entire harvest as rent. At this doing Gandhiji arrived in Champaran.

A huge crowd welcomed Gandhiji at Champaran. The commissioner advise him to leave the place. Gandhiji didn't oblige him. He decided to disobey the order. He received a summon to appear in the court the next day. Thousands of peasants demonstrated around the court house. It was the beginning of their liberation from fear of the British. The case against Gandhiji was dropped. Civil disobedience had triumphed for the first time in India.

3. *What did Gandhiji do to uplift culturally and socially the people of Champaran villages?*

Ans. Gandhiji has achieved his goal of providing justice to the sharecroppers of Champaran.

The people of Champarana were culturally and socially backward. Gandhiji saw that eradication of illiteracy could be the first step towards their social and cultural upliftment. He decided to open primary schools. His two disciples and their wives volunteered. His son and his wife, Kasturbai too, joined him in his work. A doctor volunteered his services. Three medicines were made available. Cure for three common disease - constipation, malaria and skin eruptions, was given. Personal and community hygiene was emphasized. Thus Gandhiji made a beginning of a bigger change in social and cultural situation.

Poets and Pancakes

1. *Why was Kothamangalam Subbu considered No. 2 in Gemini Studios?* (Imp)

OR

What light does "Poet and Pancakes" throw on the versatility of Kothamanglum Subbu?

OR

Write a character sketch of Subbu.

OR

Subbu was 'Tailor- made for films'. How did he use his genius in various activities in the Gemini Studios?

OR

Subbu is described as many sided genius. Describe his character in the light of this remark.

Ans. Kothamanagalam Subbu was the No. 2 at Gemini Studios. Subbu was the man who gave direction and definition to Gemini studios. He was a man of many sided genius. He was the right hand man of 'the boss.'

Subbu was a self made man. He faced difficult and uncertain times. He could be cheerful at all times, He turned all his energy and creativity to the advantage of his 'Boss'. Subbu was tailor - made for films. If the producer was not satisfied with a scene, he would come out with fourteen more alternatives. He was a good poet. He wrote for the common people.

Subbu was an 'amazing' actor. He never aspired to the lead roles. He always performed better than the main players.

2. **What made the author pray for crowd shooting all the time in 'Poets and Pancakes'?**

Ans. In the lesson 'Poets and Pancakes' the author not only describes the production of films at the Gemini Studios but also gives a detail of some other activities. The production department at Gemini Studios had two main departments. These were make - up department, and the story department. The make up department of the Gemini Studios was in the upstairs of a building. Different types of the make - up material were bought in truck - loads and pancake was the brand name of the make - up material. Strict hierarchy system was maintained in the make up department. In those days film shooting was mainly conducted indoors. Only five percent of the film was shot outdoors. If ever there was a man who gave direction and definition to Gemini Studios during its golden years, it was Subbu. Subbu had a separate identity as a poet.

The Interview

1. **What secret did Umberto Eco reveal of Mukund?**

OR

What is the secret of Umberto's working style?

OR

What was distinctive about Eco's academic writing style? (Imp)

Ans. Umberto Eco reveals the secret of his working style of Mukund. He talks of empty spaces the universe. He says just as there are empty spaces in the universe, the same we have empty spaces in our lives. He calls them interstices of intervals. He gives an example, when a man comes up by an elevator from first floor to the third floor to meet him, he has empty or free time to write. He utilizes these interstices of intervals for his creative work. This is the secret that he is able to do so much work.

2. **According to Christopher Silvester, why do some important people dislike to be interviewed while others think that an interview is essential in public life?**

OR

Opinions on the interview vary considerably. Describe some of the positive and negative views on interviews. (Imp)

Ans. Of course, according to Christopher Silverster, some people dislike to be interviewed while others think that an interview is essential in public life. V.S. Naipaul feels that during an interview people lose a part of themselves. Rudyard Kipling calls interview immortal, a crime and an assault etc. while others feel that despite the drawbacks, it is supremely serviceable medium of communication. Through questioning we get everything from the other. Fact is that the interviews now have become a commonplace in journalism. Some

call it a great art, some people believe that through interviews we come to know everything about the people while some celebrities say that many times reporters disturb their personal lives.

Going Places

1. **What did Sophie tell her brother Geoff about Danny Casey? What was his reaction?**

Ans. After returning home Sophie went to her brother Geoff's room. Geoff was working with a motorcycle part. She told him that she met Danny Casey, an Irish football player. She was a big fan of Danny. Geoff was surprised at hearing Sophie. He turned to her to know where she met him? She told Geoff that she met him in arcade. Geoff didn't believe it. Geoff was the first to know her secrets. To know the reality he asked Sophie how Danny looked like? Sophie replied "He has green eyes. His eyes are gentle. He is not so tall as you think."

Geoff tried to make her realise that she was still a school going girl while Danny Casey must be having strings of girls. But Sophie denied and said that Danny was quiet and he was not in contact with a large number of girls.

2. **Sophie and Jansie were class - mates and friends. What were the differences between them that show up in the story? (Imp)**

Ans. Sophie and Jansie were class-mates and friends but there were following differences between them:

(i) Sophie lived in fantasy and fairyland while Jansie was a practical girl who understood the reality of her family.

(ii) Sophie dreamt of having a boutique while Jansie knew that it would need a lot of money.

(iii) Sophie wanted to become a manager to earn money but Jansie knew that it was not possible to become a manager directly.

(iv) Sophie wanted to become an actress while Jansie realised it need some qualities and her father would not permit this. Jansie knew they were both earmarked for the biscuit factory.

3. **Why did Sophie like her brother Geoff more than any other person? From her perspective, what did she symbolise?**

Ans. Sophie was a day - dreamer. She wanted to share her wild fantasies with someone. Her brother Geoff though did not believe in her wild stories, yet he listened to them and liked to believe in them. He discussed with her the things he did not believe in. He kept her secrets. On the other hand, Sophie's father was harsh toward her when he heard her wild stories. He scolded her for having baseless fantasies. Her mother had no time or inclination to hear her stories. Her friend and classmate Jansie was unable to keep her secrets. So, Sophie liked her brother more than any other person. She considered him a symbol of a hero. A brave young man handsome and strong.

FLAMINGO (PROSE)

SHORT ANSWER TYPE QUESTIONS FROM PROSE

The Last Lesson

1. *What was Franz expected to be prepared with for school that day?* (Imp)

Ans. Franz was expected to prepare a lesson on 'participles.' M. Hamel, his teacher, had announced that he would questions on participles on that day. Franz did not know even the first word about them.

2. *What did Franz notice that was unusual about the school that day?*

OR

How was the scene in the school in the morning of the last lesson different from that one other days?

OR

What was the unusual scene when Franz's school began in the morning?

OR

What had the narrator counted on to enter the school unnoticed? (Imp)

Ans. Franz noticed something unusual about the school that day. When the school began, there used to be a great bustle. It could be heard out in the street. The opening and closing of desks and the lessons repeated in unison made a lot of noise. But on that day everything was still and silent as on a Sunday morning. It was quite unusual and surprising.

3. *What changes did the order from Berlin cause in school that day?*

Ans. The order from Berlin caused a great dismay in the school that day. It upset all the students. Now onwards, the schools of Alsace and Lorraine would teach only German. For the students it was their last French lesson. From the next day they would be taught German, the language of their new masters.

4. *How did Franz's feelings about M. Hamel and school change?* (Imp)

Or

What change come over little Franz after he heard M. Hamel's announcement?

Ans. It was certainly the 'last French lesson' taught in the school. It made Franz quite sentimental. He suddenly developed a strange fascination for his language. His books that had seemed such a nuisance only a while ago, were his 'old friends now.' Mr. M. Hamel was going away. He would never see him again. This idea was quite painful to him. He even forgot all about his ruler. He also ignored how cranky Mr. Hamel was.

5. *Why did Franz think of running away and spending the day out the doors?*

OR

What things tempted Franz to keep away from school?

OR

For Franz, what was much more tempting them going to school and why?

OR

What was tempting Franz to keep away from school 'that morning'? (Imp)

Ans. Franz started for school very late. His teacher, M. Hamel had said that he would question them on 'participles'. Franz knew nothing about them. He feared a scolding from M. Hamel. He thought of running away from the school and spending the day out of doors But he resisted the temptation and hurried off to school.

6. *Why was there a crowd in front of the bulletin - board at the town hall?* (Imp)

Ans. Usually there used to be a crowd in front of the bulletin - board at the town hall. An order has come from Berlin. German language was to be imposed on the people of Alsace and Lorraine. Now only the German teachers will teach German to the French speaking population.

7. *What did M. Hamel tell the people in the class about French language ? What did he ask them to do and why?* (Imp)

OR

How does M. Hamel pay a tribute to the French language?

OR

How does M. Hamel Praise the French language.?

Ans. M. Hamel went on to talk of French language. He told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to their language' they have the key to freedom.

8. *What happened when the church - clock struck twelve ?* (Imp)

Or

How did M. Hamel say farewell to his students and the village elders?

Ans. The church - clock struck twelve. It was time for the Angelus prayer. At the same moment the trumpets of the Prussians sounded. Suddenly M. Hamel grew over emotional. Patriotic feelings overpowered him. He took a piece of chalk and wrote as large as he could : "Long Live France."

9. *Which three situations at school stood Franz by surprise?*

OR

Why did Franz feel surprised on entering the class-room?

OR

How was M. Hamel's class different the day Franz went late to school? (Imp)

Ans. Franz was surprised firstly by the fact that the whole school was so strange and solemn. Secondly, the back benches which were usually vacant, were occupied by the villagers sitting so quietly. Thirdly, old Hausr sat with his old primer, accompanied by the former mayor, the former postmaster and several others. Fourthly, M.Hamel did not say anything to Franze for coming late.

10. Why were the old men of the village sitting at the back of the classroom?

Ans. They were sorry for not having attended school more often, and they wished to pay their respects to M. Hamel, for his 40 years of faithful service to their country, which had now been annexed by the Prussians.

11. Why did Franz praise the courage of M. Hamel?

Ans. Franz praised the courage of M. Hamel because he and his family had to leave the country the next day. Though his heart might have been broken to leave it, he was teaching everything according to the timetable with great patience.

12. What changes did Franz notice in M. Hamel when he entered the class?

OR

How did M. Hamel look different on the day of his last lesson? (Imp)

Ans. M. Hamel was deeply pained at the order from Berlin. It stated the ban of teaching French. He loved France and French language from the innermost core of his heart. He wore the ceremonial dress. He addressed all as his children. He lost his usual courage and leaned against the wall when he wrote 'school is closed, you may go.'

Lost Spring

Stories of Stolen Childhood

1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?(Imp)

Ans. Saheb is a ragpicker. He is looking for 'gold' in the garbage dumps. Sometimes he finds a rupee, even a ten rupee note. He can find a silver coin too. Saheb has come from Dhaka in Bangladesh. Now he is living in Seemapuri.

2. Is Saheb happy working at the tea - stall? Explain. (Imp)

OR

What does the writer mean when she says, Saheb is no longer his own master?

Ans. Perhaps Saheb is not happy working at the tea - stall because although he was paid Rs. 800 and got all his meals, his face had lost its carefree look. Earlier he was his own master and enjoyed his freedom, now he worked for the tea stall owner.

3. What makes the city of Firozabad famous?

Ans. Firozabad is famous for its bangle making industry. It

is the centre of India's glass blowing industry.

4. Mention the hazards of working in the glass bangles industry. (Imp)

Ans. The People work in dingy cells without air and light, in glass furnaces with high temperatures. Often the workers go blind with the dust from polishing the glass bangles.

5. Garbage to them is gold. Why does the author say so about the ragpickers? (Imp)

Ans. For the ragpickers of Seemapuri, Garbage is nothing less than gold. It is their daily bread. For the children it is wrapped in wonder. Sometimes they find a ten - rupee note or over ran a silver coin in a heap of garbage. For the older it is a means of survival.

6. Who was Mukesh? What was his aim in life? What did he do to achieve it?

OR

What are Mukesh's dream? In your opinion did he achieve his dream?

OR

How is Mukesh's attitude to his situation different from that of his family? (Imp)

Ans. Young Mukesh belongs to a family of bangle - makers in Firozabad. He doesn't like the profession of bangle - making. He entertains new dreams. He wants to be his own master'. He wants to become a motor mechanic. He will go to a garage and learn his art. He seems to be determined to achieve his modest aim.

7. Justify the title of lesson, 'Lost Spring'. (Imp)

OR

What does title 'The Lost Spring' convey?

Ans. 'Lost Spring' of Anees Jung describes two stories of stolen childhood. Millions of children in India., Instead of spending their days in schools and playgrounds waste their child hood in ragpicking or hazardous industries. their childhood is lost to the demands of survival. Hence, the title is quite apt and logical.

8. Why was Saheb - e - Alam's name ironical?

Ans. Saheb - e Alam's name meant ' Lord of the Universe.' But unfortunately rather than being blessed with the riches and comforts of life, he roamed the streets with his army of barefoot friends.

9. What are the problems faced by the bangle makers? (Imp)

Ans. The bangle makers working in the glass industry of Firozabad face many problems. First of all, they have to work in sub human conditions. They work in dingy cells or in the glass furnaces with high temperature. They become blind quite often. They have fallen in the web of poverty and exploitation.

10. Who is Saheb and where does he hail from?

OR

What was saheb? How did he earn his living?

OR

What is Saheb looking for in the garbage dumps and where has he come from?

OR

Where did Saheb come from? What made him & his family leave their native place? (Imp)

Ans. Saheb is a rag-picker of Seemapuri. The writer encounters him every morning scrounging for gold in the garbage dumps in her neighbourhood. Saheb hails from Dhaka and he has migrated from Bangladesh in 1971. His house and green fields were destroyed by storm. Their poverty forced them to migrate but Saheb does not have even a faint memory of his original home.

Deep Water

1. *What misadventure does William Douglas speak about?*

OR

Write briefly about the misadventure 'William Douglas.'

Ans. The misadventure William Douglas refers to, is the time when he went to swim in the YMCA, and a big bully threw him into the pool, and he almost drowned.

2. *What were the series of emotions and fear that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?*

OR

When Douglas realised that he was sinking how did he plan to save himself?

OR

When William Douglas was thrown into the YMCA pool, what was his reaction? What plan did he make to come out? (Imp)

Ans. When Douglas was thrown into the pool, he landed in a sitting position at the bottom. He was frightened but not still out of his wits. He planned to make a big jump to come to the surface. Those nine feet were more like ninety. He opened his eyes and saw nothing but water. It made him panicky.

3. *Why was Douglas determined to get over his fear of water? (Imp)*

Ans. Douglas was determined to overcome his fears, because it ruined his fishing trips, deprived him of the joy of canoeing, boating and swimming.

4. *How did the instructor 'build a swimmer' out of Douglas?*

OR

How did the instructor make Douglas a perfect swimmer? (Imp)

Ans. The instructor made serious efforts to build a swimmer out of Douglas. He put a belt around him. A rope attached to the belt around him. A rope attached to the belt went through a pulley. Thus he was made to go back and forth across the pool hour after hour. Then he taught him to exhale and inhale. In this way, he built a swimmer out of Douglas.

5. *How did Douglas make sure that he conquered the old terror?*

OR

Why did Douglas go to Lake Wentworth in New Hampshire? What did he do there?

(Imp)

Ans. To make sure that he had conquered the old terror Douglas went to lake Wentworth and swam two miles across the lake to stamp act Island finally to remove any other kind of fear. He went to Warm lake and swam across to the other shore and back and finally conquered his fear.

6. *How did Douglas overcome "The old Terror"? (Imp)*

OR

How did Douglas finally get rid of the fear he had of water?

OR

Douglas was thrown into the YMCA swimming pool. How did this experience help him in overcoming his fear of water?

Ans. After the incident at the Y.M.C.A. Douglas felt that entering in the water had become a source of constant trouble. All of his water sports and enjoyments had gone. His fishing trips, canaling, swimming and boating were over. To get rid of it he engaged an expert instructor to teach him swimming and overcoming his fear of months, Douglas realised that the tension was decreasing. Piece by piece he shed the panic. When he swam two miles across the Lake, he was happy to have conquered his fear.

The Rattrap

1. *From where did the peddler get the idea of the world being a rattrap?*

Ans. One day the peddler was thinking of his rattraps. Suddenly he was struck by an idea. His rattraps reminded him of one thing. The whole world about him was nothing but a rattrap.

2. *Why was he amused by this idea?*

Ans. The peddler was amused by the idea of the world being a big rattrap. All its riches and joys, shelter and food, heat and clothing were just baits. They were to trap the people in.

3. *Why was the crofter so talkative and friendly with the peddler? (Imp)*

Ans. The Crofter was an old man and was lonely, without a wife or child. Thus he was happy to receive the peddler with whom he could share his confidence.

4. *What made the peddler think that he had indeed fallen into a rattrap? (Imp)*

Ans. He felt this because after he stole the Crofter's money, he tried to escape. But instead of taking the public highway, he turned to the forest and got his way lost. But he kept going round and round in circles. He realised that since he had taken the bait, he had got trapped.

5. *Why did the iron master speak kindly to the peddler and invite him home?*

Ans. He did this because he thought that the peddler was

his former regimental comrade, and had come upon rough times, and needed some care.

6. Why did the peddler decline the invitation?

Ans. He declined the invitation because he felt that after having stolen the Crofter's money, he would be taking a big risk by going to the manor house, as he would not be able to escape from there.

7. What made the peddler accept Edla Willmansons's invitation?

Ans. The peddler accepted Edla's invitation because she looked very kindly and compassionately at him. She was very friendly too, so he felt reassured.

8. When did the iron master realise his mistake?

Ans. In the morning when the peddler had been bathed, shaved and cleaned up, and had a haircut and wore clean clothes and shoes, the iron master realised that the peddler was a victim of mistaken identity.

9. Why was Edla happy to see the gift left the peddler? (Imp)

Ans. She was happy because the peddler had redeemed himself, and had not let her down. He has kept her trust in him.

10. Why did the peddler sign himself as Captain von Stahle? (Imp)

Ans. He signed himself as Captain von Stahle, because Edla had treated him like a Captain, and given him all the respect and dignity; a Captain would have received.

11. What is the message conveyed by the story?

Ans. In the story the author Selma Lagerl conveys a definite message. The story has a universal appeal. The essential goodness in a human being never dies. It can be awakened through understandings and love. Miss Edla awakens the basic goodness of the peddler. He is a transformed noble person in the end.

12. What had the peddler left for Edla?

Ans. The peddler left behind a package for Edla, which contained a small rattrap which contained three wrinkled. Ten Kroner notes. This was accompanied which a letter asking Edla to return the money to the Crofter. He also wrote that the rattrap was a Christmas present from a rat who would have been caught in this world's rattrap if hadn't been treated as a captain as it gave him power to clear himself.

13. Why did the peddler think that the world was a rattrap? (Imp)

Ans. He felt that it was a rattrap because he felt that the whole world with its lands and seas, cities and villages, existed only to offer baits for people. It offered reaches and joys, shelter and food, heat and clothing just like a rattrap offered cheese and pork.

14. Who was the crofter and how did he welcome the peddler?

OR

"The crofter can be called as a good host." Why?

OR

How was the peddler treated at the crofter's cottage?

Ans. The peddler knocked the door of a crofter and

requested for night shelter. The crofter happily took him inside as he wanted someone to talk to. He offered him hot supper. Then he gave him a big slice of tobacco for his pipe to smoke. Finally, he entertained the stranger by playing the game of cards 'Majolis' with him until bed time.

Indigo

1. Why is Rajkumar Shukla described as being resolute?

OR

Give an example from the essay 'Indigo' to show that Raj Kumar Shukla was a resolute man? (Imp)

Ans. Raj kumar Shukla wanted Gandhi to take up the cause of the poor peasants in Champaran. But Gandhi had many engagements in different parts of India. Shukla accompanied Gandhi everywhere. He waited till Gandhi was free. Gandhi was impressed by his tenacity and finally went with him to Bihar.

2. What was done to improve the miserable health condition? (Imp)

Ans. A doctor volunteered his services for six months. There were three medicines available, castor oil, quinine and sulphur ointment. Persons with tongue were given a dose of castor oil. Those with malaria fever got quinine plus castor oil. Others with skin eruptions got ointment plus castor oil. Mrs. Gandhi taught women individual and general cleanliness.

3. Why did Gandhi agree to a settlement of 25 percent refund the farmers? (Imp)

Ans. Gandhi agreed to the settlement because for the first time, the British landlords had been obliged to surrender part of the money they had taken in compensation, and with it a part of their prestige.

4. How did the episode change the plight of the peasants?

Ans. Now the peasants saw that they had rights and defenders. He learned courage and within a few years the British planters abandoned their estates, which reverted to the peasants and Indigo sharecropping disappeared.

5. How did Shukla succeed in persuading Gandhiji to visit Champaran?

Or

What made Gandhi to surrender to the wish of Rajkumar Shukla and board a train to Patna in Bihar?

OR

What did the poor peasant do to take Gandhi to Champaran?

OR

Why did Raj Kumar Shukla go to meet Gandhi?

OR

Why did Gandhi accompany Shukla in a train to Patana? (Imp)

Ans. Rajkumar Shukla wanted Gandhiji to visit Champaran to take up the cause of sharecroppers there. Gandhiji told Shukla that he had an appointment in Kanpur. He was also committed to go to other parts of India. Shukla followed Gandhiji to the ashram. He went to Calcutta when Gandhiji arrived there. Gandhiji was impressed by his tenacity and story. They boarded the train for Patna.

6. *Why did Gandhi chide the lawyers of Muzaffarpur?*

OR

Why did Gandhi conclude that the lawyers should stop going to the courts?

OR

Write down Gandhi's advice to the lawyers of Muzaffarpur.

OR

How was Gandhi able to influence the lawyers of the Champaran? (Imp)

Ans. Muzaffarpur lawyers called on Gandhiji to brief him. They had frequently represented peasants in courts. Gandhi chided them for collecting big fees from the poor sharecroppers. When peasants were so poor and crushed, it was inhuman to charge heavy fees from them.

7. *Why did Rajkumar Shukla want to take Gandhiji to Champaran? (Imp)*

Ans. Raj kumar Shukla was an illiterate but resolute peasant of Champaran. He wanted to take Gandhiji to Champaran to complain about the injustice of the landlord system in Bihar and to see the injustice first hand.

8. *Why did Gandhi object to C F Andrews' stay in Champaran? (Imp)*

Ans. Gandhiji objected of C F Andrews' stay in Champaran because he was an English pacifist who was a devoted follower of Gandhi, and Gandhi wanted that if the Indians had no Englishman beside them to fight the unequal fight against the British then it would show the weakness of the Indians. He felt that the Indians must rely upon themselves to fight the battle.

9. *Why didn't Gandhi go straight to Champaran but stayed first at Muzaffarpur? (Imp)*

Ans. Gandhiji thought is advisable to go first to Muzaffarpur. It was enroute to Champaran. He wanted to collect more information about conditions prevailing there. Therefore he sent a telegram to Professor J.B. Kripalani. He stayed with him for two days. Even Muzaffarpur layers called on Ghandhi to brief him.

Poets and Pancakes

1. *What does the writer mean by 'the fiery misery' of those subjected to make - up?*

Ans. The make-up room had lights at all angles around half a dozen large mirrors. They were all incandescent lights. So those who were subjected to make - up had to face these lights. In such dazzling lights and heat they were trapped in 'the fiery misery'.

2. *What is the example of national integration that the author refers to?*

Ans. National integration at its best was seen in the make - up department, which was first headed by a Bengali. He was succeed by a Maharasthrian who was assisted by a Dharwar Kannadiga, and Andhra, a Madras Indian Christian, an Anglo - Burmese and the usual local Tamils. Thus make up artists from various backgrounds, assisted one another, to make a ho-

mogeneous unit.

3. *Why did the author appear to be doing nothing at the Studios? (Imp)*

Ans. The duty of the narrator was to cut out newspaper clippings on a wide variety of subjects. He stored them in files. Most people saw him sitting at his desk and tearing up newspapers day in and day out. So they thought he was doing next to nothing.

4. *Why was the office boy frustrated? Whom did he show his anger on?*

OR

Why was the office boy frustrated? Who according to Ashoka Mitran did he show his anger on? (Imp)

Ans. He was disappointed because his poetic talent was being wasted. He was working in a department which was fit for barbers and perverts. He was convinced that Subbu was responsible for all his woes and neglect.

5. *Who was Subbu's principal?*

Ans. Subbu was the No. 2 at Gemini studios. Mr. Vasam was the boss. If the producer was not satisfied, Subbu would come out with fourteen more alternatives.

6. *Why was the legal adviser referred to as the opposite by others?*

OR

Why did the legal advisor in the Gemini India lose job?

Ans. The legal adviser was a lawyer. His official duty was to give legal advice to the company. But he didn't seem to be a sharp and smart man. He brought a sad end to the brilliant career of a talented actress. The legal adviser excelled more in stupidity than in legal skills. Therefore, others referred to him the opposite.

7. *What made the lawyer stand out from the others at Gemini studios?*

Ans. While every other member of the department were a kind of uniform - Khadi Dhoti with a slightly oversized and clumsily tailored white khadi shirt, the lawyer wore pants and a ties and sometimes a coat which made him stand out from the others at Gemini studios.

8. *Why was the Moral Rearmament Army welcomed at the Studios? (Imp)*

Ans. The Moral Re armament Army was welcomed at the studios because, they presented two plays in a most professional manner. The message of the plays were usually plain and simple homilies, and the sets and costumes were first rate. The Tamil drama community was terribly impressed.

9. *What caused the lack of communication between the Englishman and the people at Gemini Studios?*

Ans. The English poet's visit to Gemini Studios was a complete disaster. No one knew what he was talking about. His accent defeated any attempt to understand him. Gemini studios and its people made Tamil films for simple people. They had no taste for English poetry. Therefore, there was no communication between the speaker and the audience.

10. *What does 'The God That Failed' refer to?*

Ans. The book 'The God That Failed' contains six essays by six eminent men of letters. All of them were once attracted to Communism. But they came out of it completely disillusioned.

11. *Why did everybody in the studio think of giving the author some work to do? (Imp)*

Ans. Everybody in the studio thought that the author did next to nothing. They used to see him sitting at his desk tearing up newspapers day in and day out. So, everybody thought of giving the author some work to do. He appeared to be sitting idle.

12. *Why did the boy in the make up department come to the author? Why was the author praying for crowd shooting all the time? (Imp)*

Ans. The 'boy' in the make-up department considered himself a great literary talent. He wanted to tell the author how his literary talent was allowed to go waste. That department was fit for barbers and perverts. The author wanted to avoid his special descriptions. He prayed for crowd shooting all the time to keep the boy busy in his work.

13. *How did Subbu emerge on No. 2 position in the Gemini Studio? List three of his important peculiarities. (Imp)*

OR

Subbu is described as a many - sided genius. List four of his special abilities.

Ans. Subbu was a many sided genius. He was a self made man. He had modest education and began his career in hard times. He was a poet, writer and a good actor. He gave a new definition and direction to the Studios and to the art of film making. So he justified his position of being on No.2 in the Gemini Studios.

14. *What were the positive qualities of Subbu that the writer admired? (Imp)*

Ans. Subbu was the No. 2 at Gemini Studios. He gave a new direction and definition to Gemini Studios during its golden years. He was a many sided genius. He knew all the intricacies of film making. He was a good actor and a writer. He was social, friendly and totally devoted to his boss, Mr. Vasan.

The Interview

1. *What are some of the positive views on interviews?*

Ans. Some people say that interviews are a source of truth, and in practice an art. However, it is a supremely serviceable medium of communication. The most vivid impressions of our contemporaries are through interviews.

2. *Why do most celebrity writers despise being interviewed? (Imp)*

OR

Why do some great writers dislike being interviewed?

OR

Why do some celebrity writers hate to be interviewed?

Ans. Some celebrities despise the interview as an unwarranted intrusion into their lives, or feel what it somehow diminishes them.

3. *Who, in today's world, is our chief source of information about personalities?*

Ans. The media is our chief source of information, and interviews form an integral part in informing us about personalities.

4. *What was distinctive about Eco's academic writing style? (Imp)*

Ans. Umberto Eco was professor at the university of Bologna in Italy and had acquired a formidable reputation as a scholar for his ideas on semiotics literary interpretation and medieval Aesthetics before he turned to writing fiction. He acknowledged that he pursued his philosophical interest through his academic work and his novel. His regular academic style was that of an informal approach, rather, than being depersonalised or dry and boring.

5. *What is the reason for the huge success of the novel, 'The Name of the Rose'?*

Ans. The Name of the Rose was a very serious novel, but it is a detective yarn at one level, and it also delves into metaphysics, theology and medieval history, yet it enjoyed a huge mass audience. The Name of the Rose sold between 10 and 15 million copies and according to the author it reached only a small percentage of readers.

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QUESTION NO. - 12 (MARKS - 6)

STANZAS FOR EXPLANATIONS

MY MOTHER AT SIXTY SIX

1. Driving from.....she looked.

Reference:

These lines have been taken from the poem "My Mother at Sixty Six" composed by the famous Indian poet Kamla Das.

Context:

The poet is driving from her parents' home to Cochin Airport. She looks at her old mother. She feels pained thinking about her mother's approaching death.

Explanation :

In these lines the poet says that she is driving from her parents' home to Cochin Airport to catch a flight. Her old mother is sitting beside her. She is very old. She is dozing open mouthed. Her face is very pale and lifeless like a corpse. She feels pained thinking about her mother's approaching death.

2. But soonand smile

Reference:

These lines have been taken from the poem "My Mother at Sixty Six" composed by the famous Indian poet Kamla Das.

Context:

The poet is driving from her parents' home to Cochin Airport. She looks at her old mother. She feels pained thinking about her mother's approaching death. She looks outside to divert her attention.

Explanation:

In these lines the poet says that she looks out of the car's window to divert her attention she sees some young trees pass by. Little children are also seen joyfully coming out of their houses. These two images are contrary to her mother's aging face. They symbolise energy, life and happiness. At the airport she looks at her mother one more time. Her mother appeared weak and pale just like the moon in the late winters. She feels pain thinking about her mother's approaching death. She does not express her feelings. She only said, "See you soon, Amma." She wants to give hope to her mother that she is not going to die.

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

1. Far Farwith rats eyes .

Reference :

These lines have been taken from the poem "An Elementary School Classroom in a Slum" composed by the famous English poet Stephen Spender.

elementary school classroom in a Slum" composed by the famous English poet Stephen Spender.

Context:

The poet is describing the miserable condition of the poor children sitting in a classroom in a slum area.

Explanation:

In these lines the poet is telling us about the poor condition of the children living in slums. They are very far away from the high waves of brightness and openness of the developing world. They are compared with rootless weeds as they are also thrown away from the civilized society. A tall girl is sitting there with her head bent down. A very thin boy is also sitting there. His eyes look like that of a rat. He seems very hungry.

2. The stunted.....other than this.

Reference:

These lines have been taken from the poem "An Elementary School Classroom in a Slum" composed by the famous English poet Stephen Spender.

Context:

The poet is describing the mental and physical condition of two of the students sitting in the classroom.

Explanation:

In these lines the poet is telling us about a boy who is under developed. He has inherited twisted bones from his father. He is reciting his lesson sitting at his desk. There is another boy sitting at the back of the class. He seems positive as he is dreaming of a game of squirrel in an open area. The boy also wants to go in the open and take fresh air.

3. On sour cream wallsstars of words .

Reference:

These lines have been taken from the poem "An Elementary School Classroom in a Slum" composed by the famous English poet Stephen Spender.

Context:

The poet is describing the uselessness of the pictures and maps showing the civilized society. The children living in slums cannot get an opportunity to live a better life.

Explanation :

In these lines the poet is showing us the poor condition of the children studying in a classroom of the slums. The walls are dirty and there are pictures of English dramatist William Shakespeare, a scene of dawn with cloudless sky, buildings with domes, valleys with flowers and churches. The maps on the walls symbolise the civilized society. They

all are meaningless for these children as they are out of reach for them . their future seems as dark and foggy as the street outside the window of the classroom. "They are very far from things of nature like mountain capes , rivers and also from literature and higher education.

4. Surely Shakespeare.....as doom.

Reference:

These lines have been taken from the poem an elementary school classroom in a slum composed by the famous English poet Stephen spender.

Context:

The poet is describing the uselessness of the pictures and maps showing the civilized society .The children living in slums cannot get the opportunity to live a better life.

Explanation :

In these lines the poet is showing us the poor condition of the children studying in a slum. William Shakespeare's photo is not useful for them. Maps show the civilized society that is beyond the reach of these children. There is a darkness in their life they are so thin that their bones can be seen through their skin. Their eyesight is weak .They wear broken glasses. the poet is so pained to see their bad condition that he wishes that the maps must be painted with slums as big as dooms.

KEEPING QUIET

1. Now we will.....sudden strangeness.

Reference:

These lines have been taken from the poem "keeping Quiet "composed by the famous poet Pablo Neruda.

Context:

In these lines the poet is describing the need to maintain peace around the world .The poet wants us to keep silent and not harm anyone .

Explanation:

In these lines the poet is asking us to stop doing anything and keep calm for a while . We should not speak in any languages . Languages divide us. This peace will unite all of us . We would stop harming others . There would be no noise produced by engines and other machines . There would be no rush . We all will be united in silence . This moment will be strange and special for all of us.

2. Fishermen in the colddoing nothing .

Reference:

These lines have been taken from the poem "keeping Quiet composed by the famous poet Pablo Neruda.

Context :

In these lines the poet is describing the need to maintain peace around the world .He has shown different activities by which men have hurt humanity and the nature.

Explanation:

In these lines the poet is saying that during the moment of stillness no fisherman would harm any Whales in the cold sea . The man gathering salt will also have some time to look at his hurt hands. All the people who destroy the environment ,those who pollute the environment with industries ,those who destroy and kill others with weapons and those who fight wars in which both sides get destroyed should put on clean clothes and walk with the enemy in the shadow of the trees and "do nothing ". The phrase "do nothing "implies doing no harm to anyone.

A THING OF BEAUTY

1. And such too is the grandeurthe heaven's brink

Reference :

These beautiful lines have been taken from the famous poem ' A Thing of Beauty ' composed by John Keats .

Context :

In this stanza the poet says that the beauties of nature are lovelier than all lovely tales that we have heard or read . Nature is "an endless fountain of immortal drink for us .

Explanation :

The poet says that we must remember the beautiful and inspiring stories of the brave soldiers . They risked and sacrificed their lives in order to protect others . The 'mighty dead ' were people of great power , authority and grandeur . They are dead in their graves but their grandeur survives . The beautiful tales we have heard or read are also a great source of joy and inspiration for us . All the great deeds and beautiful objects are endless fountain of an "immortal "drink for us .

1. Therefore, on every morrow..... our dark spirits .

Reference :

These beautiful lines have been taken from the famous poem ' A "Thing of Beauty' composed by John Keats.

Context : -

In this stanza the poet says that beautiful things make an everlasting impression on our minds . A thing of beauty removes the pall of sadness from our spirits .

Explanation :

The poet says that every next day we are weaving a flowery wreath to bind us to the earth. Everyday we have to face unhealthy ways , grief and failures . Our life is full of disappointments and sufferings. We lack good human qualities and noble natures . These things make our life gloomy . In spite of all these things , some beautiful things remove the cover of sadness from our hearts and give us everlasting joy and happiness.

A ROADSIDE STAND

1 It is in the news.....the ancient way.

Reference :

These lines have been taken from the poem 'A Roadside stand' composed by the poet Robert Frost

Context :

Robert Frost presents the "lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity.

Explanation :

There is a news that these pitiable persons are to be bought out with all their belongings . They will be compelled to live in the villages next to the theatres and the stores . It is said that now onwards they need not think of themselves any more . Greedy people pretending to be 'good - doers' will care of them . Those people who pretend to be kind are actually like flesh eating wild animals . Such cunning people will swarm over their lives to exploit them. They will force them to part with their money . The villagers will fall into their trap . They will make them work but themselves will sleep all the day . The villagers will be taught to change the habits of sleeping at night . They will use their old games to destroy their sleep at night .

2 Sometimes I fell where it was bound .**Reference :**

These lines have been taken from the poem 'A Roadside Stand' composed by the famous American poet Robert Frost

Context :

Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity . The poet feels the plight of the poor stand owners how they are vainly waiting for customers .

Explanation :

The people who are running the roadside stands are vainly waiting for "their customers . It is quite childish to entertain such a longing . They keep their windows open to wait for their likely customers. When no one turns up they feel sad . They go on waiting throughout the day praying for sound of breaks , the sound of stopping cars . Thousands of selfish car- owners pass through the stand . No one requires what price a farmer gets of his produce . One person stops but only to use the yard for backing the car and turning "around . Another man comes and asks the way to where it is bound .

3 No, in country money out of my pain .**Reference :**

These lines have been taken from the poem ' A Roadside Stand' composed by the famous American poet Robert Frost.

Context :

The poet feels an unbearable pain at the plight of the rural poor . He will feel greatly relieved if they are put out of their pain at one stroke . Death is far better than their miserable living .

Explanation :

The life of the people in the countryside is quite miserable for want of money . Money which can increase the level of their living is not found here . Due to lack of money the spirits of the people always remain depressed . So, the rural people seem to complain of this drawback. The poet will feel a great relief if all the pains of these rural people are removed with one stroke . Their miserable life is worse than death. Next day , he will expect a person coming with an offer to take him out of his pain.

AUNT JENNIFER'S TIGERS**1 Aunt Jennifer's fingers Aunt Jennifer's hand.****Reference :**

These lines have been taken from the poem Aunt Jennifer's Tigers ' composed by the poetess Adrienne Rich .

Context:

In these lines the poetess expresses the plight of Aunt Jennifer . The weight of uncle's wedding band was lying heavy on "her hand.

Explanation:

Aunt Jennifer's fingers are moving about her wool . But she is finding even the ivory needle hard to pull . The heavy weight of her husband's wedding band still lies upon Aunt Jennifer's hands . Her married life was not happy and pleasant. Aunt Jennifer highlights the struggle and problem a woman faces in male dominated society .

2. When Aunt is deadproud and unafraid .**Reference:**

These lines have been taken from the poem ' Aunt Jennifer's Tigers ' composed by the poetess Adrienne Rich .

Context :

In these lines the poetess says that even after Aunt Jennifer's death her terrified hands will tell the whole story of her unhappy life. The hardships and sufferings were the parts of her married life .

Explanation :

Aunt Jennifer will not be free from fear even after her death . Hard and unpleasant experiences of her past married life will not leave her even after her death . Their signs will still be seen on her old fingers . But the tigers she had made in the panel will go on jumping ahead , proud and unafraid . Aunt Jennifer will not live in this world . But her art and the tigers that she created in the panel will go on jumping as ever.

LONG & SHORT ANSWER TYPE QUESTIONS

My Mother at Sixty - Six

Q.1 *What is the kind of pain and ache that the poet feels?*

Ans. The poet feels the pain and ache of seeing her unwell mother. She also experiences the agony of thinking about her mother's inevitable death. She finds it difficult to come to terms with the thought itself, and the sense of loss and separation brings her intense grief and sadness.

Q.2 *Why are the young trees described as sprinting?*
(Imp)

Ans. The young trees are a total contrast to the poetess's sickly mother sitting inside the car. When Kamala Das looks out of the moving car, the trees seem to be racing past thus symbolizing youth and energy as contrasted to old age and sickness.

Q.3 *Why has the poet brought in the image of merry children spilling out of their homes?*

OR

Why did Kamala Das add the image of merry children to the poem? (Imp)

Ans. The image of merry vivacious children pouring out to their homes to play has been brought in to intersperse the mood of sadness, old age and sickness, with hope, youth and energy.

Q.4 *Why has the mother been compared to the late winter's moon?* (Imp)

Ans. During the extreme winters, the moon appears to be dull and does not reflect its normal glory and brightness. So does the poetess's mother who due to old age has lost her glow and sparkle. She appears to be dull and lusterless.

Q.5 *What do the parting words of the poet and her smile signify?*

OR

What is the significance of the parting words of the poet and her smile? (Imp)

Ans. When the poet parts from her mother, she says see you soon Amma and she smiles and smiles. This indicates that the poetess wishes to part from her mother on an optimistic note, with the hope of meeting her again. Her smiles is a sign of reassurance.

Q.6 *Describe the expressions used to describe the poetess's mother.*

Ans. Expressions like face ashen like that of a corpse, face wan, pale as a late winter's moon are used to describe the poetess's mother. These words reflect the illness which has beset the poetess' old mother. Since her mother was already 66, the poetess was stricken by the fear of losing her (mother) to illness.

Q.7 *Where is the poet going and who is with her?*

Ans. The poet is driving from her parent's home to the Cochin airport. Her mother has come to see her daughter off. She is sitting beside her and dozing with her mouth open.

Q.8 *What does the poet see happening outside?*

Ans. The thought of the ageing mother at sixty six occupies her mind. Her pale and ashen corpse - looking face brings to her mind the picture of decay and death. The poet needs a diversion and looks outside. Outside she watches young trees. They speed past them and appear as if they are sprinting. Then she sees gay and happy children making merry as they move out of their homes.

Q.9 *What has been the poetess's childhood fear?*

OR

What was the old familiar ache. That the poet felt when she left for the airport?

OR

What were Kamal Das' fears as a child? Why do they surface when she is going to the airport?

Ans. After seeing her mother at sixty - six in a pale like corpse face, her childhood fear returns. She is much pained at the ageing and deeping of her mother. She is deeply hurt lest she should not find her mother alive after her return. She also realises that in the coming years, she will also have to face all such processes of life.

An Elementary School Class

Q.1 *How does Stephen Spender picturise the children in 'An Elementary School Classroom in a Slum'?*

OR

How is the utter poverty of childre depicted?(Imp)

Ans. Stephen has very craftily picturised the slum school children of Tyrol. Their faces are pale, depressed and broken. Their untidy hair cover their faces like rootless weeds. They are physically weak with small eyes like rats. They are stunted, bony and diseased.

Q.2 *What do you think is the colour of 'sour' cream? Why do you think the poet has used this expression to describe the classroom walls?*

Ans. The colour of 'sour cream' is off-white. The poet has used this expression to suggest the decaying aspect. Actually the walls symbolise the pathetic conditions of the lives of these children. However, there is an implied hope in these.

Q.3 *The walls of the classroom are decorated with the pictures of 'Shakespeare', buildings with domes', world maps and beautiful valleys. How do these contrast with the world of these children? (Imp)*

Ans. They beautifully contrast with the world of these children. These pictures mean progress, prosperity and well being. But the present conditions of these children is

miserable. They are endeared, poor and live in grim poverty.

Q.4 *What is the message that Stephen Spender wants to give through the poem 'An Elementary School Classroom In a Slum'?* (Imp)

Ans. In 'An Elementary School Classroom in a Slum', Stephen Spender deals with the theme of social injustice and class inequalities. There are two different worlds. Art, culture and literature have no relevance to slum children. They live in dark, narrow cramped, holes and lanes. Unless the gap between the two worlds is abridged, there can't be any real progress or development.

Q.5 *Why does Stephen Spender say that the pictures and maps in the elementary school classroom are meaningless?* (Imp)

Ans. The pictures on the school walls are quite in contrast with the real life of the children who see them there. They have no meaning for them. The children who are there are devoid of all opportunities of life. They have never seen riches in life.

Q.6 *What does the poet wish for the children of the slum?*

OR

In what way does the poet request the people to help the slum children?

OR

What does Spender want for the children of the slums? How can their lives change? (Imp)

Ans. The poet earnestly wishes the slum children to be exposed to opportunities. They should be provided education. They also must be given ways to enjoy their life.

Q.7 *Why has the map been said to be 'a bad example'?*

OR

What does the map of the world indicate?

Ans. The map of the world is symbolic of hopes and aspirations as it motivates the children to explore the world beyond - the world which has been awarded to us by God, with all its bounties.

Q.8 *How does the poet describe the class-room walls?* (Imp)

Ans. The poet describes the school class-room in a slum. Its walls are decorated with the pictures of Shakespeare, buildings with domes, world maps and beautiful valleys.

Q.9 *How is Shakespeare wicked?*

Ans. Shakespeare is wicked as the classroom in slum is not a right place for his picture.

Keeping Quiet

Q.1 *What will counting upto twelve and keeping still, help us achieve?* (Imp)

Ans. The poet Pablo Neruda exalts the people to count upto twelve and keep still, so that they can meditate and

introspect. It will help us achieve peace and stop wars.

Q.2 *Do you think the poet advocates total inactivity and death?*

OR

Why is Pablo Neruda against 'total inactivity'?

OR

Do you think the poet, Pablo Neruda advocates total inactivity and death? Why? (Imp)

OR

Do you think the poet advocates total inactivity and death in the poem, 'Keeping Quiet? Give reasons.

Ans. No, the poet does not advocate total inactivity and death because life is an on going process. Total inactivity will only bring life to a halt, which is very unrealistic.

Q.3 *What is the sadness that the poet refers to in the poem?*

OR

Which sadness is Pablo Neruda worried about in his poem? (Imp)

Ans. Man in his desire for personal gain has forgotten his own emotional needs. Continuous mindless activity and a vacuum in fulfilling his emotional requirements, leaves man sad.

Q.4 *What is the exotic moment the poet Pablo Neruda wishes for?* (Imp)

Ans. The exotic moment the poet Pablo Neruda wishes for is when we cease all activities to a count of twelve or for a second, and introspect, and reexamined our mistakes. There will be total peace, and an end to wars, and a feeling of brotherhood will unite all.

Q.5 *How can there the life under apparent stillness? How does the poet prove it?*

Ans. Neruda doesn't equate stillness with total inactivity. Under this apparent stillness there is life. We can learn it from the earth. When everything seems dead, the earth remains still alive. It is never dead. The life on the earth goes on a usual under the apparent stillness.

Q.6 *Write down the Central theme/Idea of the poem "Keeping Quiet."*

OR

Why does Pablo Neruda ask all the human beings to keep quiet?

Ans. Neruda asks all the human beings to stop all our worldly activity for a while and spend our few moments in quiet introspection. It will keep us to understand ourselves. We are in trouble because we always remain in hurry and rush.

A Thing of Beauty

Q.1 *List the things of beauty mentioned in the poem.*

Ans. The things of beauty, mentioned in the poem are the sun, the moon, the trees, the daffodils, rivers and streams, undergrowth of flora and fauna, blooming musk - roses and the heroic tales of the brave, which continue to inspire us.

Q.2 List the things that cause suffering and pain.

(Imp)

OR

Describe the things cause suffering and pain mentioned by Keats in 'A Things of Beauty'.

OR

Mention any two things which according to Keats, give us pain and suffering.

Ans. There are many things described in the poem which cause suffering and pain to human beings. These things are - disappointment, lack of human qualities, lack of nobleness, unhealthy and evil ways adopted by human beings etc.

Q.3 What does the line 'Therefore are we wreathing a flowery band to bind us to earth' suggest to you?

Ans. Man has an immortal connection with nature. Objects of beauty appeal and fascinate him. Thus, by wreathing a flowery band, he in a way admires these wreaths and firms his attachment with the earth.

Q.4 What makes human beings love life in spite of troubles and sufferings?

OR

According to Keats, what makes man love life in spite of all its problems and miseries? (Imp)

Ans. In spite of all troubles and sufferings human beings love life. The beauties and blessings of nature move away the 'pall' from our 'dark spirits'. Such things of beauty are joys forever.

Q.5 Why is 'grandeur' associated with the 'mighty dead'?

OR

Why and how is grandeur associated with the mighty dead? (Imp)

Ans. The mighty dead were the people who were powerful and dominating in their own times. Their achievements made them mighty and great. We imagine that such mighty dead forefathers will attain more grandeur at the doomsday. They will be rewarded. Hence grandeur is associated with the 'mighty dead.'

Q.6 Do we experience things of beauty only for short moments or do they make a lasting impression on us?

Ans. John Keats makes it clear in the very first line of this excerpt that 'a thing of beauty is a joy forever'. It is a constant source of joy. Nor does its beauty decrease. Its loveliness goes on increasing every moment.

Q.7 What image does the poet use to describe the beautiful bounty of the earth? (Imp)

Ans. John Keats uses various images to describe the beautiful bounty of the earth. The bounty of the earth is like an endless fountain. This endless fountain of immortal drink constantly pours from the heaven into our hearts.

Q.8 How is a thing of beauty a joy forever?

OR

How can we say that a thing of beauty is a joy forever? (Imp)

Ans. John Keats, considers that a thing of beauty is a joy forever. It is a constant source of happiness and pleasure. Its loveliness increases every moment. A thing of beauty is never devalued.

Q.9 What is the central idea/theme/message of the poem?

Ans. The central idea/theme / message of the poem is that a thing of beauty is a joy forever. It removes the pall of sadness from our hearts. Nature is source of all beauty. Beautiful objects on the earth make our lives worth living.

Q.10 How do the tales of the mighty dead continue to motivate us?

Ans. All tales of heroism, which inspire us, give us the courage to fight against all odds and they are an endless source of inspiration.

Q.11 What is the source of the endless fountain and what is its effect? (Imp)

Ans. The beauties of nature know no limits. Nature is an eternal source of joy to mankind. A fountain of eternal joy and immortality pours into the heart and soul of man. It flows and pours right from the heaven's brink.

A Road Side Stand

Q.1 What was the plea of the folk who had put up the roadside stand?

OR

Why do the people who had put up the roadside stand want some city money to fell in hand? (Imp)

Ans. The men who had put up the roadside stand pleaded pathetically for some customers. They wanted to earn money from them. They wished the city folk would stop there to buy something from them.

Q.2 What is the 'childish longing' that the poet refers to? Why is it 'vain'? (Imp)

Ans. The poet thinks that the people who are running the roadside stand suffer from a childish longing. They are always waiting for their prospective customers. They keep their windows open to attract them. But when no one turns up they become sad.

Q.3 Which lines tell us about the insufferable pain that the poet feels at the thought of the plight of the rural poor?

Ans. The poet feels that all the pains from which the poor rural people suffer must be removed at one stroke. The following two lines express these feelings: "I can't help owning the great relief it would be to put these people at one stroke out of their pain."

Q.4 What will be a great relief to the poet? How can the problem of the rural poor be solved?

Ans. The poet is much worried at the plight of the rural poor.

He can't help accepting that it will be a great relief to him if these people are put out of their pains at one stroke. Their miserable living is no ways better than death.

Q.5 Which things irritated those passers - by who stopped at the roadside stand?

Ans. The passers by who stopped at the roadside stand were irritated by the wrongly pointing direction indicators, wild berries on display in their wooden containers, and crook necked vegetables. They felt that all these marred the scenic beauty of the mountains.

Q.6 Why does Robert Frost sympathize with the rural poor? (Imp)

Ans. Robert Frost sympathized with the rural poor because he identified with them. He could not see this economic divide, between the rich and the poor. He could not see the suffering of the rural poor, who keep waiting for some kind of financial help from their city brethren.

Q.7 What is the central idea / theme of the poem?

Ans. The central idea / theme of the poem is a road side stand set up by the poor rural folk to earn some money by selling their goods to the city people. They eagerly keep on waiting the whole day for customers but nobody turns up to buy the things. So called good doers exalt these innocent people. The poet shows indifferent behaviour of the city people towards the rural folk.

Q.8 Who will soothe the rural poor out of their wits and how? (Imp)

Ans. The greedy people posing as good doers will swarm over their lives. They will plan to extract maximum profits from them. There are people who are more cruel than the beasts of prey. Their only aim is to mint money. They earn profits by fooling the innocent rural people.

Q.9 Why did no one stop to buy at the roadside stand? (Imp.)

Ans. People in the car had money in their pockets. Yet they did not stop at the stand to buy anything. They thought it mean to stop at such a place. So they kept the money in their pocket and moved away.

Aunt Jennifer's Tigers

Q.1 How do 'denizens' and 'chivalric' add to our understanding of the tigers' attitudes? (Imp)

Ans. Tigers like all beasts of prey are the 'denizens' of the forest. They live far away from human settlements. They are called 'chivalric'. This shows the majestic and honourable position that they occupy in the world of animals. So the use of 'denizens' and 'chivalric' for tigers add to our understanding of their attitude.

Q.2 What is suggested by the image 'massive weight to uncle's wedding' band? (Imp)

Ans. 'Massive weight of Uncle's wedding' is a suggestive imagery. It is symbolic of the weight of the harsh and

difficult experiences of her married life. The wedding band represents the unbreakable bond of marriage between the husband and the wife.

Q.3 Of what or whom is Aunt Jennifer terrified in the third stanza?

Ans. Aunt Jennifer is referred to as 'terrified hands' in the third stanza. The old unhappy memories are still fresh in her mind. She had passed through many testing and horrible times during her married life. Those ordeals crushed and suppressed her. She fears that such ordeals may crush her even after her death.

Q.4 How does the poet describe Aunt Jennifer's tigers?

OR

What is specific about Jennifer's tigers?

OR

Describe the tigers created by Jennifer?

OR

What are the tigers symbolic of in this poem 'Aunt Jennifer's tigers'?

OR

How has Aunt Jennifer created her tigers? What traits of tigers do they reveal? (Imp)

Ans. The poet describes Aunt Jennifer's tigers as 'bright topaz denizens' of the forest. They are fearless. They pace in 'sleek' chivalry.

Q.5 What will happen to Aunt Jennifer's tigers when she is dead? (Imp)

Ans. Aunt Jennifer's tigers will survive her. The tigers in the panel that she made with her hands will still remain there. They will go on prancing, proud and unafraid. She will die but her creations survive.

Q.6 Why did Aunt Jennifer choose to embroider tigers on the panel? (Imp)

Ans. Aunt Jennifer was timid, nervous and scared. She was easily victimised by her husband. She chose to embroider tigers as a mark of confidence. Tigers were just opposite to her nature but her embroidered tigers who were gallant dominating and landlord masters of jungle. She expressed her desire which couldn't get fulfilled.

Q.7 Why do you think Aunt Jennifer created animals that are so different from her own character? (Imp)

Ans. Really Jennifer has created tigers so different from her own character. They don't fear the men beneath the tree. They pace in sleek chivalric certainty. On the other hand, there is Jennifer herself who is encircled by heavy responsibilities of her married life.

Q.8 How will Jennifer's hands look when she is dead? (Imp)

Ans. When Aunt Jennifer is dead, her terrified hands will remain in the grip of those harsh experiences which have suppressed her.

VISTAS

LONG ANSWER TYPE QUESTION

The Third Level

1. *How did Charley reach the third level of Grand Central? How was it different from the other level?*

OR

Describe narrator's journey to the Third level of the Grand Central Station at New York.

OR

How did Charley stumble into the Third Level at Grand Central Station?

OR

Narrate Charley's visit to the Third Level of the Grand Central Station, New York.

OR

What made Charley believe that he was actually standing at the third level? (Imp)

- Ans. One night when Charley worked late in his office he decide to take the subway from Grand Central Station to his apartment. He reached the third level through the corridor.

It was different because here the room was smaller, there were fewer ticket windows and train gates and the information booth was wooden and old looking. The man in the booth wore a green eye shade and Long Black Sleeve protectors, long out of fashion in Charley's present world. Lights were dim as open flame gaslights were in use. There was a brass spittoon on the floor, and a man was pulling a gold watch from his waist pocket. He wore a derby hat a four button suit with tiny lapels and had a big black handlebar moustache. Everyone in the station was dressed like the 1890 something. Men wore beards, sideburns and fancy moustaches. A woman wore a dress with a leg of mutton sleeves and skirts to the top of her high buttoned shoe and a Currier and Ives locomotive with a funnel shaped stack, stood at the station.

2. *'The modern world is full of insecurity fear, war, worry and stress.' What are the ways in which we attempt to overcome.*

- Ans. People adopt different ways to escape the painful realities of the modern world. They can do so by forgetting all that is around them and by losing themselves into their own imagination. They can sit down and do some creative writing or, there are very simple ways like going for a picnic or some movie. They can divert their mind to some hobby like gardening, painting etc. There are some who resort to drink and drugs to forget their worries. But this is an undesirable way of escape.

The Tiger King

1. *How was the hundredth tiger killed?*

Or

Describe the efforts made by the Tiger King to achieve

his target of killing a hundred tigers. (Imp)

- Ans. The Maharaja was sunk in gloom as he was unable to locate the hundredth tiger. But he was determined to kill the hundredth tiger so he remained in the forest and did not return to his kingdom. After a few days he saw an old tiger. He shot at the tiger and it fell down. The Maharaja took it to be dead and left for his capital. Later on, the hunters found out that the tiger was not dead. It had just got failed because of fear. The Maharaja's bullet had missed its mark. Now, one of the hunters shot the tigers. This time the tiger was killed.

2. *Draw a character sketch of the Tiger King in your own words.*

- Ans. The Maharaja of Pratibandapuram, Sir Jilani Jung Bahadur, had many and sub names. But he was popular as the Tiger King. The chief astrologer predicted that his death would come from a tiger. When he grew to twenty he took the reign in his hands.

The Maharaja continued his campaign of tiger-hunting with rare single mindedness. Within a span of ten years he killed 70 tigers. It was his master stated to marry a girl of a state which had a large tiger population. So he was able to kill 99 tigers in all.

He used the dewan to find out the suitable girl for his marriage. He could be hot-headed and doubled the tax on the people. He also threatened the dewan to dismiss him from his service. It is ironical that the King met his death by a wooden tiger. At last, the hundredth tiger took revenge upon him.

3. *How did the hundredth tiger take its revenge upon the Tiger King ?*

OR

The chief astrologer's prediction about the death of the king came to be true. Do you agree with the statement ? Explain why or why not?

OR

How did the Tiger King meet his end? What is ironical about his fate? (Imp)

- Ans. The chief-astrologer had already warned the king of Pratibandapuram that his death would come from a tiger. The king should be particularly aware of the hundredth tiger. The king was relieved to have shot the hundredth tiger dead. His vow seemed to be fulfilled. Little did he know that the hundredth tiger survived. The bullet missed its mark. The hunters shot the old tiger dead. Ironically, the King's death came from a tiger. It was a toy-tiger that caused the Maharaja's death. The prediction of the chief astrologer came out to be true.

Journey to the End of the Earth

1. *The world's geological history is trapped in 'Antarctica'. How is the study of his region useful to us?*

- Ans. The study of the region is useful because it's the only

place in the world which has never sustained a human population and therefore remains relatively pristine in this respect. Moreover a visit to his region is to be a part of history, to get a grasp of where we've come from and where we could possibly be hiding. It's to understand the significance of Cordilleran folds and pre-Cambrian granite shields, ozone and carbon evolution and extinction. The Antarctica also hold in its ice-cores half million year old carbon records trapped in its layers of ice. If one wish to study and examine the Earth's past, present and future, Antarctica is the place to go.

2. **What are Geoff Green's reasons for including high school students in the students on Ice expedition?**

Ans. The students on Ice was a programme started by Shokaski to take high school students to the Antarctica and provide them with inspiring educational opportunities to help them foster a new understanding and respect for their planet. He included high school students because he got tired of carting celebrities and retired rich curiosity seekers to the Antarctica because they could only 'give' back in a limited way. Students, who were the future generation of policy makers, could absorb, learn and most importantly act with this life changing experience.

3. **How do geological phenomena help us to know about the history of humankind? How is Antarctica a part of that human history?**

Ans. Definitely, geological phenomena help us to know about the history of humankind. Geologists tell us that about 650 million years ago, a giant 'amalgamated' supercontinent existed in the south. This supercontinent was called Gondwana. At that time India and Antarctica were parts of the same landmass. Gondwana centrad around present-day Antarctica. Things were quite different at that time. Man had not appeared on the global scene yet. The climate of Gondwana was much warmer. It had a huge variety of flora and fauna. The supercontinent survived for about 500 million years. Then due to certain geological disturbances, the landmass was forced to separate into countries.

Antarctica is a part of that human history. It is a place where 90 percent of the Earth's total ice volumes are stored. Here, we can study zone and carbon; evolution and extension.

4. **Antarctica is the perfect place to study how little changed in environment can have big repercussions. Describe salient features of the Antarctic region as described in the lesson 'Journey to the End of the Earth'. (Imp)**

OR

The author calls her two-week stay in Antarctica, 'a chilling prospect'. How far do you think is she justified? What other features of the Antarctic environment are highlights?

Ans. Antarctica is the coldest, driest and windiest continent in the world. It is a place where 90 percent of the Earth's total ice volumes are stored we lose all earthy sense of perspective and time here. There are no trees, no billboards of buildings.

Antarctica is the perfect place to study how little changes in the environment can have big repercussions. It is the only place in the world which has never sustained a human population. It remains relatively pristine in this respect. It has a very simple eco-system. It lacks biodiversity. Scientists warn that a further depletion in the ozone layer will affect the food chain. It will also affect the lives of all marine animals and birds of the region. Similarly, if global warming makes Antarctica a little warmer then it will have disastrous consequences.

5. **'Take care of the small things and the big things will take care of themselves'. What is the relevance of this statement in the context of the Antarctic environment?**

Ans. 'Take care of the small things and the big things will take care of themselves.' There is a great relevance of this statement in the context of the Antarctic environment. Antarctica has quite a simple eco system. It lacks bio diversity. It is the perfect place to study how little changes in the environment can have big repercussions. The study of the very small phytoplankton is quite interesting. They are the grasses of the sea that nourish and sustain the entire Southern Oceans's food chain. Further depletion of the ozone layer will affect the activities of the phytoplankton. Holes in the ozone layer will affect the lives of all the sea animals and birds of the region.

These small things have to be taken care of. If they are taken care of, big things will fall into place.

6. **Why is Antarctica the place to go to understand the earth's present, past and future? (Imp)**

Ans. Antarctica is the only place on earth that has not supported human population. So, it remains almost as pure as it used to be millions of years ago. There we can observe how a little change can effect the environment. Besides, half million-year-old carbon records lie trapped in its layers of ice. So, if we want to study the earth's past, present and future, Antarctica is the right place to go.

7. **In what way have the humans affected global phenomenon?**

Ans. Natural resources are limited and human population is growing rapidly. This has left us battling with other species. Thoughtless burning of fossil fuels has created a blanket of carbon dioxide around the world. Ozone layer is depleting. It is increasing average global temperature. Global warming is posing a great danger to the future of the earth. Thus humans have brought the world at the edge of destruction.

The Enemy

1. **Give a character sketch of Dr. Sadao.**

OR

Describe Sadao as a true doctor. (Imp)

OR

Why did Dr. Sadao let the wounded American soldier escape? Explain highlighting the character of Dr. Sadao.

Ans. Dr. Sadao is not only good doctor but a true human being also. As a doctor, he is expert at his work. He has good knowledge of medicine and surgery. He also remembers that he has been trained to save lives against

all oddities. As a good human beings, his hearts full of sympathy for all. Saving lives is his religion. That is why he saves the life of a soldier who belongs to his enemy country. He is a loving husband too. When the servants go away, he helps his wife in taking care of the children. We may say that Dr. Sadao is an ideal human being.

2. **How does the story show that basic human goodness overpower all other factors?**

OR

What is the message of the story? (Imp)

Ans. This story gives the message of human love and brotherhood. It teaches us to rise above narrow feelings of nationality and consider the whole world as our family. A Japanese doctor saves the life of an American soldier at a time when Japan and America are at war, His patriotism demands him to hand over the soldier to the police. But his goodness as a doctor prompts him to heal his wound. He forgets his nationality and treats the man as a human being. We see that basic human goodness over powers all other factors. We learn to listen to our heart that is basically good. We learn to develop human feelings in us and put them above everything else in practical life.

3. **Describe the difficulties faced by Dr. Sadao when he tried to help the enemy soldier. (Imp)**

Ans. An American prisoner of war was washed ashore in a dying state. He was found at the doorstep of a Japanese doctor, Dr. Sadao. First of all, the doctor faced a dilemma. Should he save him as a doctor or hand him over to the Army as a patriot? If he sheltered a white man in his house, he could be arrested. If he turned him over as a prisoner, he would certainly die. Would even die if he was not operated on. Dr. Sadao and his kind-hearted wife Hana faced resistance of the servants and Yumi. Yumi refused to wash the wounds of a white man. Servants left them in anger. Hana rose to the occasion. She washed the wounds and helped giving the anaesthetic. Dr. Sadao was no less a patriot than anyone else. But the ethics of profession had trained him to save even a dying enemy. Putting aside all obstacles, difficult and dangers, he operated on the enemy soldier. Not only that. He also helped him to escape freedom.

Should Wizard Hit Mummy

1. **How does Jo want the story to end and why?**

OR

Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end? (Imp)

Ans. The perspective of children on life is quite different from ours. They roam in a dreamy and magical world. It is an ideal world where beauty and love rule supreme. There is no place for ugliness and stink in their world. Naturally Jo wants her father to make a change in the story. The wizard must take his magic wand and hit skunk's mummy. Her fault is that she made the wizard smell Roger bad again. Jo insists on making that change in the story. Roger Skunk is the hero of the story. Jo can never imagine her hero to be so

ugly and stinky. From the very beginning she has sympathy for Roger Skunk. Skunk's mother becomes evil for Jo. Hence mummy must be punished and hit by the wand of the wizard. For this the ending of the story must be changed.

On the Face of It

1. **What change did Mr. Lamb bring in Derry's attitude towards life?**

OR

How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?

OR

How did Mr. Lamb try to give courage and confidence to Derry? (Imp)

Ans. Derry had a burnt face. This made him feel low of himself. He avoided meeting people and talking to them. But his chance meeting with Mr. Lamb became a turning point in his life. Mr. Lamb's one leg was of tin. But he led just as normal life as all others did. He did not have any inferiority complex. He loved meeting people. His life became a motivation for Derry and he overcame his inferiority complex.

2. **Do you think Derry's chance meeting with Mr. Lamb would prove meaningful to him? Answer giving valid reasons. (Imp)**

Ans. Derry suffers from a terrible complex. His half burnt face is the root cause of this complex. It makes him withdrawn and isolated. But a chance meeting with Mr. Lamb would prove very fruitful and meaningful for him. Mr. Lamb also suffers from a physical disability. One of his legs was blown off in the war. But he accepts life as it is. His attitude towards life and people is very positive. He is social frank and open minded. Derry's meeting with Mr. Lamb will have a lasting effects on him. He will never be the same person again. We find a positive change in Derry in the end. He is free from his old complex Now. Mr. Lamb has given a new direction. Meaning and purpose to his life.

3. **What are the differences between Derry and Mr. Lamb? (Imp)**

OR

Though both Mr. Lamb and Derry suffer from a physical disability, their attitude to life is very different. Justify the relevance of this statement with reference to the story 'On The Face of It'

OR

What kind of a person was Mr. Lamb?

OR

Give the character sketch of Mr. Lamb.

Ans. Derry was pessimistic and saw the bad side of life. When asked by Mr. Lamb what he saw beyond the wall, he replied weed, whereas Mr. Lamb said that they were a kind of flowers which showed his optimistic attitude towards life. Derry was a young hobby with a burnt face, whereas as Mr. Lamb was old and had a tin leg. Derry disliked people as he said so and was an introvert where as Mr. Lamb loved people and kept the gates of his house open, so that people could enter his house anytime. He was an extrovert. Derry had a low self esteem and suffered from an inferiority complex,

where as Mr. Lamb was sure of himself and was a mature man. Derry was very sensitive and reacted to people's remarks and barks, where as Mr. Lamb was strong and confident and ignored remarks like 'Laney - Lamb' by people. Derry took life too seriously and found mistakes in everything, where as Mr Lamb had a pleasant attitude and found small pleasure in little things.

Evans Tries an O - Level

1. How did Evans escape from the jail?

Ans. Evans pretended to take classes in O - level German. A friend of him came as his teacher and together they planned his escape. Then Evans said to the governor that he wanted to get some sort of academic qualification. He wished to take exam. Again a friend of him came as the invigilator. Evans somehow disguised himself as the invigilator. He pretended that Evans had injured him and escaped. He offered to help the jail authorities to track down Evans. He went out with the prison authorities. The prison authorities dropped him at the examination office to go with an ambulance. From there he ran away.

2. What lapses on the part of the prison officers helped Evans escape from the prison? (Imp)

Ans. The Prison officers made several lapses. Jackson searched Evans' cell for two hours but couldn't find the things he later used for disguise. The prison authorities did not check the identity of either Evans' German teacher or his invigilator. Then, Jackson took pity on Evans made the last lapse by not checking the identity of the prison officer who handcuffed Evans. Thus, the prison officers seem to be lacking practical wisdom. Their minds did not work as fast as did Evans' mind. He knew the way they thought and he took advantage of it. Their small follies made a criminal go scott free.

Memories of Childhood

1. Describe how Zitkala - Sa tried in vain to save her hair from being cut. Why did she want to save her hair? (Imp)

Ans. Zitkala sa belonged to the American Indian community. She suffered prejudices in the Carlisle Indian school, a school run by the majority community. There were young Indian girls and boys in this school who led a very regimented life as strict rules were enforced on them. Zitkala too had to face this situation. When she got to know from her friend Judewin that her hair were to be cut, she rebelled. This was because her mother had taught her that only unskilled warriors who were captured had their hair shingled by the enemy. Moreover, along the Indians, short hair were worn by mourners and shingled hair by cowards.

To save her hair from being cut she disappeared. Though she was being called, she kept quiet. She held her breath, when the sound came nearer. She kicked, scratched widely and resisted when she was pulled out. She even cried a loud, and shook her head all the while until she felt the cold blades of the scissors against her neck and heard one of her thick braids cut off. Then she lost her spirit.

2. What are the similarities in the lives of Bama and Zitkala though they belong to different cultures?

Ans. Both Zitkala sa and Bama's narratives are based on their personal experiences when they were subjugated to humiliations as members of their respective marginalised communities. Though they belonged to two totally contrast cultures and backgrounds, a thread of commonality connects them.

Firstly, Both suffered various humiliations at the hands of the dominant community.

Secondly, Zitkala sa was a victim of cultural invasion in which her own cultural identity was threatened whereas Bama was a victim of caste discrimination and untouchability.

Thirdly, both saw the reality of life at very young age. Zitkala sa as a young adolescent and Bama as an 8-9 years old child.

Fourthly, both had to struggle to come to terms with their identity.

Fifthly both the girls struggled for existence.

3. What kind of a child was Bama?

Ans. Bama was a young girl studying in the third class. She was a Tamilian and belonged to the marginalised community. She was a typical young girl, occupied with her own world of thoughts and the sights and sounds around her. Very innocent, she was totally unaware about the indignities heaped onto her community. She enjoyed watching the performing monkey, the snake, the cycle rider pongal offerings, sweet stall, hunter, gypsy etc. She was too simple and innocent to understand the gravity of the situation. It was only after her brother told her about the indignities their community suffered from did a feeling of self respect arise within her. She got angry and infuriated on the insult meted out to the community elder and fought hard by studying hard to lift herself from this backwardness.

4. Describe the experience Bama had on her way back home which made her feel sad. (Imp)

Ans. The narrator was still a little girl. She belonged to a 'low' caste but never had any bitter experience related to 'untouchability'. One day an old man of her street attracted her attention. He was carrying a small packet of food by its string without touching it. The elder went straight to the landlord, bowed low and extended the packet towards him. She wanted to shriek with laughter. The way such a big man was carrying a small packet looked very funny.

Bama told this story in all its comic detail to her elder brother. But her brother was not amused. The landlord was from an upper caste. He didn't want that man to touch him. If he did, he would be polluted. That was why the man had to carry the packet by its string. When she heard this her laughter vanished. She felt terribly sad. She felt so much provoked and angry that she herself wanted to touch those 'vadais' herself straightaway. These people too were human beings and deserved human dignity and respect.

SHORT ANSWER TYPE QUESTIONS FROM VISTAS

The Third Level

1. *What does the third level refer to ?(Imp)*

OR

Was there a Third Level? Give an evidence from the story in support of your answer?

Ans. The Grand Central Station New York has two levels, but Charley found the third level. It referred to a level, or a zone which in Sam Winner the psychiatrist's view was a refuge, or escape for Charley from the modern day fear, insecurity, war, worry and other things.

2. *Would Charley ever go back to the ticket - counter on the third level to buy tickets to Galesburg for himself and his wife?*

Ans. Charley drew three hundred dollars from the bank. He bought old style currency to buy two tickets to Galesburg. But he never again found the corridor that led to the third level at Grand Central Station. So he couldn't buy two tickets for him and his wife.

3. *Why did Charley think that Sam had escaped to Galesburg?*

OR

Why did Charley suspect that Sam had gone to Galesburg? (Imp)

Ans. Charley's friend Sam disappeared all of a sudden. No body knew where. But Charley could make a guess where he could be. Sam was a city boy and he used to tell him about Galesburg. He always said that he liked the sound of the place. That night among his oldest first day covers he found an envelope. It had been mailed to his grandfather at his home in Galesburg. The paper inside confirmed that Sam was in Galesburg. The letter was written by him.

4. *What is a first day cover ? Explain.*

Ans. When new stamps are issued, stamp collectors buy some stamps. They use those stamps to mail envelopes to themselves on the very first day of sale. The post mark proves the date. The envelope is called a first day cover. The envelopes are never opened. Only blank paper is put in the envelope.

5. *How did Charley prepare to go to Galesburg? Why couldn't he reach there? (Imp)*

Ans. Charley stood on the third level at Grand Central. He would buy tickets that would take Louisa and him anywhere in the United States. He wanted two tickets for Galesburg. The clerk figured the fate and Charley counted out the money. The clerk warned. "That ain't money, mister," he said. Charley realised that the money he was giving was different from the old style notes of 1894. The clerk threatened to send him to jail if he decided to cheat him. So, Charley's attempt to go to Galesburg couldn't materialize.

6. *What did Charley's psychiatrist friend and his friends tell him about his mental state?*

OR

Do you think the third level was a medium of es-

cape for Charley? Why?

(Imp)

Ans. When Charley told his psychiatrist friend, about the third level he had discovered at the Grand Central Station, he was told that he was unhappy. The psychiatrist also told him that it was a kind of escape from the modern world full of insecurity, fear, war and worry. Charley's friends too agreed to this version, because everything pointed to it. Even Charley's stamp collecting was a temporary refuge from reality.

7. *What confirmed that Charley was in the year 1894?*

OR

How does Jack Finney describe Galesburg Illinois as it was in 1894? (Imp)

Ans. At the third level of the Grand Central station, Charley saw the newspaper "The world." The paper had not been published for years. It was printed on June 11, 1894. This confirmed that Charley was in the year 1894.

8. *Why does Charley say that Grand Central Station is growing like a tree in the story "The Third Level"?*

OR

What happens when Charley enters the Grand Central Station?

Ans. Whenever Charley enters the Grand Central Station, he finds new corridors, stair cases and tunnels. He finds the station like a huge tree, which keeps on spreading its roots and branches all over. Once he entered a tunnel and instead of reaching the station, he reached the lobby of a hotel. Similarly, one day he reached an office building, which was three blocks away.

9. *Who had sent that "first day cover" and what was written on the paper in it?*

OR

What was there in Sam's letter to Charley?

OR

What does Sam say in his letter to Charley?

Ans. Charley's friend Sam, the psychiatrist had sent that "first day cover" on July 18, 1894. The letter was signed by Sam and it stated that Charley was right about the Third Level. Sam claimed that he had found the Third Level. Regarding Galesburg it stated that it was romantic and nice city. People were enjoying piano and singing "Seeing Nelly Home." Charley was advised to keep on looking for the Third Level. It was a worth seeing place.

10. *Why do the people in the modern world want to escape? (Imp)*

Ans. The modern world is full of war, fear and insecurity, so the people find it difficult to live among these hostile conditions. So the people of the modern world want to escape.

The Tiger King

1. *Who is the Tiger King? How does he get the name?*

Ans. The Tiger King is the king of Pratibandapuram. At the time of his birth, royal astrologers predict his death caused by a tiger. On growing up, he hunts ninety - nine

tigers. For killing so many tigers, he gets the name 'Tiger King'.

2. **What did the royal infant grow up to be?**

Ans. The royal infant grew up to be very tall and strong. He learnt all the manners of the English. At the age of twenty, he became the king. He famed himself as a brave and courageous king who was not afraid of fighting tigers even bare handed.

3. **What prediction was made at the Tiger King's birth?**

Or

What led the Maharaja to start out on tiger hunt?

Ans. At the Tiger King's birth, royal astrologers predicted that he would grow up as a great warrior, hero and champion. They also predicted his death by a tiger. He was born under the star of bull. The bull and the tiger being enemies, his death was predicted by a tiger.

4. **What warning did the astrologers give the Tiger King when he killed the first tiger? Did the prediction of the astrologer come to be true?**

OR

What was the state astrologer's reaction to see the first tiger killed by the Maharaja? (Imp)

Ans. He said that his prediction could not be false. The Maharaja might kill ninety nine tigers but he must be careful with the hundredth tiger. If he killed the hundredth tiger too, he would give up being as astrologer.

5. **Why was the Maharaja sunk in gloom. Even after having killed 99 tigers? Was he able to overpower it? How? (Imp)**

Ans. The Maharaja had vowed to kill hundred tigers to prove the prediction of his death by a tiger wrong. But after killing ninety nine tigers. The hundredth tiger was nowhere to be found. This made the Maharaja sink in gloom. Then there came a news of sheep's disappearance from a village. This hinted to tiger's presence. Now his gloom was dispelled.

6. **What will the Maharaja do to find the required number of tigers to kill?**

Ans. Once the Maharaja had killed seventy tigers in his empire, the number of tigers dwindled and late their population became extinct. So he decided to marry a princess whose father's estate would boast of a substantial number of tigers.

7. **How will the Maharaja prepare himself for the hundredth tiger, which was supposed to decide his fate?**

Ans. When the Maharaja got to know that the hundredth elusive tiger was devouring sheep, the villagers informed the Maharaja, who in turn announced a three - year exemption from all taxes for that village. But when the tiger could not be coerced to display himself to the Maharaja, the latter got angry and many officers lost their jobs. Finally the dewan and his wife found a tiger from the people's park and brought it in front of the king.

8. **What will now happen to the astrologer? Do you think the prophecy was indisputably disproved?**

Ans. After the Maharaja's death the astrologer would probably be revered more and believed by the people of

the Kingdom. No, the prophecy was not disproved, because the tiger king did die at the hands of a tiger, which the original prophecy had been. Though the hundredth tiger was a wooden tiger, it did lead to the death of the Maharaja.

9. **What was the Dewan's tiger like? How did he take it into the forest?**

Ans. The Dewan's tiger was an old weak tiger brought to the dewan's home and hidden there. At midnight when the town slept, the dewan and his aged wife dragged the tiger to the car and showed it into the seat. Later the dewan drove the car himself to the forest where the Maharaja was hunting.. The tiger refused to come out of the car and with great difficulty the dewan hauled the beast out of the car and pushed it down to the ground.

10. **Why did the dewan decide to give up his own tiger to be killed by the Maharaja?**

OR

How did the Dewan try to help the Maharaja achieve his mission? (Imp)

Ans. The Dewan gave up his own tiger because the king could not find the hundredth tiger and the Tiger King had ordered the doubling of the land tax in anger. The Dewan feared that if the subjects grew discontented, then the state would fall a prey to the State in which case he would lose his job.

11. **What happened to the Tiger provided by the Dewan Sahib? (Imp)**

Ans. Once the Tiger provided by the Dewan Sahib, wandered into the Maharaja's presence, the Maharaja shot at it, and it fell in the crumpled heap. However after the king left, and the hunters examined the fallen tiger, they realised that the tiger was alive. The bullet had missed it and the tiger had fainted from the shock. The hunters were scared that they would lose their jobs, if they informed the king, that he had missed the target, so one of the hunters took a shot at the tiger and killed it.

12. **How did the Tiger king celebrate his victory over the killing of the hundredth tiger? (Imp)**

Ans. Once the tiger was dead, the king commanded, that the tiger was taken in procession through the town and buried. A tomb was erected over it.

13. **How was at one time the Maharaja in danger of losing his throne?**

OR

Why do you think, was the Maharaja in danger of losing his throne? (Imp)

Ans. At one time the Maharaja was in danger of losing his throne. A high ranking British office visited Pratibandapuram. He was very fond of hunting tigers and being photographed with them. He was refused permission to hunt tigers in Pratibandapuram. He had prevented such a high ranking officer from fulfilling his desire, the Maharaja stood in danger of losing his kingdom itself/

14. **How did the Maharaja Manage to retain his kingdom?**

Ans. The Maharaja had to please the high ranking British office. Samples of expensive diamond rings of different designs were brought from a famous jeweller in Calcutta. The Maharaja sent all the 50 rings to the British officer's good lady. The lady accepted the whole lot. The Maharaja lost three lakh of rupees but man-

aged to retain his kingdom.

15. **Why didn't the hunters tell the King that the tiger was not dead?**

Ans. The Maharaja thought that he had killed the hundredth tiger. He didn't know that his bullet had missed the mark. The beast was killed not by him but by one of the hunters. However, they kept it a secret. They feared losing their jobs if the Maharaja knew the truth.

16. **How did the hundredth tiger take its revenge upon the Tiger King?** (Imp)

Ans. The king decided that a wooden toy - tiger was a perfect gift for his son's third birthday. One day he was playing with that wooden tiger. One of the slivers pierced the Maharaja's right hand. Infection spread all over the arm. Three surgeons performed an operation but couldn't save the King. Thus, the hundredth tiger took its revenge upon the King.

17. **Did the Tiger King shoot the hundredth tiger? Give reasons for your answer.** (Imp)

Ans. The Tiger King did take careful aim at the hundredth tiger. The tiger fell in a crumpled heap. But it was not the king but the hunters who actually shot the tiger dead. The King's bullet missed its mark. So the Tiger King couldn't fulfil the vow of killing hundred tigers himself.

Journey to the End of the Earth

1. **How do geological phenomena help us to know about the history of humankind?**

Ans. Geological phenomena certainly help us to know about the history of humankind. A giant southern supercontinent - Gondwana did exist 650 million years ago. The climate was much warmer. It had a huge variety of flora and fauna. Gondwana thrived for 500 million years. Finally, it broke to separate countries as they exist today. It was the stage when dinosaurs were wiped out and the age of mammals started.

2. **What are the indication for the future of humankind?** (Imp)

Ans. Rapid human population growth and limited resources exert pressure of land. Burning of fossil fuels has only helped in increasing the average global temperature. Melting of ice - caps, depletion of the ozone layer and global warming are the real and immediate dangers for mankind. They will affect the lives of all the marine animals and the birds of the region.

3. **What are Geoff Green's reasons for including high school students in the Students on Ice' expedition? What is the aim of Students on Ice programme?**

Ans. 'Students on Ice' programme aims at taking high school students to the ends of the world. It provides them with inspiring educational opportunities. It fosters a new understanding and respect for our planet. Geoff Green thinks that high school students are the future policy makers. Only they could help in saving this planet from ecological dangers and the effects of global warming.

4. **What do you think is the reason behind the success of the programme. " Students of Ice"? (Imp)**

Ans. The students on this programme visibly saw glaciers retreating and ice caps falling. This made them feel

that the treat of global warming was real. Thus the programme became successful in giving them a life changing experience.

5. **What was the First emotion of the narrator of facing Antarctica?**

OR

What were the writer's feeling on reaching Antarctica? (Imp)

Ans. The first emotion of the narrator on facing Antarctica was what of relief. He felt relieved to set foot on the Antarctica continent after over 100 hours. Its vastness and immense white landscape dazzled his eyes. So was its endless blue horizon. Its isolation from rest of the world created a sense of wonder and mystery.

6. **What are the reasons of increasing the average global temperature or the global warming?**

Ans. The increase in human populations given birth to innumerable villages, towns, cities and mega cities. The burning of fossil fuels has polluted the atmosphere. It has created a blanket of carbon dioxide around the world. It is slowly but surely increasing the average global temperature. Global warming has given birth to many climatic changes.

7. **What is the aim of Students on Ice programme?**

Ans. Students on Ice programme aims at taking high school students to the ends of the world. It provides them with inspiring educational opportunities. It fosters a new understanding and respect for our planet. It has been in operation for more than six years and is headed by a Canadian national Geoff Green.

8. **Why is Antarctica the perfect place to study changes in the environment?** (Imp)

OR

What unique opportunities does the Antarctic environment provided the scientist?

Ans. Antarctica is the perfect place to study changes in the environment. These little changes can have big climatic repercussions. It has a very simple eco - system. It lacks biodiversity. The study of the microscopic phytoplanktons is very interest in. Scientists warn that a further depletion of the ozone layer will affect the lives of all sea animals and birds of the region.

9. **How did the author travel to Antarctica?**

Ans. The author travelled to Antarctica on a Russian research vessel 'Akademic Shokalsky.' He travelled over 100 hours in combination of a car, aeroplane and a ship.

10. **What surprised the author most about Antarctica?**

Ans. The author got the knowledge that India and Antarctica were once part of the same landmass. This fact surprised him most about Antarctica as at present the climate of these places is altogether different.

11. **What was the purpose of the visit to Antarctica?**

Ans. Antarctica is the coldest, driest and windiest continent in the world. It was to realise how real was the threat of global warming and depletion of the ozone layer.

The Enemy

1. **Who was Dr. Sadao? Where was his house?**

Ans. Dr. Sadao was a Japanese surgeon, and a scientist his low square stone house was built upon, rocks well above a narrow beach, outlined with bent pines. It was on the Japanese coast.

2. **Will Dr. Sadao be arrested on the charge of harbouring an enemy?**

Ans. Japan is at war with America. Giving shelter to a sailor of the U.S. Navy is an anti national work. Dr. Sadao can be arrested. He can be punished on the charge of harbouring an enemy. But it will not happen. His servants will not disclose the matter to the police. The old General knows everything but he sleeps over the matter.

3. **Will Hana help the wounded man and wash him herself? (Imp)**

OR

Why did Hana wash the wounded soldier herself?

Ans. Yes, Hana would help the wounded man and wash him herself, because her maid Yumi had refused to do so. Moreover both Yumi and Sadao decided that after washing, clearing and operating the enemy soldier they would hand him over to the police.

4. **What will Dr. Sadao and his wife do with the man?**

Ans. After being operated on, the young man wakes up weak and terrified. Hana assures him that he need not be afraid. She serves him herself as none of the servants would enter the room. Sadao instructs him to take more rest.

5. **What will Dr. Sadao do to get rid of the man? (Imp)**

(Imp)

OR

How was the plan of the prisoner's escape executed in the story "The Enemy"?

Ans. Dr. Sadao put the man on his boat with extra food, clothing and water and tell him to row to a little island not far from the coast and live there till he saw a Korean fishing boat pass by, which would rescue him.

6. **What did Hana and Sadao see coming out of the mist?**

OR

What did Dr. Sadao and his wife see when they stood out looking at the sea? (Imp)

Ans. Hana and Sadao were standing outside their house. Both of them saw something black come out of the mist. It was a man. He seemed to be flung up out of the ocean. He staggered a few steps. He was crawling. Then he fell on his face and lay there. Sadao thought him some fisherman having been washed from his boat.

8. **How did the gardener react when Dr. Sadao told him about the wounded American soldier? (Imp)**

Ans. All the servants, including the gardener didn't like Sadao's efforts to save an American. America was in war with Japan. Tom was their enemy.

9. **What was the reaction of the two servants and Yumi when they were told about the wounded American?**

Ans. The two servants were frightened at what their master had told them. They thought that their master should not heal the wound of that white man. The white man must die. If their master healed what the gun and the sea did, they would take revenge on them. Yumi refused to wash a white man.

10. **Hana told Yumi to wash the soldier. How did Yumi react? (Imp)**

OR

Why did Yumi defy the orders of Hana?

Ans. Hana realised that at first the soldier must be washed. She told Yumi to fetch hot water for washing. When she saw the white man she shook with anger. She told Hana that she had never washed a white man. She would not wash such a dirty man. Hana cried and commanded her to do as asked. Yumi had a fierce look of resistance and left the room.

11. **Why did servants leave Dr. Sadao's house? (Imp)**

Ans. Japan was at war with America. Dr. Sadao was nursing a wounded American a prisoner of war. The servants didn't like Dr. Sadao's generosity. He was trying to save a white American. He was giving a new lease of life. They considered Dr. Sadao's work an act of treachery. Hence, their patriotic feelings made them leave Dr. Sadao's house.

12. **How did the General react when Sadao informed him about the prisoner of war?**

Ans. The behaviour of the General was quite surprising. He didn't order the immediate arrest of the enemy. Nor did he take any action against Dr. Sadao who had given shelter to an American soldier. He only offered to send two private assassins to get him killed secretly. But he never sent those men.

13. **Justify the title of the story 'The Enemy'.**

Ans. Pearl S. Buck has given a suitable title to the story. The title is quite appropriate and logical. The wounded American prisoner of war is a natural enemy of Dr. Sadao and his wife Hana. They should have handed him over to the police. But human consideration outweighed all other considerations. His duty as a doctor made Dr. Sadao to save the life of even a dying enemy.

14. **What had Hana heard of prisoners' sufferings? What did the papers say?**

Ans. Hana had heard stories of how the Japanese tortured prisoners of war. But the papers contradicted those stories. They said wherever the Japanese armies went people gladly welcomed them as their liberators.

15. **Why was Dr. Sadao not sent abroad with the Japanese troops?**

OR

Why was Dr. Sadao not sent the battlefield?

Ans. Sadao was famous surgeon and scientist. He had mastered the art of healing wounds. The old General of Japan had full faith in his abilities as a surgeon. He did not believe any other doctor. He was not keeping good health and could require a surgery any time, so Sadao was not sent with the troops abroad.

16. **What prompted Dr. Sadao to save the man's life?**

Ans. Sadao was a doctor. He had been trained to save every life he could. He was true to his profession. Dedication to his profession prompted Sadao to save the man's life though he belonged to his enemy country.

Should Wizard Hit Mummy

1. **Who is Jo? How does she respond to her father's story - telling?**

Ans. Jo is little four year old girl, when eagerly awaited her father's story - telling sessions.

2. **What possible plot line could the story continue with?**

Ans. It is a possibility, that the story line could continue the

way to wanted it, i.e., the mother of Roger Shunk be punished by the wizard for having him, and for making the wizard change Roger Skunk's smell, to one of roses.

3. What do you think was Jo's problem?

Ans. Jo is a small child who obviously understands the meaning of good smell and bad smell. For her, the relevance of a mother's love and concern for her child had not sunk in. Thus when Roger Shunk's mother hit the wizard for having changed the Shunk's natural odour to that of roses, Jo immediately reacted and got upset. She did not have a problem, but her sense of right and wrong, was still very immature and childish, and that is the way she interpreted the incident.

4. Why did Jo want the wizard to hit the mother?

Ans. Jo was a little girl who couldn't tolerate the hero of the story Roger Skunk smelling bad again. She had deep sympathy with Roger. She held Roger's stupid mother responsible for making Roger smell bad again. Roger must smell of roses again. Roger's stupid mother must be punished. The wizard must hit over her head with his magic wand.

5. How did other little animals behave with Roger Skunk when he smelled like roses?

Ans. When Roger Skunk came back into the forest with the smell of roses, all the other little animals gathered around him. Now they loved his smell and so they enjoyed his company. They played many games with him and they laughed all afternoon.

6. How did Mummy react when she found what Roger Skunk smelled like? (Imp)

OR

Why was Roger Skunk's Mummy Angry?

Ans. She was very angry. She asked Roger Skunk who had made him smell like that. Roger said that it was the wizard. She at once took an umbrella and went back with Roger Skunk to the wizard. She hit the wizard right over the head. The wizard said, 'OK.', and Roger skunk smelled very bad again.

7. What is the moral issue that the story - 'Should Wizard Hit Mummy?' - raises?

Ans. When children grow up, they become very inquisitive. They begin to think logically and ask many questions. Some times they contradict their parents also. Should parents feel annoyed or should they satisfy the child's curiosity in a logical manner? This is the moral issue that has been raised in this story.

8. How does Jo want the story to end and why? (Imp)

OR

How did Jo want the story of Roger Skunk to end?

Ans. Roger Skunk's mummy hits the wizard for no reason. The wizard had done nothing wrong. So Jo felt that the wizard should have hit that mummy back with his magic wand. This, according to her, would have been a logical conclusion of the story.

9. Why does Jack insist that it was the wizard that was hit and not the mother?

Ans. Jack wanted to give the child the impression that mothers are always right. It is the duty of children to love

them and respect them. Good children never call into question whatever their parents say. That is what Jack wanted insist.

10. What makes Jack feel caught in a ugly middle position?

Ans. Jack has told Jo a story in which Roger Skunk's mummy hits the wizard for no reason. Jo thinks that the wizard should have hit back. She wants her father to tell a story in which the wizard hits mummy. Jack feels himself caught in an ugly middle position. He does not want to tell such a story in which a mummy is hit or insulted.

11. What is your stance regarding the two endings to the Roger skunk story?

Ans. In my opinion, the ending suggested by Jo sounds logical. Roger Skunk's mummy hits the wizard for no reason. It is but natural that the wizard should hit back. Why should he be afraid of Mummy? He is a wizard after all.

12. Why is an adult's perspective on life different from that of a child?

Ans. An adult develops his own like or dislikes. He sees the world through the coloured glasses of his eyes. But a child's innocent heart will always say what is just and natural. That is why an adult's perspective on life is different from that of a child.

13. Where did Roger Skunk go for his immediate help?

OR

Why did Roger Skunk visit the owl? What did the owl advise him?

Ans. Roger Skunk would go first to the wise owl for help. He had sad expressions on his face. The owl lived on the tip-top of the tree. Roger Skunk would complain to him that the other animals had left him alone because of his bad smell. None was ready to side with him rather they remarked "Stinky Skunk." The wise owl listened to him carefully and gave a deep thought over it. At last he advised Roger to go and meet the Wizard.

14. How did the Wizard help Roger Skunk? (Imp)

OR

Why did Roger go in search of the Wizard?

OR

What help did Roger Skunk get from the Wizard?

Ans. With troubled and tensed mind, Roger Skunk went to meet the Wizard to get rid of his bad smell. The Wizard also got annoyed with his dirty smell and told him not to come close to him. Roger requested him to change his smell. The Wizard ask him what he wanted to smell like. He told Wizard that he wanted to smell like a rose. The Wizard took a magic wand and chanted a spell. All of a sudden, the inside of the Wizard's house was filled with the smell of roses. Roger Skunk too started smelling like roses.

15. How did Roger Skunk pay the wizard?

OR

How did Roger Skunk find three more pennies to make the payment? (Imp)

Ans. The Wizard demanded seven pennies but Roger was equipped with only four pennies. The Wizard suggested him to go to the end of the lane where he would find a magic well. By having three rounds, Roger Skunk was able to find three pennies. He gave these pennies to the Wizard. The Wizard took the money and became happy.

He made Roger Skunk smell like roses.

16. **Why did the 'mummy' go to the Wizard and with what result?**

OR

How did the Skunk's mother get his old smell back?

Ans. Roger Skunk's mummy was very enragd at the changes made in the smell of Skunk. She resented it sternly. She took an umbrella in her hand and went to see the Wizard. She hit the Wizard right over his head. He changed Roger Skunk into its foul smell. Now Roger Skunk had no smell of roses and he began to smell very bad again.

17. **Whyd didn't Roger Skunk's mommy like her son smelling like roses?**

Ans. She did not want that her son should lose his identity. If Roger Skunk smelled like roses, no body would take him to be a Skunk.

On the Face of It

1. **Who is Mr. Lamb? How does Derry get into his garden?**

Ans. Mr Lamb was an old man with a tin leg, who lived in a big house with a garden. Derry climbed over the garden wall to enter the garden.

2. **Why and how did Derry enter Mr Lamb's garden?**

OR

Why did Derry come into Mr. Lamb's garden? Why was he startled? (Imp)

Ans. The young man Derry entered Mr Lamb's garden by climbing over the garden wall. He thought that it was an empty place. He didn't know there was anybody there. He didn't come to steal apples or anything. He just wanted to be in a secluded place. The garden appeared to be quite a suitable place for him.

3. **The gate's always open. The line is often repeated in the play. What does it signify? (Imp)**

OR

Why does Mr. Lamb leave his gate always open?

Ans. Mr. Lamb says this line again and again. He refers by this to the rate of his garden. By saying this, he means that people are always welcome at his place. He never restricts anybody's entry in his garden. He loves their company and wants them to come to him.

4. **According to Derry, what do people think and say about him? (Imp)**

Ans. Derry thought that people were afraid of his burnt face. It was a terrible thing. Derry thought that no one would ever kiss him except his mother. When people stared him, he felt they were afraid of him. This made him withdrawn. He tried to avoid meeting people. Derry thought he was as ugly as a 'devil' and people thought him so.

5. **How did Derry get his face burnt?**

Ans. One side of Derry's face was totally burnt. Mr Lamb guessed that Derry's face got burned in a fire. Derry corrected him. He got acid all down on that side of his face. The acid burned it all the way. It ate his face up.

6. **Why does Mr. Lamb have a tin leg?**

Ans. Mr Lamb has a tin leg. One of his legs was blown off

in the war. He has to walk on an artificial tin leg. But Mr Lamb doesn't feel like a physically handicapped person. Nor does he suffer from an inferiority complex. Children call him "Lamey - Lamb" but he doesn't mind it.

7. **Why does Derry's mother warn him not to go to meet Mr. Lamb?**

Ans. Derry's mother claims to have heard many things about Mr Lamb. She has been told and warned by the people. She asks Derry not to go back there. Derry asks her not to believe all she hears. He is determined to go there.

8. **Why doesn't Derry say to help Mr. Lamb to get crab - apples? (Imp)**

Ans. Derry can't stay to help Mr Lamb to get crab apples. He was away from home for long. His mother must be worried. She wanted to know where he was. His home was at a distance of three miles across the fields. He was fourteen but still his mother wanted to know where her son was.

9. **Why does Derry go back to Mr Lamb?**

Ans. Derry is determined to go back to Mr Lamb. Mr Lamb says "things nobody else has ever said". Moreover, he has promised Mr Lamb to come back to him. He wants to prove that he has fulfilled his promise. Mr Lamb has given him a new meaning of life. So he is coming to meet him again.

10. **What did Derry feel about his mother kissing him?**

Ans. He told Mr Lamb that his mother was the only one who kissed him and that too on the other side of the face - the side which was not burnt. He also said that she kissed him because she had to, and didn't like her kissing him.

11. **Why didn't Mr Lamb like curtains?**

Ans. He did not like curtains, as it shut things out and shut things in. He liked the light and the darkness and the windows open to hear the wind.

12. **How do we know that Mr Lamb had left an impact on Derry?**

Ans. Once Derry returned home, he argued with his mother about returning to Mr. Lamb's house and telling her that there was nothing to be afraid of. Moreover he said, that he wanted to be with Mr. Lamb because he spoke of things that mattered things that nobody else had ever said, things that he wanted to think about. He told his mother that he hated it in the house, and then ran back to Mr Lamb's House.

13. **How does the conversation with Mr. Lamb affect Derry's views about his life and the world?**

OR

How does Mr. Lamb try to remove the baseless fears of Derry?

Ans. Derry's conversation with Mr. Lamb has a great effect on Derry. He realizes that he should not confine himself. Rather he should come out in the world. He should see the world, face it and emerge as winner. Now he wants to live, he wants to forget about his ugly face, and makes his own wishes and his priorities. His life is more important than the views of other people about his face and life.

14. **What did Derry's mother think of Mr. Lamb?**

Ans. Derry's mother claimed to have heard many things about Mr. Lamb. So she did not allow her son to go there. She had been told and warned by the people. She told that

so many stories were prevalent about Mr. Lamb. He was not a man to be believed. But the boy insisted and proceeded to Mr. Lamb's house.

Evans Tries an O - Level

1. **What were the precautions taken for the smooth conduct of the examinations?(Imp)**

Ans. Evans was given a cell of his own on which he could answer the exam. A person was arranged to take his exam. Special officers were kept on that. A listening device was fixed in his cell to overhear what was happening inside the cell.

2. **Will the clues left behind on the question paper, put Evans back in prison again?**

Ans. Yes, the clues left behind on the questions paper put Evans back in the prison again because, the Governor was very smart and was able to put two and two together and see through Evans plan to escape. Moreover, the no. 131/217 which was Evans' Index no. and Centre No.

3. **Where did Evans go?**

Ans. Evans escaped from the prison and reached Chipping Norton, where he put up in the Golden Lion inn.

4. **What precautions were taken for Evans before he appeared for the exam? (Imp)**

Ans. Jackson's razor was removed from the cell, along with his nail scissors and nail file. A person was brought to the cell to conduct the German exam Evans cell was bugged and the receiver turned on. All the prison officers were on the alert. There were two locked doors between his cell and the yard and the yard had a wall as high as a haystack, McLeery the parson's bag was checked by Jackson.

5. **What clues did the answer sheet of Evans provide to the Governor?**

OR

What was the role of the photo copied sheet, in the escape of Evans?

OR

What important clues were hidden in the German question paper? (Imp)

Ans. The photocopied sheet had been carefully and cleverly superimposed over the last (originally blank) page of the question paper. On this it was written from Elsfield way due to the Headington roundabout, where you go straight over and make your way to Neugraben, which the Governor interpreted as Newbury.

6. **How did Evans outwit the Governor in the end?**

Ans. Evans was handcuffed and made to sit in the van. There, the hitherto silent prison officer unlocked Evan's handcuffs. It was the last act of foolishness of the Governor. He didn't identify the van and the driver. If he had verified their identities, he could have avoided Evan's escape.

7. **What kind of a person was Evans ?**

Ans. Evans was quite a pleasant sort of person. But he was a congenital kleptomaniac. He was often caught and sent to jail. But he was very clever and managed to escape every time. He had many friends who helped him in it.

8. **Why did Evans want Jackson to let him keep his**

hat on his head?

Ans. It was the day of Evans' exam. He was going to take his O-Level examination in German. He said that he had always brought him some sort of luck. So he wanted Jackson to let him keep it on his head.

9. **What did the 'injured McLeery' hand over to the Governor?**

Ans. It was the German question paper. It had a blank last page. But on it there was superimposed a photocopied sheet. It was in German. It had all the details of Evans' plan to escape from the prison. The injured Mc Leery said that he knew where Evans could be found.

10. **What clues had been left behind on the question paper? Did they all to put Evans back in prison again?**

Ans. All the clues left on the question paper were part of the escape plan. In fact, they were all meant to put the police on the wrong track. While they kept looking for Evans in Newbury. He had gave to the hotel Golden Lion in Chipping Norton.

11. **How had Evans managed to get all that blood to pour over his head?**

Ans. Evans had got it through Mc Leery, the invigilator. McLeery had brought with him a little rubber ring which he said was for his piles. In fact, it had in it pig's blood. To prevent it from clotting, they had mixed trisodium citrate in it.

12. **What made Evans stand frozen to the spot?**

Ans. After escaping from the prison, Evans went to a hotel as per his planning. As he opened the door of his bedroom, he found the Governor of the prison sitting there. This made him stand frozen to the spot as he was stunned to see the Governor there.

13. **Why did the invigilator bring a little rubber ring?**

Ans. The invigilator was Evans helper in his plan to escape. To execute that plan, they need a little bit of blood. So the invigilator brought a little bit of blood hidden in a little rubber ring. Thus, the rubber ring was a tool in the execution of their plan for Evans' escape.

Memories of Childhood

1. **How did the narrator find her new place?**

Ans. The first day of the narrator in the land of apples was a bitter cold one. The snow still covered the ground ; the trees were bare. Noise and other disturbances irritated her sensitive ears. People muttered in an unknown tongue. Her spirit struggled for peace and freedom.

2. **What did she notice about the Indian girls in the school?**

Ans. The narrator was place in a line of girls who were marching into the dining room. These were Indian girls. They were in stiff shoes and closely clinging dresses. Small girls wore sleeved aprons and shingled hair.

3. **Why did she feel uncomfortable in the dining room?**

Ans. The narrator felt quite uncomfortable in the dining room. A small bell was tapped. She pulled her chair out and sat on it. She was the only one seated there. A second bell was sounded. All were seated. A 'pale-face woman' watched her keenly. Then everyone started eating. All these activities confused her. She felt quite uncomfortable and uneasy.

4. *Why was Zitkala - Sa terrified when Judewin told her that her hair would be cut short?*

OR

Why was Zitkala - Sa object to the Cutting of her long heavy hair? (Imp)

Ans. Judewin had overheard the paleface woman talk about cutting our long, have hair. Zitkala - Sa was sterrified. Their mothers had taught them that only unskilled warriors who were captured had their hair shingled by the enemy. Among her people short hair was worn by mourners and shingled hair by cowards.

5. *How did she hide her self? Did she succeed?*

Ans. The narrator disappeared unnoticed. She came to a large room with three white beds in it. She crawled under the bed and cuddled herself in the dark corner. From her hiding place she peered out. She shuddered with fear. She couldn't succeed in hiding herself for long. They stormed into the room and dragged her out.

6. *How was she forced to part with her long and heavy hair?*

Ans. The narrator was found out. She was dragged out. She resisted by kicking and scratching wieldy. In spite of herself, she was carried down stairs and tied fast in a chair. The cold blades of scissors ran across her hair. And so her long and heavy hair was shingled. No one came to her help. None comforted her.

7. *When did the narrator experience untouchability?*

Ans. When the narrator was in the third class, she hadn't yet heard people speak only of untouchability. But the curse of untouchability did exist in the society. She had already seen, felt and experienced it. There were occasions when she felt humiliated by it.

8. *Why did the narrator feel terribly sad and provoked?*

Ans. The narrator came to know why the elder carried the packet with a string. She didn't want to laugh any more. She felt terribly sad. She felt so provoked and angry that she wanted to touch those wretched vadais herself. She felt bad that people had to bow low and work so far for their masters.

9. *What did Annan say about his community to the narrator?*

Ans. Annan told the narrator that they belonged to a 'low caste. The people of his community were not respected, honoured or given any importance. The members of their community can attain hounour and dignity if they study and prosper. If they become learned, people will come to them of their own accord.

10. *How was the narrator inspired by the words of her elder brother (Annan)?*

Ans. The narrator was highly inspired by the words of her elder brother. There was only one hope for the people of her caste. They can attain dignity and honour if they are learned. Then people will come to them of their own accord. The narrator studied very hard and stood first in her class. Very soon she made a lot of friends.

11. *What did Zitkala sa do to save her hair from being cut?*

OR

How did Zitkala sa try to prevent the shingling of her hair? (Imp)

Ans. She rebelled against the idea, and then when she got the chance, she disappeared upstairs as quietly as she could. She hid under the bad in the big room but she was caught. She cried aloud and shook her head all the while her hair were cut, but then she lost her spirit and gave in.

12. *When did Bama first come to know of the social discrimination faced by the people of her community? (Imp)*

Ans. Bama first came to know of the social discrimination faced by community only when she narrated the incident of the manner in which the community leader delivered the packet of vadais to the landlord, to her brother. Her brother told her that the elder held the packet by the sting and delivered it with reverence to the landlord, because the former belonged to the marginalised community.

13. *What did the mothers of Zitkalasa's tribe teach their children about their hair?*

OR

Why did Zitkala Sa not want her hair to be cut short?

Ans. The people of Zitkala Sa's tribe had an age - long tradition to maintain their long, shining and beautiful hair. Their mothers taught them that only the warriors or the other people who had died, their ladies must get their hair shingled out. Short hair was worn by the mourners and the shingled hair by the cowards. So Zitkala Sa did not want her hair to be cut short.

14. *What happened after Zitkala-Sa was tied to the chair?*

OR

How did Zitkala-Sa feel after her long hair had been (was) cut?

Ans. Zitkala Sa was forcibly dragged out under the bed. She was brought downstairs and was tied in a chair. She cried a lot and went on shaking her head. She felt the blades of scissors against her head. She heard them cut off one of her thick braids. She lost her spirit and stopped struggling. She moaned for her mother. Nobody came to console her. She felt herself as one of many little animals driven by a herder. She felt much indignation in life.

15. *What did Bama watch while going back a from school to her house?*

OR

Mention any two reasons because of which it could take thirty minutes to an hour for Bama to reach home.

OR

How long would it take Bama to walk home from her school and why?

Ans. Bama took thirty minutes to reach her home from school though she could be there in ten minutes. In the way she used to see dancing monkeys, snake-charmers, vegetable sellers, shops, political processions, pedaling the cyclists and so on. She kept a strict watch on all the items that came in her way.

QUESTION NO. - 17 (MARKS - 6)

MULTIPLE CHOICE QUESTIONS FROM VISTAS**The Third Level**

1. What was Sam invited for according to the letter?
(a) for a party (b) for a tea party
(c) for a bachelor's party (d) for a lemonade party
2. Whose signatures were there on the letter?
(a) Charlie's teacher (b) Charlie's grand father
(c) Sam (d) None
3. What convinced Charly that he had reached the Third Level Grand Central Station and not the second level?
(a) A different world of gas lights and brass spittoons
(b) beards and mustaches of 1894
(c) newspaper with a date June 11, 1894
(d) All of these
4. What did Charley find in his stamp collection?
(a) old addresses (b) hair styles
(c) old letters (d) First day cover
5. What was the strangest thing at The Third Level?
(a) Beards (b) Mustaches
(c) dresses (d) The corridor that led him into the past
6. What specific difference did Charley notice at the Third Level of Central Station?
(a) Everything was weird
(b) Everything was old styled and smaller in size
(c) everything was too big
(d) everything was shining
7. What is First Day Cover?
(a) A new stamp gets the Postmark and date
(b) A gift (c) A gift wrapper
(d) A gift wrapped in a beautiful wrapper
8. Why does Charley want to visit Galesberg?
(a) to escape from the troublesome world
(b) to enjoy (c) to see the beautiful landscape
(d) to meet his old friends
9. What did Charley see at the Third Level?
(a) flickering gas lights and people with funny mustaches
(b) brass spittoons
(c) men wearing a tan gabardine suit and a straw
(d) All these
10. What did Charley see at the Third Level?
(a) flickering gas lights and people with funny mustaches
(b) brass spittoons
(c) men and women wearing old fashioned cloths
(d) All of these
11. How did Charlie reach the Third Level?
(a) In his fantasy he takes a subway or a corridor faster than a bus
(b) in a superfast train
(c) in jetways (d) in an escalator
12. Why was the narrator seeing this Third Level?
(a) as a wish to visit Galesberg
(b) wanted to meet his friends
(c) wanted to take a break from office
(d) As a result of stress and anxiety in his mind
13. Does the Third Level really exist at Grand Station?
(a) Yes (b) yes, there were 3 levels
(c) No, there were only two levels at the station
(d) None
14. Who was sam in The Third Level?
(a) a doctor (b) a friend
(c) a psychiatrist and a friend of Charley
(d) None
15. In what way do we try to overcome the insecurities of the present harsh times
(a) by engaging ourselves in practical activities
(b) by talking to friends and family
(c) reading good books (d) All these
16. What is Sam's letter to Charles represent?
(a) A blend (b) an acceptance to visit
(c) a proof of his fantasy (d) a blend of reality with fantasy
17. What is 'Waking dream wish fulfillment' according to the psychiatrist in the lesson?
(a) Charles finding of a Third level at Grand Central Station and realization of his wish to visit Galesberg Illinois
(b) Charles escapism
(c) Charles escapism from realities (d) None
18. How does the story begin?
(a) in a jovial manner (b) in an aggressive manner
(c) on a happy note (d) in a serious manner
19. What is the meaning of 'Waking dream wish fulfillment'?"
(a) a pleasant wish that makes one forget the present
(b) a pleasant wish that takes one to the future
(c) A pleasant wish which inspires to work
(d) a pleasant wish that makes one forget the present
20. Who is the author of The Third Level?
(a) George Orwell (b) Agatha Christie
(c) James Joyce (d) Jack Finney
21. What kind of appearances people had at Third level and why did the clerk refuse to accept money?
(a) funny and clerk refused to accept money because it was currency of modern times
(b) weird and notes were big
(c) weird and notes were torn
(d) weird and notes were wet
22. What did the letter state?
(a) That everything is okay (b) that Sam is joining them
(c) Third level do exist and Charle was advised to keep looking at this worth seeing place (d) None
23. Who had sent that 'First Day cover and when?
(a) Sam's father (b) Sam's uncle
(c) Sam's friend (d) Sam a psychiatrist in 1894

24. What happens when Charley enters the Grand Central Station?
 (a) He finds a huge tree like Station
 (b) new staircases, corridors and tunnels
 (c) tree keeps spreading its roots throwing rooms and windows
 (d) All of these

The Tiger King

- How many surgeons were summoned to attend the king?
 (a) 3 (b) 7
 (c) 9 (d) 13 (a)
- Identify the literary device in 'like quills all over it'.
 (a) Metaphor (b) Simile
 (c) Alliteration (d) Personification (b)
- The wooden tiger was carved by
 (a) A master craftsman (b) An unskilled carpenter
 (c) The shopkeeper himself
 (d) A British carpenter (b)
- The original cost of the present was
 (a) 2 annas and a quarter
 (b) 2 annas and a half
 (c) One and a half annas (d) 3 annas (a)
- How old was the King's son?
 (a) One year old (b) Three years old
 (c) Five years old (d) Seven years old (b)
- The 100th tiger had ____
 (a) been shot dead (b) fainted
 (c) disappeared (d) been set free (b)
- The old tiger had been brought from ____
 (a) Calcutta Park (b) Business Park
 (c) Leisure Park (d) People's Park (d)
- The frustrated Tiger King asked the Dewan ____
 (a) to resign
 (b) to go to far off places in search of a tiger
 (c) to invite the British Officer
 (d) to get a tiger from the Madras zoo (a)
- Maharaja on not finding the last tiger ____
 (a) went to the Madras zoo
 (b) terminated the services of many officers
 (c) went to live in the jungle
 (d) gave up the idea completely (b)
- Each time the Maharaja visited his father-in-law, he killed ____ tigers
 (a) 1-2 (b) 5-6
 (c) 9-10 (d) 12-13 (b)
- In 10 years of hunting expeditions, the Maharaja killed ____ tigers
 (a) 30 (b) 50
 (c) 70 (d) 90 (c)
- Maharaja and Dewan ____ the British Officer to save the kingdom
 (a) entertained (b) bribed
 (c) pacified (d) confronted (b)
- ____ became the King's main occupation
 (a) English (b) Justice
 (c) Governance (d) Tiger hunting (d)
- A high ranking British officer wished to go on
 (a) a tiger hunting expedition
 (b) to the jungle
 (c) and investigate the decrease in tiger population
 (d) and remove the Tiger King (a)
- The astrologer stated that he would ____ if the king killed the 100th tiger
 (a) leave the state (b) kill himself
 (c) cut his hair (d) denounce the world (c)
- The state astrologer predicted that no harm would come to the Tiger King till the killing of ____ tigers
 (a) 89 (b) 99
 (c) 79 (d) 100 (b)
- What character trait of the prince is revealed when he utters the words, 'Let Tigers Beware'?
 (a) Humility (b) Arrogance
 (c) Pride (d) Will-power (b)
- How old was the Prince when he ridiculed the astrologer?
 (a) 10 days (b) 10 weeks
 (c) 10 months (d) 10 years (a)
- The Maharaja of ____ is the hero of the story.
 (a) Ramnagar (b) Pratibandapuram
 (c) Paltipuram (d) Preetamgarh (b)
- Kalki, the author of 'The Tiger King' has used as a background, days of ____ kings dominating their subjects.
 (a) just (b) brave
 (c) eccentric (d) gullible (c)
- What shows the false ego and pride of the king in the story?
 (a) his killing of tigers and no concern for nature
 (b) his desire to marry
 (c) his orders from time to time
 (d) None (a)
- What literary device has been used in the story?
 (a) metaphorical expressions (b) Irony
 (c) sarcasm (d) All (b)
- What birthday gift did the Maharaja present to his 3 years old son?
 (a) a toy (b) gold coins
 (c) forests (d) a toy tiger (d)
- Why did the king send rings to British official's wife?
 (a) to save his state and to please The British
 (b) to invite them for hunting
 (c) to invite them for a feast
 (d) to find more tigers (a)
- Why was the Maharaja so anxious to kill 100th tiger?
 (a) to ensure his safety and to prove prediction wrong
 (b) to prove his hunting skills
 (c) to prove his power (d) none (a)
- What did the Maharaja do to ensure his safety?
 (a) He owned tigers (b) married a princess
 (c) prohibited British officer to enter his territory
 (d) He killed tigers (d)
- What is the irony in the story?
 (a) king's desire to prove predictions wrong
 (b) king's desire to marry
 (c) king's desire to kill tigers
 (d) The king killed 99 tigers and died because of a toy tiger (d)
- Why did Maharaja put a ban on Tiger hunting in his state?

- (a) to prove the priest's prediction wrong
 (b) to prove his power
 (c) to show his love for animals
 (d) his kindness towards the animals (a)
29. Who actually shot the 100th tiger?
 (a) one of the hunters who accompanied the king
 (b) a soldier (c) king's guest
 (d) British high officer (a)
30. What became the cause of King's death?
 (a) a tiger (b) a tiger from his wife's forest
 (c) a tiger in his state
 (d) the wooden tiger from the toyshop (d)
31. What is the theme of the story?
 (a) Desire of power (b) Desire to have power for one's selfish interests and not for the welfare of the people
 (c) desire to help others
 (d) none (b)
32. At what age the boy crowned as king?
 (a) 30 (b) 15
 (c) 22 (d) 20 (d)
33. How did the child grow?
 (a) drinking goat's milk like other royal children
 (b) drinking buffalo's milk like other royal children
 (c) drinking english cow's milk like other royal children
 (d) none (c)
34. What did the astrologer predict?
 (a) the boy will be a king
 (b) the boy will visit the world
 (c) the king will be killed by 100th tiger
 (d) none (c)
35. Who was Duraisani?
 (a) an old lady (b) a young lady
 (c) a greedy woman, wife of a high rank British officer
 (d) none (c)
36. Under whose rule were the kings living?
 (a) sovereign rule (b) queen's rule
 (c) king's rule
 (d) Under the thumb rule of the British (d)
37. On which issue is the story The Tiger King a satire on?
 (a) on people (b) on animals
 (c) on birds (d) on the false pride, ego and stubbornness of the powerful people (d)
38. Who is the author of The Tiger King?
 (a) Ramaswamy Aiyer Krishnamurthy
 (b) Charles Dickens (c) Kamladas
 (d) None (a)
39. Why did The King not permit British officer to click a picture with the dead tiger?
 (a) to prove his might
 (b) he was scared of the British
 (c) because it was against the rules of his state
 (d) None (c)
40. What is the moral of the story?
 (a) Power (b) Power makes us powerful
 (c) Power is meaningless before destiny
 (d) All (c)
41. What proved the Dewan's resourcefulness?
 (a) his wits (b) his intelligence
 (c) his ability to manage a tiger in Madras
 (d) none (c)
42. Why did the Maharaja double the tax?
 (a) In his rage against the disappearance of the sheep and to find 100th tiger (b) to raise the funds
 (c) to increase the income of the state
 (d) none (a)
- ### Journey to the End of the Earth
1. How does visit to Antarctica help to understand the effect of global warming?
 (a) here one can see quickly melting glaciers and collapsing ice-shelves (b) it is filled with snow
 (c) it is away from urban rush
 (d) it has hidden treasures. (a)
2. The geographical phenomena is going to help us to know the history of mankind _____.
 (a) by showing the global warming
 (b) by showing the impacts of global warming
 (c) by telling the age of existence of human beings on the earth (d) by exploring the world of ice (c)
3. Who is the author of the lesson Journey to the end of the Earth?
 (a) Tishani Doshi (b) Kamla Das
 (c) Jane Austen (d) Chitra Das (a)
4. What is the meaning of 'epiphany'?
 (a) a moment of shock (b) a moment of great sadness
 (c) cacophony (d) a moment of sudden and great revelation or realization (d)
5. The name of the programme that takes high school students to the end of the earth is _____.
 (a) Students of Ice (b) Students for Ice
 (c) Students above Ice (d) Students on Ice (d)
6. What does the author mean by "In that short amount of time, we've managed to create quite a ruckus"?
 (a) progress made by human race
 (b) destruction and disturbance caused by human race
 (c) stunning achievements of human race
 (d) None of the above (b)
7. The synonym of 'ubiquitous' is _____.
 (a) abstract (b) complex
 (c) omnipresent (d) simple (c)
8. The Drake Passage was created because of _____.
 (a) India drifting northwards
 (b) South America drifting off to join North America
 (c) North America drifting off to join South America
 (d) India's collision with Asia (b)
9. Gondwana existed roughly around _____.
 (a) 110 million years ago
 (b) 450 million years ago (c) 250 million years ago
 (d) 650 million years ago (d)
10. The narrator was aboard on the ship named _____.
 (a) World carrier (b) Academic Discovery
 (c) Akademik Shokalskiy (d) Denim Explorer (c)
11. What was the name of the Southern Super continent?
 (a) Asia (b) Asia Pacific
 (c) Northern pole (d) Gondwana (d)
12. What gives us an insight into the world's geological

history?

- (a) Study of Northern Pole
 (b) Study of Southern Pole
 (c) Study of Antarctica Continent
 (d) None (c)
13. Which program was the author a part of?
 (a) Tour Program (b) Search Program
 (c) Students on Ice Program
 (d) None (c)
14. Why is Antarctica completely pure?
 (a) Because of ice (b) because of avalanches
 (c) because of melting glaciers
 (d) because of non-existence of humans (d)
15. What kind of atmosphere does Antarctica have?
 (a) coldest (b) driest
 (c) windiest (d) All these (d)
16. What was the center of the Gondwana Supercontinent?
 (a) Asia (b) Pacific
 (c) Antarctica (d) All these (c)
17. How were the Himalayas formed?
 (a) by a collapse in the Gondwana supercontinent
 (b) by evolution (c) by deforestation
 (d) All of these (a)
18. How has the man created ruckus on the earth?
 (a) by travelling (b) by encroaching the earth
 (c) by visiting the iceland (d) none (b)
19. What disturbed the silence of the continent?
 (a) The birds (b) the animals
 (c) the humans (d) Avalanches (d)
20. Why was Tishani Doshi filled with relief and wonder when she first set his foot on the continent?
 (a) to see its white expanse
 (b) to see its vastness and immense white expanse
 (c) to see the isolation from the rest of the world
 (d) All these (d)
21. What was the objective of the Students on the Ice program?
 (a) to make them travel (b) to make them see snow
 (c) to make them see white expanse in the form of ice
 (d) to enable them to think differently to save the planet (d)
22. Who was Geoff Green?
 (a) Geoff was a Fellow of the Royal Canadian Geographical Society and The Explorers Club.
 (b) A scientist (c) A traveller
 (d) A tourist guide (a)
23. Why is the Antarctica the right place to understand the past, present and future?
 (a) because half million-year-old carbon records are trapped in its layers of ice. (b) because of layers of ice
 (c) because of cold (d) none (b)
24. Which programme aimed to take high school students to the end of the world?
 (a) The author's delight (b) Teachers delight
 (c) School program
 (d) Geoff Green's 'Students on Ice' programme (d)
25. Why is a visit to Antartica important to understand the effect of global warming?
 (a) because here one can see quickly melting glaciers and collapsing ice-shelves
 (b) because it is filled with snow
 (c) because it is away from urban rush
 (d) None (a)
26. What is the purpose of The Journey to the world's most preserved place, Antarctica?
 (a) to tour the world
 (b) to see the beauty of the earth
 (c) to know the geography more closely
 (d) to sensitize the young minds towards climatic change (d)
27. Who is the author of the lesson?
 (a) Tishani Doshi (b) Kamla Das
 (c) Jane Austen (d) Chitra Das (a)
28. If we want to know our earth, the human race and its past, present, and future where should we go?
 (a) Northern Pole (b) Southern Pole
 (c) Gondwana (d) Antarctica Continent (d)
29. How does the geographical phenomena help us?
 (a) how small changes cause big things to happen
 (b) it makes us study
 (c) it helps us to watch everything closely
 (d) none (a)
30. Which program was a life changing program?
 (a) Tour and Travels (b) Know Antarctica
 (c) Know your earth (d) Students on Ice (d)
31. Where is the world's geological history trapped?
 (a) on southern pole (b) On Northern Pole
 (c) on Asia Continent (d) On Antarctica Continent (d)
32. Where does 90% of earth's total ice exist?
 (a) Pacific region (b) Southern oceans
 (c) Northern pole (d) Antarctica Continent (d)

The Enemy

1. The American landlady had once helped Sadao when
 (a) she nursed him through influenza
 (b) she gave him food for a month
 (c) she had mended his clothes
 (d) had not taken rent for a month (a)
2. Sadao got his reward when
 (a) the prisoner could escape
 (b) when he got an award from the government
 (c) when his servants returned
 (d) when his wife appreciated him (a)
3. Sadao made the prisoner dress up in
 (a) Korean clothes (b) Chinese clothes
 (c) Indian clothes (d) Japanese clothes (d)
4. The young prisoner was asked to flash the light if food ran out
 (a) twice (b) thrice
 (c) once (d) not at all (a)
5. When the assassins did not come, Sadao decided to
 (a) kill the prisoner himself
 (b) help him to escape
 (c) hand him over to the police
 (d) send him to America (b)
6. The General only wanted Sadao to operate upon him because

- (a) Sadao was very skilled
 (b) General did not like any other doctor
 (c) General was his close friend
 (d) General did not want to go abroad for surgery(a)
7. Why are we different from other Japanese?’, this was said by
 (a) the servant (b) the General
 (c) Sadao (d) Hana (d)
8. All the servants in Sadao’s household
 (a) were happy with their master
 (b) felt that he deserved a reward
 (c) were very critical of him
 (d) wanted him to let the soldier die (c)
9. The recovering soldier was fed by
 (a) Sadao (b) Sadao’s servant
 (c) Yumi (d) Hana (d)
10. Sadao removed the bullet from close to soldiers
 (a) heart (b) liver lungs
 (c) Kidney (d) lungs (c)
11. When Yumi, the servant refused to help Hana told her that
 (a) she could get out of the house
 (b) go back to the baby’s room
 (c) go and cook food
 (d) she and Sadao would hand him over as a prisoner after making him conscious(d)
12. The reaction of the servants, when told about the injured person, was
 (a) they got angry (b) they were frightened
 (c) they were willing to help
 (d) they ran away(b)
13. The first treatment Sadao gave the wounded soldier was
 (a) his wounds were washed
 (b) he was operated upon
 (c) he was fed
 (d) his wounds were dressed (a)
14. Both Sadao and Hana thought that keeping the wounded soldier in their house would
 (a) win them a reward (b) endanger all of them
 (c) arouse police suspicion
 (d) make the servants angry (b)
15. The wounded soldier belonged to
 (a) The Russian army (b) U.S. Navy
 (c) The British army (d) The Japanese army(b)
16. The soldier had been
 (a) stabbed (b) shot
 (c) beaten up (d) slapped hard (b)
17. Sadao and his wife had
 (a) two children (b) one child
 (c) three children (d) no children (a)
18. Sadao met his wife in
 (a) Japan (b) China
 (c) America (d) India (c)
19. He was not sent abroad with the troops because
 (a) the General needed an operation
 (b) his wife did not let him go
 (c) he wanted to stay back
 (d) his father did not allow him to go (a)
20. Sadao went to America to learn
 (a) psychiatry (b) surgery and medicine
 (c) music (d) fine arts (b)
21. The chief concern for Sadao’s father was
 (a) Sadao’s wedding (b) Sadao’s education
 (c) Sadao’s migration
 (d) Sadao’s treatment (b)
22. The name of the main character in ‘The Enemy’ is
 (a) Dr Huen Tsang (b) Dr Sadao Hoki
 (c) Dr Chung Wa (d) Dr Hao Chi (b)
23. At what age Dr. Sadao went to America?
 (a) 22 (b) 32
 (c) 12 (d) 42 (a)
24. Where did Dr. meet Hana?
 (a) in Japan (b) in his neighbour
 (c) in the battlefield (d) at professor Harley’s house in America (d)
25. What does this chapter revolve around?
 (a) war
 (b) war between Israel and America
 (c) war between Malasia and America
 (d) war between Japan and America (d)
26. How did Dr emerge successfully out of all the conflicts?
 (a) by throwing the patients out of his house
 (b) by sending his servants out of the house
 (c) by succumbing before the general
 (d) By saving soldier’s life as a sincere doctor and helping him to escape (d)
27. Why did the servants leave Dr.’s House?
 (a) Because he was wounded
 (b) because he was dirty
 (c) Because he was an American Soldier and they didn’t like him (d) All (c)
28. Why did Dr. Give his flashlight to the enemy soldier?
 (a) to help him
 (b) to show him the way in the dark
 (c) so that he could send him signal in case of any distress (d) All of these (c)
29. Why did the messenger come to the doctor?
 (a) to meet him (b) for checkup
 (c) to inform about the General’s pain
 (d) All of these (c)
30. Why did Sadao marry a Japanese girl only?
 (a) because he liked Japanese
 (b) he didn’t like any other nationality
 (c) Because of his father’s fear
 (d) because he didn’t want to upset his father (d)
31. What was Hana’s reaction over her husband’s words?
 (a) She held her mouth with her hands and vomited outside the operation room(b) she shouted
 (c) she cried(d) she stopped helping him (a)
32. Why did Dr.’s wife feel distressed?
 (a) seeing many patients (b) Seeing General’s reaction
 (c) Seeing the orders (d) Seeing Whiteman’s blood(d)
33. Who was Dr. Sadao?
 (a) An Iranian Doctor (b) An American doctor
 (c) A Japanese doctor (d) None (c)

34. Who is the author of the lesson The Enemy?
 (a) Pearl S. Buck (b) Dickens
 (c) D.H.Lawrence (d) None (a)
35. At what age he came back to Japan?
 (a) 20 (b) 40
 (c) 50 (d) 30 (d)
36. What did Dr give to the soldier?
 (a) his boat (b) food to eat
 (c) flashlight to use in distress(d) All these (d)

Evans Tries an O-level

1. The police laid their hands on Evans in a hotel named _
 (a) the Lion's Den (b) Lion's Cage
 (c) the Golden Lion (d) the Golden Web (c)
2. Carter tells Governor that he had left Evans at __
 (a) Radcliff Hospital (b) Broad Street
 (c) St. Mary's Mag (d) Elsfeld Way (a)
3. McLeery directed the superintendent to lead him towards _
 (a) Radcliff Hospital (b) Elsfeld Way
 (c) Broad Street (d) Oxford Lane (b)
4. The wounded man in the cell was _
 (a) McLeery (b) Jackson
 (c) Stephens (d) Evans (d)
5. At 11:22 __ minutes before the examination was to be over Jackson called Stephens telling him that the Governor wanted to speak with him
 (a) 2 (b) 3
 (c) 4 (d) 5 (b)
6. Evans is told about the corrections on _ by McLeery
 (a)page three, line fifteen (b) page three, line nine
 (c) page two, line twelve (d) page two, line fifteen (a)
7. The examination started at ____
 (a) 9:15 am (b) 9:25 am
 (c) 9:35 am (d) 9:45 am (b)
8. The Index number was _
 (a) 303 (b) 313
 (c) 323 (d) 333 (b)
9. McLeery said he was suffering from _
 (a) diabetes (b) cough
 (c) piles (d) cold (c)
10. Governorswitched on the receiver at _
 (a) 9:00 am (b) 9:10 am
 (c) 9:20 am (d) 9:30 am (b)
11. The Governor had got Evans cell _ because he did not want to take chances with Evans, the master planner.
 (a) bugged (b) guarded
 (c) watched (d) locked (a)
12. Jackson instructs Stephen to take away _
 (a) the bag (b) the razor
 (c) the scissors (d) the knife (b)
13. The names of the officers who visited Evans before the examination were _
 (a) Jackson and Stephens (b) Jackson and Bell
 (c) Jackson and Carter (d) Carter and Bell (a)
- 14 .Evans' tutor wished him good luck one day before the examination on _
 (a) February 10 (b) June 7
 (c) July 11 (d) November 17 (b)

15. Evans had escaped from jail
 (a) 3 times (b) 4 times
 (c) 5 times (d) 6 times (a)
16. The Secretary agreed to make an arrangement of a person from _ to act as an invigilator
 (a) St. Agnes Mags (b) St. Francis Mags
 (c) St. Mary Mags (d) St. Xavier Mags (c)
17. Evan wanted to appear in O Level _ Examination
 (a) French (b) Italian
 (c) Spanish (d) German (d)
18. The Governor of _ contacted the Secretary of Examination on the telephone
 (a) Newbury Prison (b) Radcliff Prison
 (c) Elsfeld Prison (d) Oxford Prison(d)
19. Evans is good at _
 (a) making calculations (b) learning languages
 (c) predicting the moves of his rivals
 (d) German (c)
20. Evans Tries an O Level is a ___ the criminal and the jail authorities
 (a) the narration of (b) satire of
 (c) battle of wits between
 (d) tragic conflict between (c)
21. What made Evan have his last laugh?
 (a) his friend a prison officer opened his handcuffs and helped him to escape
 (b) Evan was locked up (c) Evan was released
 (d) None (a)
22. What precautions did the authorities take to conduct the examination smoothly?
 (a) The Governor personally supervised security
 (b) Evan's cell was checked thoroughly
 (c) All belongings were taken away from Evan, The invigilator was frisked and a police officer was posted to keep a vigil (d) All these (d)
23. How can we say that Evan could not get through the O Level German examination?
 (a) he is unable to understand even simple expression like Gutten Gluck (b) he didn't study
 (c) didn't attend any class (d) was behind the bars(a)
24. What information did the governor receive from the detective Superintendent?
 (a) Mcleery had spotted Evan
 (b) Evan was seen near Elsfeld way
 (c) chased Evan but lost him(d) All of these (d)
25. What did the Governor want Carter to do?
 (a) he wanted him to check Evan
 (b) he wanted him to go with Evan
 (c) he wanted him to accompany him
 (d) he wanted him to accompany injured Mcleery(d)
27. Why did Evans clip his hair short?
 (a) to aid his escape plan and to pass off as Mc Leery later
 (b) he was feeling hot (c) to give modern look
 (d) to give a young look (a)
28. What aided Evan's arrest?
 (a) his friends (b) his gang
 (c) secret agents (d) The clues Evan left(d)

29. From where did they find the name of the hotel where Evan was staying?"
 (a) from the police (b) from the people
 (c) secret agent (d) from the correction slip (d)
30. How was the governor able to locate Evans?
 (a) by putting together 6 figures
 (b) by decoding" (c) with the help of Ordnance survey map of oxfordshire
 (d) All these (d)
31. Who was Mc Leery?
 (a) Evan's friend (b) policeman
 (c) inspector (d) the invigilator who had been appointed by the Governor to invigilate (d)
32. Who arrived first on the scene after Stephen found Mcleery?
 (a) Jackson (b) Stephens
 (c) Detective Superintendent Carter(d) None (c)
33. How could Evans' plan of escape become a success?
 (a) because of his wits (b) because he keeps his hat on his head
 (c) because he was cunning
 (d) all (a)
34. Why did Evans request not to take off his hat?
 (a) he was feeling cold (b) to give a smart look
 (c) he loved to wear (d) Evans considered it lucky for himself (d)
35. Why was the Governor not ready to take risk?
 (a) to bring a good name
 (b) to stop Evan from taking exam
 (c) to avoid any bad name(d) none (c)
36. When was for his Inspector Morse series of novels written?
 (a) between 1975 -1999 (b) between 1975 -1998
 (c) between 1975 -1997 (d) between 1975 -1994(a)
37. How did Evan escape from the jail?
 (a) by jumping the wall (b) by befooling the watchman
 (c) his friend Prison officer released him(d) all (c)
38. Why did Evans drape a blanket around his shoulder?
 (a) to conceal his efforts of changing dress to look like MCleery
 (b) because he was feeling cold
 (c) to hide himself from the police(d) All these (a)
39. What kind of a person was Evans?
 (a) Kleptomaniac
 (b) pleasing personality and a tendency to mislead
 (c) stealing habit (d) All these (d)
40. Name the author of the lesson.
 (a) William Blake (b) Sir Johnson
 (c) H.L.Hegde (d) Norman Colin Dexter(d)
41. What should be the Governor's plan to bring Evan back to prison from the hotel?
 (a) He should have sent him by air
 (b) He should have sent him with more people
 (c) He himself should have travelled along
 (d) None (c)
42. Why was the invigilator frisked?
 (a) to ensure that he had no objectionable material with him(b) to check his true identity
 (c) to check if he was a real man(d) none (a)
43. Why was Evan keeping the hat on his head?
 (a) to cheat (b) to avoid cold
 (c) to give a smart look (d) to avoid being detected as he had clipped his hair short to look like Mcleery(d)
44. What did the Governor tell the Secretary of the examination Board?
 (a) Evan is a pleasing person(b) can imitate stars and was star of Christmas concert(c) was a kleptomaniac
 (d) All of these (d)
45. What was there in the small brown suitcase that Mcleery carried?
 (a) sealed question papers(b) yellow invigilation form
 (c) special authentication card(d) All these (d)

Should Wizard Hit Mommy

1. Clare complains of in __ Jack's coming down
 (a) hesitation (b) promptness
 (c) enthusiasm (d) delay (d)
2. What is Jo a short form of?
 (a) John" (b) Joe
 (c) Joanne (d) Jane (c)
3. Jo wanted __ in the story the next day
 (a) skunk to smell of roses(b) skunk mommy to relent
 (c) wizard to hit mommy (d) animals to love skunk(c)
4. What word does Jo mispronounce as evenshiladee?
 (a) Evening (b) Eventually
 (c) Evasive (d) Evacuation (b)
5. Mommy skunk was __ with the wizard?
 (a) angry (b) pleased
 (c) indifferent (d) civil (a)
6. What did mommy skunk call the smell of roses?
 (a) Pleasant (b) Unusual
 (c) Heavenly (d) Awful (d)
7. How many times did the wizard ask Roger to turn at the end of the lane?
 (a) 2 (b) 3
 (c) 4 (d) 5 (b)
8. What did Jack mistakenly call Roger Skunk?
 (a) Roger Rabbit (b) Roger fish
 (c) Roger squirrel (d) Roger monkey (c)
9. What did Roger Skunk want to smell like?
 (a) Roses (b) Lilies
 (c) Lavender (d) Jasmin (a)
10. Jack felt being _ suited him
 (a) an old man (b) an Owl
 (c) a Skunk (d) a kid (a)
11. What is a crick?
 (a) A hill (b) A little river
 (c) A park (d) A dress (b)
12. Jack's wife is called
 (a) Mommy (b) Clare
 (c) Roses (d) Jill (b)
13. Roger Skunk's smell makes __ creatures run away
 (a) Woodland (b) Wood York
 (c) Yorkshire (d) Wood hills (a)
14. Roger's daddy returns home from _
 (a) New York (b) Boston

- (c) Washington (d) Reading (b)
15. When the problem is solved _ is demanded
(a) fee (b) happiness
(c) nothing (d) food (a)
16. He is advised to go to the _
(a) Mommy (b) Wizard
(c) Owl (d) Skunk (c)
17. Jack narrates the story in the evenings and for _ naps.
(a) Monday (b) Saturday
(c) Sunday (d) Tuesday (b)
18. _ was Jo's brother
(a) Roger (b) Bobby
(c) Skunk (d) Jac (a)
19. Jo is now nearly _ years old.
(a) 2 (b) 3
(c) 4 (d) 5 (c)
20. 'Should Wizard hit mommy?' is a _ within a story.
(a) story (b) digression
(c) metaphor (d) moral (a)
21. What does a 4 year old child symbolise in the story?
(a) innocence (b) smartness
(c) obstinacy (d) none (a)
22. Who is Jo?
(a) A 4 years old girl who is curious to find unknown aspects of the stories told by her father
(b) a girl child (c) a naughty girl
(d) A 4 years old girl who is curious to find unknown aspects of the stories told by her father (d)
23. Why did Jo have a different opinion from her father?
(a) because she was a child (b) because she was unable to see beyond facial expressions (c) because she wanted a happy ending (d) All of these (d)
24. Why does Jo's father has a different opinion from Jo?
(a) because Jo is a child (b) because he has a mature thought (c) he doesn't go by facial expression (d) All of these (d)
25. Why did Roger want to change his smell?
(a) because no one liked him
(b) none was ready to play with him
(c) he smelt very badly and it made people cry
(d) All of these (d)
26. Where does Jo prefer to live?
(a) in the world of friends
(b) in the school of swings
(c) in her world of dreams and fantasies (d) none (c)
27. Why does Jo want her father to tell her story in a different way?
(a) to give the story a sad ending
(b) to understand the story better
(c) to complete the story (d) to give the story a happy ending with an adult and mature understanding (d)
28. Why did Roger visit the wizard?
(a) to learn magic (b) to gossip
(c) to get rid of his mother
(d) to seek advice to get rid of foul smell (d)
29. What part of the story did Jack himself enjoy the most?
(a) when mother hits the wizard (b) when Roger finds pennies from the magic well
(c) when at the wizard's house, Roger imitates wizard's voice (d) none (c)
30. How many pennies did Roger have to pay?
(a) 7 pennies (b) 6 pennies
(c) 8 pennies (d) 4 pennies (d)
31. What advice did the wise owl give to Roger Skunk?
(a) to visit his friends (b) to think deeply
(c) to consult his mother (d) to consult the wizard (d)
32. What idea does Jo not approve?
(a) Roger's mother have rosy smell
(b) Wizard hit Roger's mother
(c) Roger's mother hit the wizard (d) None (c)
33. How does Jo want the wizard to behave with Roger's mother?
(a) nicely (b) politely
(c) rudely (d) She wants the wizard to hit her (d)
34. Why does Roger's mother not want him to smell like a rose?
(a) because she didn't like it
(b) because she is allergic to it (c) because he is a skunk and he should smell bad (d) none (c)
35. How could Roger find so many new friends to play happily?
(a) because of new dishes (b) because of new clothes
(c) because of new appearance
(d) because of new rosy smell (c)
36. What did Roger want to smell like?
(a) marigold (b) Sunflower
(c) Jasmine (d) Rose (d)
37. Why does Jo call Roger's mom stupid?
(a) because she doesn't listen (b) because she is stupid
(c) because it is because of her action that Roger start smelling bad again (d) none (c)
38. How did Jo want the story of Roger Skunk to end?
(a) wanted to punish Roger's mother
(b) wanted to hit her (c) wanted to kill her
(d) wanted to beat her (a)
39. How did the wizard help Roger Skunk?
(a) by using magic wand (b) by chanting
(c) by helping him get rid of foul smell (d) All of these (d)
40. Who is the author of the lesson?
(a) John Updike (b) John Donne
(c) William Blake (d) John Williams (a)
41. What do adult people signify in the story?
(a) maturity and experience (b) wise words
(c) cruelty (d) indifference (a)
42. Why did Jack start finding storytelling a chore?
(a) because it became a routine to make Jo sleep
(b) because it was becoming interesting day by day
(c) friends were liking it (d) none (a)
43. What is the moral of the story?
(a) Parents are wise and know what is best for them
(b) mothers should not interfere in their children's affairs
(c) mothers are cruel (d) children are cute and right (a)
44. What is different about Roger's story?
(a) Jo had a different opinion from her father
(b) this was more interesting
(c) it had a wizard (d) none (a)
45. Why did Mother Skunk want her son to retain his identity?

- (a) she is an adult (b) has a mature thinking
(c) wanted her son to be accepted as it is
(d) All of these (d)

On the Face of It

1. If Derry didn't go back, he was scared _
(a) Mr Lamb would not let him in
(b) Mr Lamb would make other friends
(c) he wouldn't be able to pick crabapples
(d) he'd never go anywhere in the world again (d)
2. How far is Derry's house from Mr Lamb's?
(a) A mile (b) 2 miles
(c) 3 miles (d) 4 miles (c)
3. The boy's name is __ but he prefers
(a) Dennis (b) Derek
(c) Derham (d) Derrain (b)
4. Mr. Lamb claimed he had __ friends
(a) hundreds of (b) no
(c) two or three (d) a couple of (a)
5. Derry felt Mr Lamb said _ things
(a) peculiar (b) sad
(c) funny (d) profound (a)
6. Derry didn't like people
(a) being friendly (b) being afraid of him
(c) being affectionate (d) being sympathetic (b)
7. The gate to Mr Lamb's house is
(a) always shut (b) heavily guarded
(c) barricaded (d) always open (d)
8. The terrible woman said about Derry that it was a face-
(a) no one could love (b) everyone could love
(c) only a mother could love
(d) kids would be scared of (c)
9. What ate Derry's face away?
(a) Mites (b) Disease
(c) An accident (d) Acid (d)
10. How old is Derry?
(a) 13 (b) 14
(c) 15 (d) 16 (b)
11. Mr Lamb says. it's all __, Beauty and the Beast.
(a) relative (b) unimportant
(c) God's Grace (d) destiny (a)
12. Why is one green growing plant called a _ and an other a flower?' asks Mr Lamb
(a) thorn (b) grass
(c) weed (d) fruit (c)
13. Mr Lamb felt the name children called him by—
(a) suited him (b) did not suit him
(c) was outrageous (d) was disgusting (a)
14. Mr. Lamb feels one must—
(a) survive (b) struggle with disability
(c) live fully (d) look for sympathy (c)
15. Derry is _ when Mr Lamb welcomes him to his garden repulsed
(a) surprised (b) angry
(c) happy (d) curious (a)
16. Mr Lamb changed the subject and started talking about _
(a) apple picking (b) bees singing
(c) beauty and the beast (d) his tin leg (a)
17. One side of Derry's face was _
(a) marred by scars (b) had spots
(c) was darker (d) burnt by acid (d)
18. Mr Lamb believed that Derry wanted to turn back because of he _
(a) he had been caught (b) he was ugly
(c) he was afraid of Mr Lamb
(d) he had something to hide (c)
19. Why did Derry enter Mr Lamb's garden?
(a) He wanted to see the flowers
(b) He wanted to see the bees
(c) He wanted to steal crabapples (d) Out of curiosity (d)
20. Derry entered Mr Lamb's garden by---
(a) climbing over the wall
(b) climbing through the window
(c) walked in through the open gate
(d) walking in stealthily (a)
21. In what sense was friendship between Lamb and Derry was fruitful?
(a) he gave him fruit to eat (b) his maturity
(c) both were good companions and Lamb's mature experiences and words helped Derry to have a positive view of life (d) none (c)
22. What did Mr. Lamb tell about himself?
(a) he had a tin leg (b) still he was happy
(c) he never mind even if children teased him
(d) All of these (d)
23. What complex does Derry suffer from?
(a) Superiority (b) oedipus
(c) inferiority (d) All of these (c)
24. Why did Derry always find a vacant place to live?
(a) he liked to be alone (b) was scared of people
(c) because of inferiority complex as he had a burnt face
(d) All of these (d)
25. What did Derry learn from the fairy tale?
(a) how to look beautiful (b) how to make friends
(c) learnt to love and appreciate himself (d) All of these (d)
26. Why did Derry like to be alone?
(a) because of burnt face
(b) because he couldn't bear with people's comments
(c) because of inferiority complex
(d) All of these (d)
27. Why did Mr. Lamb keep the door of his garden open?
(a) to let the people come in (b) to get fresh air
(c) to avoid opening the door again and again
(d) to have fine contact with the outer world and enjoy (d)
31. Why did Derry share his fear with Mr. Lamb?
(a) because he had a garden (b) because he was old
(c) because he understood him and was friendly
(d) none (c)
32. Why did Derry go to Mr. Lamb at the end?
(a) because of his wish to live a free life
(b) he wanted apples.
(c) he wanted to play in the garden (d) none (a)
33. How did Mr. Lamb pick apples?
(a) bending down
(b) with the help of his servant

- (c) with the help of children
(d) using a ladder and a stick (d)
34. Why didn't Mr. Lamb feel hurt by children's comments?
(a) because he thought that it suits him
(b) he loves children (c) he likes them
(d) he want them to play in his garden (a)
35. Why did Mr. Lamb keep the door of his garden open?
(a) to keep an eye over his garden (b) to be safe
(c) to chat with the people and the children who come there to take fruit (d) none (c)
36. Why did Derry go to Mr. Lamb's garden?
(a) to steal apples (b) to speak to Mr. Lamb
(c) to help the old man (d) to feel that place (d)
37. What unites Mr. Lamb and Derry?
(a) their age (b) their woes
(c) their life stories (d) their physical impairment (d)
38. Why did Mr. Lamb help Derry?
(a) because both were victims of war
(b) both were sad (c) both were victims of physical impairment (d) because he wanted Derry to change his view of life. (d)
39. Who is Mr. Lamb?
(a) a young man (b) a middleaged man
(c) an old man (d) none (c)
41. What draws Derry towards Lamb?
(a) his appearance (b) his grief
(c) his positive outlook (d) All of these (c)
42. What specific things about Mr. Lamb does Derry notice?
(a) A man of firm resolution (b) always remains happy inspite of his deformity (c) had a positive outlook
(d) All these (d)
43. Why did Mr. Lamb not have curtains in his house?
(a) it's difficult to wash (b) too expensive
(c) because he wanted visitors in his house
(d) none (c)
44. Why was Derry startled entering the garden?
(a) because of trees (b) because of apples
(c) because he expected no one else but seeing Mr.Lamb (d) none (c)
45. How was Mr. Lamb happy inspite of his disability?
(a) because of his acceptance of it
(b) because he was wise
(c) because he had grown old (d) All of these (d)
- (a) making a game out of carrying the parcel
(b) trying to make her laugh
(c) obeying orders
(d) not touching it because it was hot (a)
5. The man was carrying
(a) pakoras (b) samosas
(c) jalebis (d) vadai or green banana bhaji (d)
6. One day the author was attracted by the sight of
(a) two riders on a horse
(b) a monkey performing tricks
(c) cattle treading out the grain from straw
(d) dogs fighting with cats (c)
7. There would always be some kind of entertainment
(a) in the school (b) in the church
(c) in the bazaar (d) in the house (c)
8. Bama used to dawdle along from school because she was
(a) too slow (b) crippled
(c) distracted by lots of things on the way
(d) unable to wait for the school bus (c)
9. The author Bama felt she already had experienced the humiliation due to
(a) dark skin (b) short height
(c) poverty (d) untouchability (d)
10. The author was being stared at by people and she felt she
(a) looked pretty (b) looked terrible
(c) had suffered extreme indignities
(d) looked like a model (c)
11. We have to submit because they are strong'. These words were said by
(a) Zitkala-Sa (b) Judewin
(c) Marry-Ann (d) Christine (b)
12. Short hair, in the author's tribe, was worn only by
(a) mourners (b) old people
(c) young kids (d) elderly women (a)
13. While others ate, the author
(a) laughed (b) watched them
(c) cried (d) frowned (c)
14. Everyone kept standing except
(a) the teacher (b) the matron
(c) the caretaker (d) the author (d)
15. As the bell rang, the whole group of pupils
(a) sat on the floor
(b) drew a chair from under the table
(c) sat on the stools
(d) knelt down on the ground (b)
16. The Indian girls wore
(a) clinging dresses (b) nightgowns
(c) trousers (d) skirts (a)
17. Zitkala was being constantly observed by a woman who had
(a) a pale face (b) fair complexion
(c) dark complexion (d) angry look (a)
18. Rama was a
(a) Bengali writer (b) a Tamil Dalit
(c) an NRI (d) a politician (b)
19. Zitkala-Sa was a victim of
(a) racial prejudice (b) serious crime
(c) rape (d) a car accident (a)

Memories of Childhood

1. Bama's brother told her that if she wanted to make progress, she had to
(a) learn to cook (b) study
(c) learn to stitch and knit (d) learn to drive (b)
2. Bama was very rebellious and the thought of oppression at the hands of upper castes
(a) infuriated her (b) provoked her to slap someone
(c) made her abusive
(d) made her want to murder someone
3. Bama's elder brother was studying at
(a) school (b) college
(c) university (d) medical college (c)
4. She had thought that the man carrying the bag was only

20. The lesson 'Memories of Childhood' is
 (a) an autobiographical episode (b) a fable
 (c) a legend (d) a play (a)
21. Which family did Bama belong to?
 (a) A Jewish family (b) a rich family
 (c) a poor catholic family (d) all (c)
22. What was the name of the school where Zitkala studied?
 (a) Carlisle Indian school
 (b) Carlisle Western school
 (c) Carlisle Indonesian school
 (d) Carlisle American school (a)
23. What was the author's original name?
 (a) Zitkala (b) Zitkala sa
 (c) Zitkala Bama (d) Gertrude Simmons Bonnin (d)
24. Why did Zitkala hide herself?
 (a) to save herself
 (b) to save herself from a woman
 (c) to save herself from other children
 (d) to stop people from cutting her hair (d)
25. What was common between Bama and Zitkala?
 (a) belonged to minority
 (b) victims of cultural differences
 (c) were struggling because of class (d) all of these (d)
26. What sort of shows attracted Bama?
 (a) shows by jugglers (b) shows by monkeys
 (c) shows by shopkeepers
 (d) shows by political people (d)
27. What did Judewin tell Zitkala?
 (a) A new dress is coming
 (b) she will meet her mother
 (c) she will go to a new place
 (d) her hair would be cut (d)
28. Why did the Landlord's man ask Bama's brother on which street did they live?
 (a) to know his class (b) to know his background
 (c) to know his work (d) to know his caste (d)
29. Why did Zitkala feel oppressed in her new establishment?
 (a) because of indignities shown to her
 (b) because she didn't like the place
 (c) she wanted to be with her mother (d) none (a)
30. Why did Zitkala find Eating by formula a hard trial?
 (a) because of her inability to follow the bell taps
 (b) because of too many rules
 (c) because of restrictions (d) none (a)
31. Which community does Bama belong to?
 (a) rich (b) Brahmins
 (c) Untouchable low caste (d) None (c)
32. Who told Bama that untouchability is a crime?
 (a) her mother (b) Zitkala and Sa
 (c) her sister (d) Her brother Annan (d)
33. What did Zitkala mean by Eating By Formula?
 (a) Set pattern of sitting
 (b) set pattern of standing in lines
 (c) set pattern of rules
 (d) set pattern of eating decorum (d)
34. What was Bama victim of?
 (a) gender prejudice (b) violence
 (c) child abuse (d) caste system (d)
35. Why did Bama reach home in one hour in place of 10 minutes?
 (a) she was watching shows on the road
 (b) she was stopping at every shop
 (c) she was enjoying all fun on the roads
 (d) all of these (d)
36. How much time did Bama take to reach home?
 (a) 2 hours (b) 3 hours
 (c) 4 hours (d) 1 hour (d)
37. What did the cutting of long hair of Zitkala Sa symbolise in the lesson?
 (a) subjection to the rulers (b) her wish to dominate
 (c) her wish to get justice (d) her wish to look modern (a)
38. Who was Zitkala Sa?
 (a) A tamilian (b) A protester
 (c) A native American (d) None (c)
39. What are the names of the two women?
 (a) Zitkala Sa a Native American and Bama Tamilian Dalit
 (b) Zitkala and Sa
 (c) Ba and Ma
 (d) Annan and Bama (a)
40. Who is the author of the lesson Memories of childhood?
 (a) Zitkala-Sa and Bama (b) Emily Brontë
 (c) Charles Dickens (d) None (a)
41. What had hurt Bama in the society?
 (a) Political plays (b) class students
 (c) Road shows
 (d) Practice of untouchability (d)
42. What is Belfry?
 (a) part of a bell tower (b) part of a tower
 (c) part of a music tower (d) part of a silver tower (a)
43. What did the story showcase?
 (a) Discrimination on the basis of casteism specially with Indians in western culture
 (b) difference of Indian and Western culture
 (c) views of minorities
 (d) none (a)
44. How did the scene in the market change Bama's life?
 (a) because of that she decided to study hard and stand against discrimination
 (b) she became fearful.
 (c) she became stubborn
 (d) she was irritated (a)
45. Why did Zitkala start crying at the dining table?
 (a) she didn't like the food
 (b) she was a stranger
 (c) because of eating by formula
 (d) all of these (c)

Best of luck