

Workbook Cum Question Bank with Answers

English

Class-XII (CHSE)



**SCHEDULED CASTES & SCHEDULED TRIBES
RESEARCH & TRAINING INSTITUTE (SCSTRI)
ST & SC DEVELOPMENT DEPARTMENT
BHUBANESWAR**

ENGLISH
WORKBOOK-CUM-QUESTION BANK
WITH ANSWERS
CLASS - XII (CHSE)

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CONTENTS

Sl. No.	CHAPTER	PAGE No.
UNIT-I : PROSE		
1	My Greatest Olympic Prize	01-10
2	On Examinations	11-21
3	The Portrait of a Lady	22-31
4	The Magic of Teamwork	32-40
5	Development of Polio Vaccines	41-48
UNIT - II : POETRY		
6	Daffodils	49-57
7	The Ballad of Father Gilligan	58-66
8	A Psalm of Life	67-75
9	Television	76-81
10	Money Madness	82-87
UNIT - III : NON-DETAILED STUDY		
11	The Doctor's Word	88-97
12	The Nightingale and the Rose	98-106
13	Mystery of the Missing Cap	107-118
14	The Monkey's Paw	119-127
15	My Mother	128-135
16	Stay Hungry Stay Foolish	136-144
UNIT - IV : WRITING SKILLS		
17	Comprehension	145-159
18	Information Transfer	160-165
19	Dictionary Reference Skill	166-170
20	Report Writing	171-178
21	Essay Writing	179-182
22	Note Making & Summarizing	183-194
UNIT - V : Grammar		
23	Grammar in Context	195-198

UNIT - I : PROSE

MY GREATEST OLYMPIC PRIZE

A. Choose the correct answers from the given alternatives

1. **In which year were the Summer Olympic Games held at Berlin?**
(a) 1926 (b) 1946
(c) 1936 (d) 1956
2. **How many gold Medals were won by Owens at 1936 Olympics?**
(a) 2 (b) 6
(c) 4 (d) 3
3. **Who was the father of modern Olympic games?**
(a) Adolf Hitler
(b) Pierre De Coubertin
(c) Luz Long
(d) Jesse Owens
4. **For whom the epithet, Der Fuhrer was used?**
(a) Adolf Hitler
(b) Pierre De Coubertin
(c) Luz Long
(d) Jesse Owens
5. **What was the Olympic sports event in which Jesse Owens and Luz Long participated?**
(a) 100 Meters Race
(b) High Jump
(c) Long Jump
(d) Javelin
6. **Where were the 1936 Summer Olympic Games held?**
(a) Italy (b) Germany
(c) Berlin (d) Dublin
7. **What did Adolf Hitler childishly insist?**
(a) His athletes were members of a master race
(b) Germans belonged to a superior race
(c) His athletes will win all the events hands down
(d) Americans athletes were inferior
8. **What were at an all-time high?**
(a) Nationalistic feelings
(b) Superiority feelings
(c) Hitler's master race theory
(d) Competitive spirit of the athletes
9. **Who was not worried about anything?**
(a) Adolf Hitler (b) Jesse Owens
(c) Nazis (d) Luz Long
10. **How long had Jesse trained keeping the games in mind?**
(a) 6 Years (b) 7 Years
(c) 8 Years (d) 5 Years

- 11. What was Jesse Owens thinking about while going over the boat?**
- (a) Proving the Aryan superiority theory wrong
 - (b) Beating the Nazis
 - (c) Winning a few gold medals
 - (d) Beating Luz Long
- 12. What was the world record set by Jesse Owens as a university student?**
- (a) 28 feet 6 ¼ inches
 - (b) 26 feet 8 ¼ inches
 - (c) 28 feet 4 1/6 inches
 - (d) 26 feet 6 ¼ inches
- 13. Why did everyone expect Owens to win the long jump easily?**
- (a) He had trained really hard for the event
 - (b) He was against Hitler's ways
 - (c) He had set a world record in the previous year
 - (d) He had won many long jumps as a university student
- 14. What surprised Owens during the long jump trials?**
- (a) A tall boy hitting the pit at almost 26 feet
 - (b) A German athlete doing good on practice leaps
 - (c) He himself failed to focus during the trials
 - (d) Hitler's secret weapon, Luz Long
- 15. What do you understand by "Keeping under wraps"?**
- (a) Keeping covered
 - (b) Keeping unknown
 - (c) Keeping unshown
 - (d) Keeping secret
- 16. What did Owens think will happen if Luz long won?**
- (a) Hitler will be happy
 - (b) He will feel inferior as he was a Negro
 - (c) It will add support to the Aryan-superiority theory
 - (d) Nationalistic feelings will be high
- 17. What was Owens determined?**
- (a) To prove master race theory wrong
 - (b) To beat Luz Long
 - (c) To show Hitler who was really superior
 - (d) To prove Hitler's ways wrong
- 18. Who is referred to as "Der Fuhrer"?**
- (a) Adolf Hitler
 - (b) Jesse
 - (c) Owens Luz Long
 - (d) Leopold Amery
- 19. How was Owens's first trial jump?**
- (a) A no-jump
 - (b) He fell few inches away from the take-off board
 - (c) He couldn't jump
 - (d) The worst jump of his life

- 20. Why was Owens determined to beat Luz Long?**
- (a) He didn't like Hitler
 - (b) To prove that Germans were not superior to all
 - (c) To prove that Nazi's cannot win
 - (d) To prove that he was the best athlete
- 21. Had Luz Long qualified for the finals easily?**
- (a) Yes, in his first attempt
 - (b) Yes, in his third attempt
 - (c) Yes, in his second attempt
 - (d) Yes, but with a bit difficulty
- 22. What did disgusted Owens do?**
- (a) Kicked at the ground
 - (b) Gave out a loud cry
 - (c) Kicked the pit
 - (d) Walked away from the pit
- 23. What was Owens trying to hide while talking to Long during the trials?**
- (a) His anger
 - (b) His frustrations
 - (c) His nervousness
 - (d) His discomfort
- 24. "Something must be eating you". What does the word "eating" mean in this sentence?**
- (a) Making angry
 - (b) Disgusting
 - (c) Agitating
 - (d) Making nervous
- 25. Where was Luz Long schooled?**
- (a) In Germany
 - (b) In the Nazi youth movement
 - (c) In an Aryan school
 - (d) In the master race school
- 26. What according to Long doesn't matter in the trials?**
- (a) Being first
 - (b) Not qualifying
 - (c) Qualifying
 - (d) Jump far
- 27. What according to Long actually mattered?**
- (a) Tomorrow
 - (b) The finals
 - (c) The trials
 - (d) Not making a foul
- 28. How did Owens qualify for the finals?**
- (a) With almost a foot to spare
 - (b) With an inch more than Long
 - (c) With his hands down
 - (d) With a world record
- 29. What helped Owens qualifying for the finals?**
- (a) Long's true and comforting words
 - (b) His anger for Hitler
 - (c) His determination
 - (d) Long qualifying for the finals easily
- 30. Where did Owens walk over to that night?**
- (a) To the Olympic ground
 - (b) To the Olympic village
 - (c) Luz Long's room
 - (d) To his coach's quarters

31. How long did Owens and Long talk?

- (a) For an hour
- (b) For two hours
- (c) For few hours
- (d) Till morning

32. What did Owens know Luz wanted him to do?

- (a) Give his best
- (b) Let him win
- (c) Try to beat him
- (d) Participate in the games

33. Who broke his own past record?

- (a) Luz Long
- (b) Jesse Owens
- (c) Both Long & Owens
- (d) None of them

34. What was the Olympic record set by Owens?

- (a) 26 feet 8 ¼ inches
- (b) 28 feet 6 ¼ inches
- (c) 26 feet 5 ¼ inches
- (d) 28 feet 8 ¼ inches

35. How far were the stands where Hitler was glaring at the two athletes?

- (a) Less than a hundred yards
- (b) A hundred meters
- (c) Less than a hundred meters
- (d) A hundred inches

36. Who was/were by the narrator's side congratulating him for the win?

- (a) Jesse Owens
- (b) Adolf Hitler
- (c) Luz Long
- (d) Fellow American athletes

37. What was the greatest Olympic prize for Jesse Owens?

- (a) Setting the Olympic record
- (b) Proving Hitler wrong
- (c) Beating Hitler's best athlete
- (d) The friendship of Luz Long

38. What according to Coubertin is the most important thing in the Olympic games?

- (a) Wining
- (b) Participating
- (c) Making friends
- (d) Setting world records

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	c	14	a	27	b
2	c	15	d	28	a
3	b	16	c	29	a
4	a	17	b	30	c
5	c	18	a	31	b
6	c	19	a	32	a
7	a	20	b	33	a
8	a	21	a	34	c
9	b	22	a	35	a
10	a	23	c	36	c
11	c	24	c	37	d
12	b	25	b	38	b
13	c	26	a		

B. Fill in the gaps choosing the correct alternative

1. Owens had his eyes set especially on _____
(a) Winning gold medals
(b) Beating Luz long
(c) Showing Hitler who was superior
(d) The long jump
2. Jesse Owens was a/an _____ athlete?
(a) Negro (b) American
(c) German (d) Nazi
3. _____ is the worst enemy of an athlete?
(a) Anger
(b) Envy
(c) Inferiority complex
(d) Superiority feeling
4. An angry athlete is one who _____, as any coach will tell you.
(a) Is prone to lose
(b) Will make a fool of himself
(c) Will make mistakes
(d) Is prone to failures
5. _____ offered Owens a firm handshake?
(a) Adolf Hitler
(b) Another American athlete
(c) His coach
(d) Luz Long
6. Owens and Luz Long didn't talk about _____
(a) Track and fields
(b) Themselves
(c) The world situation
(d) Other athletes
7. Luz Long wanted Owens to give his best, even if that meant _____
(a) Owen's win
(b) Proving the Aryan-supremacy theory wrong
(c) Owen's defeat
(d) Hitler getting angry
8. Luz Long breaking his own past record pushed Owens on to _____
(a) Difficult situation
(b) Peak performance
(c) Annoying situation
(d) Breaking his own record
9. Coubertin said that the most important thing in life is not conquering but _____
(a) Participating
(b) Playing with a friendly spirit
(c) Helping each other in need
(d) Fighting well
10. You'd not believe he was a security guard, he doesn't _____
(a) Appear like that
(b) Seem like that
(c) Look that part
(d) Look the part
11. All his tension seemed to _____
(a) Get out (b) Take out
(c) Go out (d) Ebb out

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|----|---|
| 1 | d | 3 | a | 5 | d | 7 | a | 9 | a | 11 | d |
| 2 | b | 4 | c | 6 | d | 8 | b | 10 | d | | |

C. Answer the following questions by choosing the right alternative under each:

- 1. Which of the following shows Hitler's belief in the 'master race' theory?**
 - (a) He organized the Olympic Games in Germany.
 - (b) He repeatedly said that the Germans were superior to all other races.
 - (c) He hoped that the German athletes would win all the events at the Olympics.

- 2. Do you feel Jesse Owens was worried about Hitler's beliefs?**
 - (a) No. He only thought of winning a medal or two at the Olympics.
 - (b) Yes. He began to feel that he belonged to an inferior race.
 - (c) Yes. He felt that he couldn't beat the Germans in any event.

- 3. Why did everyone expect Owens to win the long jump easily? Because**
 - (a) he held the world record in that event.
 - (b) he had trained really hard.
 - (c) no other athlete was capable of beating him.

- 4. What made Owens determined to beat Luz Long in the long jump?**
 - (a) Hitler had kept Luz Long hidden before his appearance at the Olympics.
 - (b) If he lost to Long, the Nazi's would feel even more proud about their race
 - (c) He was the holder of the world record, and did not want to be beaten by Long.

- 5. Why did Owens kick the pit in disgust?**
 - (a) Because he had already made two no-jumps.
 - (b) Because he thought he would not qualify for the finals.
 - (c) Because Long had easily qualified.

- 6. Why did Long speak to Owens during the trials?**
 - (a) To make friends with him
 - (b) To find out what was troubling Owens.
 - (c) To show him that he could speak English well.

7. **He really looked the part, though'. What does this mean?**
- (a) Long was tall, fair and handsome, like a typical Aryan.
 - (b) Long believed he was a real Aryan
 - (c) Long was trying to play the part of an Aryan.
8. **Long tells Owens, 'Tomorrow is what counts' What does this mean?**
- (a) Long was sure that Owens would win the finals the next day.
 - (b) Long wanted Owens to qualify somehow for the finals.
 - (c) Long felt that their performance the next day was what mattered.
9. **How do you know Owens and Long became good friends after the trials?**
- (a) Owens went all the way to Long s room to thank him for his advice.
 - (b) They spent two hours talking about various things.
 - (c) It did not matter to either of them which of the two won the finals.
10. **What do you think was Jesse Owens greatest Olympic prize?**
- (a) The gold medal he won in the long jump
 - (b) The win he scored over Luz Long.
 - (c) The true friendship he formed with Long

ANSWER KEYS

- C. Answer the following questions by choosing the right alternative under each:**
1. (b) He repeatedly said that the Germans were superior to all other races.
 2. (a) No. He only thought of winning a medal or two at the Olympics.
 3. (a) he held the world record in that event.
 4. (b) If he lost to Long, the Nazi's would feeleven more proud about their race
 5. (a) Because he had already made two no-jumps.
 6. (b) To find out what was troubling Owens
 7. (a) Long was tall, fair and handsome, likea typical Aryan.
 8. (c) Long felt that their performance the next day was what mattered.
 9. (c) It did not matter to either of them which of the two won the finals.
 10. (c) The true friendship he formed with Long

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

It was the summer of 1936. The Olympic Games were being held in Berlin. Because Adolf Hitler childishly insisted that his performers were members of a "master race," nationalistic feelings were at an all-time high.

I wasn't too worried about all this. I'd trained, sweated and disciplined myself for six years, with the Games in mind. While I was going over on the boat, all I could think about was taking home one or two of those gold medals. I had my eye especially on the long jump. A year before, as a university student, I'd set the world record of 26 feet 8 1/4 inches. Everyone kind of expected me to win that Olympic event hands down.

I was in for a surprise. When the time came for the long-jump trials, I was startled to see a tall boy hitting the pit at almost 26 feet on his practice leaps! He turned out to be a German named Luz Long. I was told that Hitler had kept him under wraps, evidently hoping he would win the jump.

I supposed that if Long won, it would add some new support to the Nazis' Aryan-superiority theory. After all, I am a Negro. A little hot under the collar about Hitler's ways, I determined to go out there and really show Der Führer and his master race who was superior and who wasn't.

Questions:

- i. 'I wasn't too worried about all this'- What does "this" refer to?
- ii. Why did everyone expect the author to win the long jump easily?
- iii. What was the surprise that awaited the author in Berlin?
- iv. What was the Aryan-superiority theory of Nazis?
- v. Why was the author determined to beat Luz Long?

ANSWER KEYS

- i. ... Adolf Hitler's claim that his performers were members of a "master race".
- ii. ... because he had set the world record of 26 feet 8 1/4 inches in long jump as a university student in 1935 just one year before the Olympic games.
- iii. ... a tall German boy named Luz Long hitting the pit at almost 26 feet during the long-jump trials ... he was trained secretly to win the long jump event in Olympics.
- iv. ... Aryans are a superior race and Germans as Aryans belong to this 'master race'.
- v. ... because he wanted to prove Nazis' Aryan-superiority theory wrong by winning the gold medal in long jump to show Hitler that the Germans are not superior to others.

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

That night I walked over to Luz Long's room in the Olympic village to thank him. I knew that if it hadn't been for him I probably wouldn't be jumping in the finals the following day. We sat in his quarters and talked for two hours - about track and field, ourselves, the world situation, and a dozen other things.

When I finally got up to leave, we both knew that a real friendship had been formed. Luz would go out to the field the next day trying to beat me if he could. But I knew that he wanted me to do my best - even if that meant my winning.

As it turned out, Luz broke his own past record. In doing so, he pushed me on to a peak performance. I remember that at the instant I landed from my final jump - the one which set the Olympic record of 26 feet 5¼ inches - he was at my side, congratulating me. Despite the fact that Hitler glared at us from the stands not a hundred yards away, Luz shook my hand hard - and it wasn't a fake "smile with a broken heart" sort of grip, either.

You could melt down all the gold medals and cups I have, and they wouldn't be a plating on the 24-carat friendship I felt for Luz Long at that moment.

I realized then, too, that Luz was the epitome of what Pierre de Coubertin, founder of the modern Olympic Games, must have had in mind when he said, "The important thing in the Olympic Games is not winning but taking part. The essential thing in life is not conquering but fighting well."

Questions:

- i. When did the writer and Long realize that they had become friends?
- ii. What landmark did the writer achieve in the Olympic Games?
- iii. Why has Luz Long been called a fine example of Coubertin's ideal?
- iv. Who was Coubertin? What was his ideal?
- v. What do you think was the greatest Olympic prize for the writer?

ANSWER KEYS

- i. ... on the night when the writer walked over to Luz Long's room in the Olympic village to thank him ... after they talked for two hours about track and field, ourselves, the world situation, and a dozen other things ...
- ii. ... he set the Olympic record of 26 feet 5¼ inches in long jump
- iii. ... because he believed in sporting spirit that Coubertin had in mind ... he inspired his rival to win
- iv. ... founder of the modern Olympic Games The essential thing in life is not conquering but fighting well.
- v. ... the greatest Olympic prize for the writer Jesse Owens was his friendship with Luz Long....- the 24 carat friendship was more than the gold medal he won....

SOME ADDITIONAL QUESTIONS :

1. Why were nationalistic feelings running high during the 1936 Summer Olympics in Berlin?
2. 'I wasn't too worried about all this'. What does "this" refer to - Hitler's beliefs or winning a gold medal?
3. Do you think Nazis' Aryan-superiority theory meant that Germans were superior to Negroes? How did Owens feel about it - angry or bothered?
4. What does a coach say about an angry athlete?
5. Why did Long speak to Owens during the trials? Did he mean to make friendship with Owens or to find out what was troubling him?
6. "he really looked the part" - What does this mean? Does it mean Long as trying to play the part of an Aryan or he looked as if he belonged to a superior race?
7. "Tomorrow is what counts" - What did Long mean by this? Does he mean that Owens would win the next day, or their performance the next day would matter much?
8. When did Owens and Long realize that they had become friends?
9. What do you think he won in Long jump, or the friendship he formed with Luz Long?

ON EXAMINATION

A. Choose the correct answers from the given alternatives

1. **How old was Churchill when he entered the inhospitable regions?**
 - (a) Ten
 - (b) Twelve
 - (c) Thirteen
 - (d) Fifteen
2. **How were the examinations to the author?**
 - (a) Happy occasions
 - (b) Difficult to pass
 - (c) A great trial
 - (d) Hard games
3. **Which subjects, did the author say, were the dearest to the examiners?**
 - (a) Latin and poetry
 - (b) Poetry & history
 - (c) History & mathematics
 - (d) Mathematics and Latin
4. **Which subjects did Churchill like?**
 - (a) Latin and mathematics
 - (b) Geography, English and poetry
 - (c) History, poetry and essay writing
 - (d) Mathematics, Science and Spanish
5. **Which subject did Churchill like the least?**
 - (a) Latin and poetry
 - (b) Poetry and History
 - (c) Latin and Mathematics
 - (d) History and Mathematics
6. **How were the examination questions to the author?**
 - (a) Difficult to answer
 - (b) Easy to answer
 - (c) Unattractive
 - (d) Unsatisfactory
7. **What would have Churchill liked to be asked?**
 - (a) To say what he knew
 - (b) To say what he liked
 - (c) To say about his favorite subjects
 - (d) Not to be asked anything at all
8. **What did Churchill feel, the examiners always tried to ask?**
 - (a) Questions from the subject he disliked
 - (b) What he didn't know
 - (c) What he wanted to know
 - (d) What he didn't like
9. **What would have Churchill willingly displayed if he were examined in his favourite subjects?**
 - (a) His knowledge
 - (b) His ignorance
 - (c) His arrogance
 - (d) His grasp on the subject

- 10. What did the examiners seek to expose?**
- (a) Churchill's ability
 - (b) Churchill's knowledge
 - (c) Churchill's ignorance
 - (d) His grasp on the subject
- 11. Why didn't Churchill do well in examinations?**
- (a) He didn't; study hard
 - (b) He disliked the examinations subjects
 - (c) He was not prepared
 - (d) He didn't want to get into Harrow
- 12. Who was the headmaster at Harrow?**
- (a) Dr. Weldon
 - (b) Churchill Spencer
 - (c) Lord Randolph
 - (d) Mr. Somervell
- 13. What did the headmaster show in judging Churchill's general ability?**
- (a) Concern (b) Anger
 - (c) Content (d) Discernment
- 14. Why were the headmaster's judgments of Churchill's general ability in the Latin paper remarkable?**
- (a) Because he had done well
 - (b) Because he didn't answer most of the questions
 - (c) Because he didn't answer any question
 - (d) Because he had a good handwriting
- 15. What did Churchill write on his Latin Paper?**
- (a) His name and class
 - (b) His name and the first question number
 - (c) His name and the answer to the first question
 - (d) His name
- 16. What was the sad spectacle for Churchill?**
- (a) Not being able to answer a single question
 - (b) Not completing his paper in time
 - (c) Not appearing the examination
 - (d) Not being able to leave the examination hall
- 17. Why did Churchill keep on staring at his paper after writing down the number of the Question 'I'?**
- (a) He didn't know any answer
 - (b) He didn't like the Latin paper
 - (c) He didn't want to get into Harrow
 - (d) He didn't learn Latin before
- 18. Who did Churchill give credit for his passing into Harrow?**
- (a) His father
 - (b) His headmaster
 - (c) His Latin Teacher
 - (d) His English teacher

- 19. Whom did Churchill consider as a man capable of looking beneath the surface of things?**
- (a) His father
 - (b) His headmaster
 - (c) His Latin Teacher
 - (d) His English teacher
- 20. What did Churchill have for his headmaster?**
- (a) Great admiration
 - (b) Greatest regard
 - (c) Greatest discernment
 - (d) Greatest gratitude
- 21. Where was Churchill placed in Harrow?**
- (a) In the fourth division
 - (b) In the lowest division
 - (c) In the second form
 - (d) In the fourth form
- 22. How were the names of the boys printed in the school list?**
- (a) In the order of merit
 - (b) In alphabetical order
 - (c) In the order of grade
 - (d) In the order of admission number
- 23. Why did the last two students leave Harrow?**
- (a) They were the last
 - (b) They got into Eton
 - (c) Through illness or some other cause
 - (d) They were humiliated for being the last
- 24. Why did many visitors wait on the school steps to see Churchill?**
- (a) His father was an eminent person
 - (b) He was the last at Harrow
 - (c) He was very handsome
 - (d) His father was very rich
- 25. Who was Lord Randolph Churchill**
- (a) The author's father
 - (b) The author's teacher
 - (c) A political leader
 - (d) The headmaster of Harrow
- 26. Who was the leader of the House of Commons and Chancellor of the Exchequer?**
- (a) Spencer Churchill
 - (b) Winston Churchill
 - (c) Lord Randolph Churchill
 - (d) Leopard Amery
- 27. What was the disrespectful remark that Churchill frequently heard from the visitors?**
- (a) Why was he last of all
 - (b) Why was he in Harrow
 - (c) Why was he weak in studies
 - (d) Why didn't he do well in the entrance exam
- 28. What was the advantage that Churchill had over the cleverer boys?**
- (a) He learnt Latin thoroughly
 - (b) He learnt English thoroughly
 - (c) He was not asked much questions
 - (d) He was not expected to perform

- 29. What was/were the cleverer boys taught?**
- (a) Greek and Latin
 - (b) Latin and French
 - (c) French and English
 - (d) English
- 30. What was/were the weaker boys taught?**
- (a) Greek and Latin
 - (b) Latin and French
 - (c) French and English
 - (d) English
- 31. Who was Churchill's English teacher?**
- (a) Dr. Welldon
 - (b) Leopold Amery
 - (c) Lord Randolph
 - (d) Mr. Somervell
- 32. What duty was Mr. Somervell charged with?**
- (a) To teach English to the class efficiently
 - (b) To teach Greek to the clever boys
 - (c) To teach English to the stupidest boys
 - (d) To teach English to the upper-class boys
- 33. What did the boys learn thoroughly from Mr. Somervell?**
- (a) Latin speaking
 - (b) English parsing
 - (c) Writing poems
 - (d) Reading large paragraphs
- 34. How long did Churchill remain in the Third Form?**
- (a) Four times as long as anyone else
 - (b) Three times as long as anyone else
 - (c) Two times as long as anyone else
 - (d) Three years
- 35. What did Churchill get into his bones?**
- (a) Essential structure of the ordinary British sentence
 - (b) English parsing
 - (c) Basic grammar rules of British English
 - (d) Basic British English Literature
- 36. What had Churchill's schoolfellows who were good at Greek and Latin come down to?**
- (a) French
 - (b) Basic English poetry
 - (c) Common English
 - (d) British literature
- 37. Why didn't Churchill feel himself at any disadvantage?**
- (a) Because he had learned the language required to earn a living
 - (b) Because he was good at English literature
 - (c) Because he learnt English sentence structure well
 - (d) Because he was earning a good income

38. **In whose favor was Churchill biased?**
- (a) Boys learning Greek
 - (b) Boys learning Latin
 - (c) Boys learning English
 - (d) Boys studying in the Harrow
39. **What would Churchill do, if he were to decide what the boys should learn?**
- (a) He would make them all learn English
 - (b) He would not let them learn Greek
 - (c) He would not let them learn Latin
 - (d) He would whip them hard
40. **What would be the only thing Churchill would whip the clever boys for?**
- (a) Not knowing English poetry
 - (b) Not writing English essay
 - (c) Not knowing English
 - (d) Making fun of him in school
41. **When did Churchill first went to Harrow?**
- (a) In the summer term
 - (b) In the winter term
 - (c) In the mid-term
 - (d) In the spring term
42. **How was the swimming-bath at Harrow?**
- (a) Like a big pond
 - (b) Like a bend of a river
 - (c) Like a big swimming pool
 - (d) Like a big room
43. **How many bridges did the swimming bath have across it?**
- (a) One
 - (b) Two
 - (c) Three
 - (d) None
44. **Why did Churchill Consider Amery a fair game?**
- (a) He looked no bigger than Churchill
 - (b) He looked lost in his thoughts
 - (c) He looked an easy target
 - (d) He was standing next to Churchill
45. **Why did Churchill hold on to Amery's towel?**
- (a) Not to let Amery get out of water
 - (b) Not to let it get wet
 - (c) Not to let Amery wear it again
 - (d) To keep it safe
46. **What did Amery do with Churchill after he caught him?**
- (a) Dragged him into the pool
 - (b) Beat him up with his friends
 - (c) Took away his towel
 - (d) Scolded him fiercely
47. **By whom did Churchill find himself surrounded by on the other side?**
- (a) A crowd of older boys
 - (b) His friends
 - (c) A crowd of younger boys
 - (d) A crowd of cleverer boys
48. **Which form was Amery in?**
- (a) Third
 - (b) Fourth
 - (c) Fifth
 - (d) Sixth

49. Which of the following is not an achievement of Amery?
- (a) Head of his House
 - (b) Champion at Gym
 - (c) Got his football colours
 - (d) Champion of Latin poetry
50. What did Churchill decide to do immediately?
- (a) Apologize to Amery
 - (b) Flee from the place
 - (c) Have a fight with Amery
 - (d) Give Amery's towel back
51. What was the age difference between Amery and Churchill?
- (a) Two years (b) Three years
 - (c) Four years (d) Five years
52. How were Churchill and Amery associated for a good many years afterwards?
- (a) They were good friends
 - (b) They were Cabinet colleagues
 - (c) They were in the same political party
 - (d) They were neighbours
53. Who had gained prize in school for reciting to the headmaster twelve hundred lines of Macaulay's "Lays of Ancient Rome" without making a single mistake?
- (a) Leopold Amery
 - (b) Randolph Churchill
 - (c) Spencer Churchill
 - (d) Mr. Somervell
54. What was another achievement of Churchill while he was still at the bottom of the school?
- (a) He was elected to the cabinet
 - (b) He had passed the preliminary exam for the Army
 - (c) He was the Head of his House
 - (d) He had his football colours
55. What was the first question in the preliminary examination for the Army?
- (a) Draw a map of New Zealand
 - (b) Draw a map of England
 - (c) Write the parliamentary structure
 - (d) Write about the British Army
56. What does "an en'plein" mean?
- (a) Passing an exam easily
 - (b) Putting your bet on a single number
 - (c) Scoring high in the class
 - (d) Pure gambling

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	b	9	a	17	a	25	a	33	b	41	a	49	d
2	c	10	c	18	b	26	c	34	b	42	b	50	a
3	d	11	b	19	b	27	a	35	a	43	b	51	b
4	c	12	a	20	b	28	b	36	a	44	a	52	b
5	c	13	d	21	b	29	a	37	c	45	b	53	c
6	a	14	c	22	b	30	d	38	c	46	a	54	b
7	a	15	b	23	c	31	d	39	a	47	c	55	a
8	b	16	a	24	a	32	c	40	c	48	d	56	b

B. Fill in the gaps choosing the correct alternative

1. **The school possessed the biggest _____ Churchill had ever seen.**
 - (a) conference hall
 - (b) cafeteria
 - (c) swimming-bath
 - (d) classrooms

2. **It was a good joke for the boys to come behind some _____ friend or even enemy and _____.**
 - (a) unmindful, push him in
 - (b) unmindful, pull him out
 - (c) naked, push him in
 - (d) wet, push him again into water

3. **Churchill will let the clever ones learn Latin as a/an _____**
 - (a) reward (b) honor
 - (c) treat (d) option

4. **Churchill will let the clever ones learn Greek as a/an _____**
 - (a) Reward (b) Honor
 - (c) Treat (d) Option

5. **Churchill was convulsed not only with terror, but with the _____**
 - (a) fear of punishment
 - (b) inferiority complex
 - (c) guilt of sacrilege
 - (d) repentance for his misconduct

6. **_____ is the custom of calling the roll at Harrow**
 - (a) File past a master and answer one by one
 - (b) To stand in a cluster and leave their hats when their names are called
 - (c) Both A & B
 - (d) None of the above

7. **"_____ years difference in age is not as important as it is at school".**
 - (a) 5 years (b) 3 years
 - (c) 2 Years (d) None of the above

ANSWER KEYS

1	c	4	c	6	a
2	c	5	c	7	b
3	b				

C. Give brief answers to the following questions:

1. Mention the subjects that were dearest to the examiners?
2. Which subjects did the writer like the most?
3. What reasons the writer give for his not doing well in the examination
4. What did the writer write in the answer books for the Latin paper?
5. What was the writer's position in the merit list for admission?
6. Whom does he give the credit of his success in the entrance examination and why?
7. How did he become the last boy of the class?
8. What is the custom of calling the roll at Harrow?
9. What is the calling the roll at Eton?
10. 'Why he's last of all!' - Why did people say so?
11. What kind of students were taught Latin and Greek at Harrow?
12. How does the writer rate Mr. Somervell as a teacher?
13. What part of English grammar did he learn from Mr. Somervell?
14. How did the boys enjoy their time at the swimming pool?
15. What kind of pranks did they enjoy at the bath?

ANSWER KEYS

1. Latin & Math
2. History, Poetry, Writing Essays
3. Great trial--No favorite subjects--Asked what he didn't know
4. No single question answered--Only name at the top/number of the question--Blots and smudges
5. Placed in 3rd division of the fourth or bottom form--Alphabetically third last
6. Headmaster Dr Weldon--Took broad minded view of writer's Latin Prose--Looking beneath the surface not paper manifestations
7. He was third last--The last two left due to illness or other reason--Hence last
8. File past a master and answer one by one
9. Boys stood in cluster-lift their hats when names called
10. Last in alphabetical order-Being so of a great leader, expected to be at the forefront-Hence the derisive remark
11. clever students
12. delightful man capable of teaching event he stupidest-unique-grateful for teaching essential structure of ordinary English-for him he was at advantage over cleverer boys in later years
13. English parsing & analysis-component like sub, obj, VB and clauses
14. bask in the sun between dips-eat enormous buns-on the hot asphalt margin
15. come up behind someone and push him into the pool

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which for the next seven years I was destined to journey. These examinations were a great trial to me. The subjects which were dearest to the examiners were almost invariably those I fancied least. I would have liked to have been examined in history, poetry and writing essays. The examiners, on the other hand, were partial to Latin and mathematics. And, their will prevailed. Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This sort of treatment had only one result: I did not do well in examinations.

This was especially true of my Entrance Examination to Harrow. The Headmaster, Dr. Welldon, however, took a broad-minded view of my Latin prose: he showed discernment in judging my general ability. This was the more remarkable, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the question "I". After much reflection I put a bracket round it thus ("I"). But thereafter I could not think of anything connected with it that was either relevant or true. Incidentally there arrived from nowhere in particular a blot and several smudges. I gazed for two whole hours at this sad spectacle: and then merciful ushers collected my piece of foolscap with all the others and carried it up to the Headmaster's table.

Questions:

- i. Why does the writer consider examinations a great trial to him?
- ii. Which subjects did the writer like the most? Which subjects did the examiners favor?
- iii. What reason does the writer give for his not doing well in examinations?
- iv. How did the writer fare in his Latin paper at the Entrance Examination to Harrow?
- v. "I gazed for two whole hours at this sad spectacle." - What was the sad spectacle for the writer?

ANSWER KEYS

- i. ...because he did not like to be examined in the subjects which the examiners liked the most
- ii. ...history, poetry and writing essays Latin and mathematics
- iii. ...he blames the examiners ... they asked him such questions to which he could not suggest a satisfactory answer ... they invariably asked questions on the areas he did not know, and ignored the topics he knew... they sought to expose his ignorance
- iv. ... he was unable to answer a single question in the Latin paper ... wrote his name at the top of the page... wrote down the number of the question and put a bracket round it - ("I").
- v. ... a blot and several smudges on his answer sheet as a few drops of his tears fell on it

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

I have been fortunate to see a good deal more of him, in times when three years' difference in age is not so important as it is at school. We were afterwards to be Cabinet colleagues for a good many years. It was thought incongruous that while I apparently stagnated in the lowest form, I should gain a prize open to the whole school for reciting to the Headmaster twelve hundred lines of Macaulay's 'Lays of Ancient Rome' without making a single mistake. I also succeeded in passing the preliminary examination for the Army while still almost at the bottom of the school.

This examination seemed to have called forth a very special effort on my part, for many boys far above me in the school failed in it. I also had a piece of good luck. We knew that among other questions we should be asked to draw from memory a map of some country or other.

The night before by way of final preparation | put the names of all the maps in the atlas into a hat and drew out New Zealand. I applied my good memory to the geography of that Dominion. Sure, enough the first question in the paper was: 'Draw a map of New Zealand.'

Questions:

- i. "three years' difference in age is not so important as it is at school" - How does the writer prove it?
- ii. How did the writer fare at school?
- iii. How did he win a prize at school?
- iv. What was the writer's noteworthy achievements at school?
- v. How did the writer prepare himself for the preliminary examination for the Army?

ANSWER KEYS

- i. ...Amery who was senior to him by three years at school later in public life became his Cabinet colleague for a good many years
- ii. ...was almost at the bottom of the school
- iii. ...by reciting twelve hundred lines of Macaulay's 'Lays of Ancient Rome' without making a single mistake
- iv. ...successfully passed the preliminary examination for the Army
- v. ...he prepared himself to draw a map of New Zealand that was asked in the exam

SOME ADDITIONAL QUESTIONS :

1. Does the writer like the examinations? Quote the line in support of your answer?
2. Whom does he give the credit of his success in the entrance examination? And why?
3. How did he become the last boy in the class?
4. "Why, he is last of all?" - why did people say so?
5. How does the writer rate English as a subject and Mr. Somervell as a teacher?
6. How did he score over the clever school fellows in after years?
7. How did the boys enjoy their time at the swimming bath?
8. What did the writer learn about Amery from the crowd of younger boys?
9. How did the writer apologize for his misconduct?
10. What was the writer's noteworthy achievements at school?
11. How did the writer prepare himself for the preliminary examination for the army?

THE PORTRAIT OF A LADY

A. Choose the correct answers from the given alternatives

1. **For how long had the author known his grandmother?**
 - (a) Ten years
 - (b) Twenty years
 - (c) Thirty years
 - (d) Twenty-five years
2. **Who is the author of The Portrait of a Lady?**
 - (a) Ruskin Bond
 - (b) Kushwant Singh
 - (c) V. S. Naipal
 - (d) Vikram Seth
3. **Who's the main character of The Portrait of a Lady?**
 - (a) Mother
 - (b) Sister
 - (c) Grandmother
 - (d) Daughter
4. **What was hard for the author to believe?**
 - (a) his grandfather's death
 - (b) his grandmother being young and pretty
 - (c) his grandfather being so old
 - (d) grandmother's skill of reciting prayers
5. **What did people not say about the grandmother?**
 - (a) She had once been young
 - (b) She was pretty
 - (c) She was terribly old
 - (d) She had a husband
6. **Where was the portrait of the author's grandfather placed?**
 - (a) above the mantelpiece in drawing room
 - (b) below the mantelpiece in drawing room
 - (c) near the chimney in the kitchen
 - (d) beside the mantelpiece in the drawing room
7. **How has the author's grandfather been portrayed?**
 - (a) wearing a big turban
 - (b) wearing loose-fitting clothes
 - (c) having long white beard
 - (d) all of the above
8. **How old did the author's grandfather appear?**
 - (a) hundred and ten years
 - (b) hundred years
 - (c) ninety years
 - (d) ninety-nine years

9. **Why did the author's grandfather look like only having lots of grandchildren?**
- (a) due to his age
 - (b) due to his infirmity
 - (c) due to his children
 - (d) because he had many wives
10. **Which thought was revolting for the author?**
- (a) his grandfather having children
 - (b) his grandmother being young and pretty
 - (c) his grandmother's age
 - (d) his grandfather's age
11. **What seemed absurd and undignified on the part of the grandmother?**
- (a) her reciting of prayers
 - (b) her stories
 - (c) the games she played as a child
 - (d) her marriage to grandfather
12. **How did the author and other children treat it when the grandmother told them about her childhood?**
- (a) Like the fables of the Prophets she used to tell
 - (b) Like made up stories that are irrelevant
 - (c) Like fairy tale of her time
 - (d) Like absurd and undignified thought
13. **How was the grandmother like?**
- (a) Tall, fat, slightly bent
 - (b) Old, fat, short
 - (c) Short, fat, slightly bent
 - (d) Old, weak, slightly bent
14. **Why was her face a crisscross of wrinkles?**
- (a) due to a disease
 - (b) due to her old age
 - (c) due to scratches made by her grandchildren
 - (d) due to an accident
15. **Why did the grandmother always have one hand on her waist?**
- (a) her waist was paining
 - (b) to balance her stoop
 - (c) as her hand was broken
 - (d) her leg was broken
16. **What was the grandmother doing with her other hand?**
- (a) holding a stick
 - (b) feeding the sparrows
 - (c) combing her hair
 - (d) telling the beads of her rosary
17. **Why were the grandmother slips moving in inaudible prayer?**
- (a) because she was old
 - (b) because she said the prayers silently
 - (c) because she could not speak
 - (d) because she was feeling cold

- 18. How did the grandmother look dressed in spotless white saree and with her silver locks scattered over her pale face?**
- (a) The winter landscapes
 - (b) The white mountain
 - (c) The snow top of the mountain
 - (d) White clouds on top of the mountain
- 19. How did the grandmother say her prayers while getting the author ready for school?**
- (a) in a sweet voice
 - (b) in a silent voice
 - (c) in a monotonous sing-song
 - (d) in a fast manner
- 20. Why did the author listen to the grandmother's prayers?**
- (a) because he wanted to learn the prayers
 - (b) because he loved the prayer
 - (c) because he loved her voice
 - (d) because she was very strict
- 21. Why did the grandmother carry stale chapattis with her?**
- (a) for the temple priest
 - (b) for the author's friends
 - (c) for the village dogs
 - (d) for the beggars near the temple
- 22. What did the village priest teach the students?**
- (a) scriptures
 - (b) alphabet and morning prayer
 - (c) moral lessons
 - (d) science
- 23. What is the meaning of the word 'chorus'?**
- (a) individually
 - (b) in a group
 - (c) between two people
 - (d) working hard
- 24. What was the grandmother doing inside the temple when the author was studying in the temple veranda?**
- (a) Reading scriptures
 - (b) Listening to the prayers
 - (c) Singing prayers
 - (d) Performing puja
- 25. What was the turning point in the relationship of the author and his grandmother?**
- (a) The grandmother's death
 - (b) The marriage of the author
 - (c) The separation of the author from his grandmother
 - (d) Their shifting from the village to the city
- 26. What did the grandmother do in her leisure in the city?**
- (a) Sang prayers
 - (b) Read scriptures
 - (c) Fed sparrows
 - (d) Fed pigeons

- 27. Why was the grandmother distressed with the teachings in English school?**
- (a) There was much emphasis on alphabets
 - (b) There were no lessons on god and scriptures
 - (c) Due to teaching of music
 - (d) Due to teaching of science
- 28. When was the common link of friendship between the author and his grandmother snapped?**
- (a) When the author went abroad
 - (b) When the author joined army
 - (c) When the author went to university
 - (d) When the author got a job
- 29. What was the opinion of the grandmother about music?**
- (a) She supported music classes
 - (b) Music had soothing effect
 - (c) Music had lewd associations
 - (d) Music was essential for overall development
- 30. What did the grandmother accept with resignation?**
- (a) Separation from the author
 - (b) Her fate
 - (c) Her ill-health
 - (d) Her approaching death
- 31. How did the grandmother relax in the afternoon?**
- (a) By singing songs
 - (b) By reciting prayers
 - (c) By spinning the wheel
 - (d) By feeding the sparrows
- 32. Which was the happiest half-hour of the day for the grandmother?**
- (a) The time spent in the temple
 - (b) The time spent with the neighbors
 - (c) The time spent with the sparrows
 - (d) The time spent with the author
- 33. What is the meaning of the sentence, 'at her age one could never tell'?**
- (a) She was very old
 - (b) She did not eat much
 - (c) She did not behave properly
 - (d) She was so old that she could die at any moment
- 34. While going abroad what did the author cherish the most?**
- (a) Love of his family
 - (b) Care of his mother
 - (c) Affection of his grandmother
 - (d) His grandmother's kiss on his forehead
- 35. When did the author come back home?**
- (a) After four years
 - (b) After five years
 - (c) After six years
 - (d) After two years

- 36. What change came over the author's grandmother in the evening?**
- (a) she did not pray
 - (b) she started dancing wildly
 - (c) she collected drums from neighborhood
 - (d) all of the above
- 37. What did the grandmother sing collecting the women of the neighborhood?**
- (a) Her prayers
 - (b) Home-coming of warriors
 - (c) Reception song for the author
 - (d) Scriptures
- 38. What happened the next morning?**
- (a) The grandmother became unconscious
 - (b) The author talked to his grandmother
 - (c) The grandmother was taken ill
 - (d) The grandmother started to sing again
- 39. What did grandmother tell all the family members?**
- (a) to call the doctor
 - (b) to bring her holy books
 - (c) to bring her a new rosary
 - (d) that her end was near
- 40. Why did the grandmother say that she was not going to talk to anyone?**
- (a) because she cannot speak
 - (b) because she wanted to pray
 - (c) because she wanted to die peacefully
 - (d) because she wanted to talk with the angels
- 41. How did they know that she was dead?**
- (a) she closed her eyes
 - (b) the rosary fell from her fingers
 - (c) the doctor declared her dead
 - (d) her last prayer was said loudly
- 42. What was the custom regarding dead people?**
- (a) to cover the dead body with a red shroud
 - (b) to cover the dead body with a white shroud
 - (c) to cover the dead body with a black shroud
 - (d) to keep the dead body uncovered
- 43. Why did the family members stop halfway in the courtyard?**
- (a) as there were hundreds of ants
 - (b) as there were thousands of sparrows
 - (c) as there were thousands of monkeys
 - (d) as there were hundreds of dogs
- 44. Why did the sparrows not take notice of the bread crumbs lying on the floor?**
- (a) they never ate bread crumbs
 - (b) the bread crumbs were stale
 - (c) they were also mourning the death of grandmother
 - (d) they had come to eat chapattis

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	b	12	a	23	b	34	d
2	b	13	c	24	a	35	b
3	c	14	b	25	d	36	a
4	b	15	b	26	c	37	b
5	c	16	d	27	b	38	c
6	a	17	b	28	c	39	d
7	d	18	a	29	c	40	b
8	b	19	c	30	a	41	b
9	a	20	c	31	d	42	a
10	b	21	c	32	c	43	b
11	c	22	b	33	d	44	c

B. Fill in the gaps choosing the correct alternative

- According to the author, his grandmother could not have been pretty, but she was always ____
 - wrinkled
 - beautiful
 - old
 - bent
- _____ was the breakfast that the author had while going to school?
 - Chapatti with butter and sugar
 - Chapatti and curry
 - Chapatti and jaggery
 - Chapatti and butter
- The author's school was _____ to the temple.
 - Attached
 - Close
 - Adjacent
 - Near
- What was/were not taught to the author at the English school?
 - English words
 - Western science
 - Scriptures
 - Music lessons
- _____ would meet the author and his grandmother at the temple door?
 - Sparrows
 - Village monkeys
 - Village dogs
 - Village beggars

ANSWER KEYS

1	b
2	a
3	a
4	c
5	c

C. Give brief answers to the following questions:

1. **How did the grandmother look?**
 - (a) Old, fat, long
 - (b) Long, fat, slightly bent
 - (c) Old, short, slightly bent, fat
 - (d) Slightly bent, fat
2. **What would the grandmother do in the temple daily?**
 - (a) Meditation
 - (b) Read scriptures
 - (c) Sing religious prayers
 - (d) Teach other kids religious prayers
3. **What was the turning point of the friendship between grandmother and author?**
 - (a) When he became an adult
 - (b) When his parents called them both to the city
 - (c) When he left her to live with his parents
 - (d) When they stopped talking
4. **What made the grandmother unhappy about the author's new English School?**
 - (a) The fact that she could no longer help him with the lessons
 - (b) The author didn't like to be taught by grandmother
 - (c) Because they were in a city
 - (d) Because she was an expert in modern science.
5. **What unusual change came in grandmother's evening schedule?**
 - (a) She collected the women of the neighborhood
 - (b) She went for a walk
 - (c) She slept early
 - (d) She played cards
6. **How did the grandmother die?**
 - (a) During telling beads lying on the bed
 - (b) In the hospital
 - (c) During her deep sleep
 - (d) While screaming aloud
7. **How do you feel about the character of grandmother?**
 - (a) Sentimental (b) Detached
 - (c) Obstinate (d) Aggressive
8. **The narrator felt that his grandmother had stayed at the same age for _____**
 - (a) 10 years (b) 20 years
 - (c) 30 years (d) 40 years
9. **The narrator's grandmother is compared to _____**
 - (a) Autumn
 - (b) Monsoon
 - (c) Spring
 - (d) Winter landscape

ANSWER KEYS

1. (c) Old, short, slightly bent, fat
2. (b) Read scriptures
3. (b) When his parents called them both to the city
4. (a) The fact that she could no longer help him with the lessons
5. (a) She collected the women of the neighborhood
6. (a) During telling beads lying on the bed
7. (b) Detached
8. (b) 20 years
9. (d) Winter landscape

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing-room. He wore big turban and loose-fitting clothes. His long white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a crisscross of wrinkles running from everywhere to everywhere. No, we were certain she had always been, as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful.

Questions:

- i. "... that was hard to believe" - What was hard for the writer to believe?
- ii. How did the grandfather look in his portrait?
- iii. What kind of a person did the grandfather appear in his portrait?
- iv. What was 'absurd and undignified' about the grandmother?
- v. How does the writer describe his grandmother?

ANSWER KEYS

- i. ...that his grandmother had once been young and pretty and had even had a husband
- ii. ...he had big turban and loose-fitting clothes... his long white beard covered the best part of his chest... he looked as if a hundred years old
- iii. ...he did not appear like a person who would have a wife or children but he could only have lots of grandchildren
- iv. that she used to play games as a child
- v. she was short and fat and slightly bent her face was wrinkled ... she looked terribly old and looked the same for twenty years she had never been pretty but she was always beautiful

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell... But my grandmother could. She was not even sentimental. She came to leave me at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary, silently she kissed my forehead, and when I left, I cherished the moist imprint as perhaps the last sign of physical contact between us.

But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words, and while she clasped me in her arms, I could hear her reciting her prayer. Even on the first day of my arrival, her happiest moments were with her sparrows whom she fed longer and with frivolous rebukes.

In the evening, a change came over her. She did not pray. She collected the women of the neighborhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the dilapidated drum and sang of the home-coming of warriors. We had to persuade her to stop to avoid overstraining. That was the first time since I had known her that she did not pray.

Questions:

- i. How did the grandmother see the author off at the railway station?
- ii. What memory of the grandmother did the writer cherish during his stay abroad?
- iii. How did she receive him when he came back home from abroad?
- iv. What were her happiest moments on the first day of his arrival?
- v. How did she celebrate his return in the evening?

ANSWER KEYS

- i. she neither spoke nor showed any emotion her lips moved in prayer her fingers were busy telling the beads of her rosary she silently kissed the writer's forehead
- ii. ... grandmother's kiss on his forehead when he left for abroad... the moist imprint which was the last sign of physical contact between them
- iii. ...she met him at the station... she clasped him silently in her arms reciting her prayer
- iv. ...the time she spends in feeding the sparrows
- v. ... She did not pray ... She collected the women of the neighborhood, got an old drum and started to sing... she thumped the drum for several hours and sang of the home-coming of warriors

SOME ADDITIONAL QUESTIONS :

1. How does the author portray his grandmother?
2. The grandmother had a divine duty. How does the author bring this out?
3. What lessons did the writer learn from the village priest?
4. Why didn't the grandmother accompany the writer to school in the city?
5. Why was she disturbed about music lessons at the English school?
6. What were the three ways in which the grandmother spent her days when the author went to university?
7. How did the grandmother see the author off at the railway station?
8. How did sparrows react when the author's grandmother died?
9. "Next morning the sweeper swept the bread crumbs into the dustbin. "What does this line imply?"

THE MAGIC OF TEAMWORK

A. Choose the correct answers from the given alternatives

1. **Who is the Author of the Topic, "The Magic of Teamwork" ?**
 - a. Sam Pitroda
 - b. Hariharan Balakrishnan
 - c. Winston Churchill
 - d. Jawaharlal Nehru
2. **What is the key problem affecting India's progress?**
 - a. Lack of policies
 - b. Lack of Teamwork
 - c. Effective implementation of policies
 - d. None of the above
3. **What does Sam Pitroda talk about?**
 - a. The Magic of Teamwork
 - b. Crab mentality
 - c. Excessive bossism
 - d. Workaholism in corporate sector
4. **Where are the workers placed in a hierarchical corporate structure?**
 - a. At the top
 - b. At the bottom
 - c. Outside the hierarchical framework
 - d. None of the above
5. **What does Pitroda say about 'crab mentality'?**
 - a. It pervades and affects our work ethics
 - b. It is necessary when we work together
 - c. It is antithetical to teamwork
 - d. Both A & C
6. **What comes naturally to our mind when we are assigned a task together?**
 - a. Conflicting Interest
 - b. Hierarchy
 - c. Teamwork
 - d. Sharing of responsibility
7. **What is split level consciousness?**
 - a. To exhibit hidden agenda
 - b. To say something and mean the opposite
 - c. To possess political agenda
 - d. To exhibit bossism over others in a team
8. **Who is a good team player?**
 - a. Who believes in implementing political agendas
 - b. Who possesses crab mentality
 - c. Who believes in bossism
 - d. Who shows respect to others, tolerates different points of view and shows willingness to give and resolve conflicts.
9. **Which is important for beginning a piece of work?**
 - a. To implement some hidden agenda
 - b. To complete the work at any cost
 - c. To begin work forthwith on agreed upon aspects
 - d. To wait for total agreement

10. How does 'diversifying task' affect workers?
- Creates unnecessary hurdles
 - Adversely affect the zeal of workers
 - Increases self-esteem, motivation, and make them good team players
 - None of the above
11. What matters most for a senior position in a corporate hierarchy?
- Age
 - Capability and expertise
 - Policy planning
 - None of the above
12. How did the author handle inefficient employees in C-Dot?
- Issuing suspension order
 - He used to tell them directly to his face in a general meeting
 - demoting them in service
 - None of the above
13. What was the author's intention behind open criticism?
- For benefit of all present and learn from individual's mistake
 - To punish the errant
 - Public humiliation
 - To emphasize that the boss is always right
14. How does a person react if you criticize him in a group?
- Takes it positively
 - He prefers to exit the group
 - Assumes it as a personal criticism
 - None of the above
15. Can an employee afford to criticize his boss face to face in India?
- Yes
 - No
 - Can't say
 - None of the above
16. What is that other snake which kills teamwork?
- Split level consciousness
 - Political agenda
 - Hierarchical bossism
 - None of the above
17. Why is it difficult to build teams in our country?
- Nobody wants to be seen playing second fiddle
 - Lack of self-esteem amongst workers
 - Existing crab mentality
 - Dichotomy and difference in respectability between physical and mental workers

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	a	4	b	7	b	10	c	13	a	16	b
2	c	5	d	8	d	11	b	14	c	17	a
3	a	6	b	9	c	12	b	15	b		

B. Fill in the gaps choosing the correct alternative

1. **Crab mentality stems from _____**
 - a. Our feudal and hierarchical system
 - b. Excessive bossism
 - c. Useless competition among shareholders
 - d. None of the above
2. **In India people somehow unfortunately tend to focus on achieving _____ before commencement of a task?**
 - a. Split level consciousness
 - b. Political agenda
 - c. Total agreement
 - d. Tolerance of different points of view
3. **Remember that _____ is what turns a lump of coal to diamond**
 - a. Teamwork
 - b. Money
 - c. Pressure
 - d. Heat
4. **_____ is the key to corporate and national governance and to get anything done?**
 - a. Hierarchy
 - b. Political agenda
 - c. Policy planning
 - d. Teamwork
5. **'Diversifying task' _____ worker's self-esteem, motivation and makes them team players.**
 - a. Increases
 - b. Decreases
 - c. Adversely affect
 - d. None of the above
6. **We have great policies and ideas how to do things but we severely lack _____**
 - a. Manpower
 - b. Capital investment
 - c. Teamwork
 - d. None of the above
7. **Until we understand how best to _____ the diversity of experience, we will not be able to create and fully utilize the right kind of team**
 - a. Get rid of
 - b. Obtain
 - c. Leverage
 - d. None of the above

ANSWER KEYS

- | | | | | | |
|---|---|---|---|----|---|
| 1 | a | 4 | d | 6 | c |
| 2 | c | 5 | a | 7. | c |
| 3 | c | | | | |

C. Give brief answers to the following questions:

1. Who is a good team player?
2. How did the author motivate the driver to be a team player?
3. What is the key problem?
4. What is the crab mentality?
5. How can right kind of team be created?
6. How does hierarchy come in the way of doing a task together in India?
7. What should the members of the team learn for the effective team work?
8. What does a good work ethic imply?
9. What does the author mean by 'a hidden agenda'? How does it affect team work?
10. How did the author handle inefficient employees in C-DOT?
11. How did the errant employees react to his open criticism?
12. How did the author learn about Indian attitude to criticism?
13. What are the key elements in a team's success?
14. What affects team performance in our country?
15. How do diversifying tasks help workers?
16. Why is it difficult to build teams in India?
17. Does age matter for holding positions?
18. What matters much for a senior position?
19. How should the seniors treat employees with lower self-esteem?
20. What are the fundamental ideals in corporate environment?

ANSWER KEYS

1. The qualities of a good team player are to respect others, to tolerate different points of view, desire to give and the ability to tackle conflicts without either egotism or sycophancy.
2. Motivated the driver to come to his office when he had no work and to help him in office work eg. making copies, filing papers, sending faxes and answering phone calls.
3. Key problem affecting India is lack of implementation.
4. The crab mentality is pulling down any member who achieves success beyond others out of envy.
5. ...Only when we understand how to use a quality or advantage to obtain a desired effect when assigned a task.... Avoiding split level consciousness, any political agenda, believing in good work ethic.
6. ...hierarchy automatically comes to our minds when a task is assigned. A senior person in the group wants to be the leader instead of a follower.

7. ...the team members should learn to understand the strengths and weaknesses of individuals irrespective of status in the hierarchy.
8. ...it implies saying and meaning the same thing...having no political agenda and keeping away from split level consciousness... respecting the views of other team members.
9. Some people say one thing but think in a totally different way. They conceal their true-view point. It adversely affects the functioning of the team.
10. The author did not mince any words in describing the way a certain team member had failed to come up to his expectations. He preferred to tell it on his face and made others aware that they too would be held accountable for their short-comings in future.
11. In a group, if you tell someone that his idea is not good, he automatically takes it as a personal affront. ...but Pitroda preferred to open criticism to mend the errants. ...he assumed that his criticism of one team player made the others aware that they too could be pulled up if they didn't perform. This awareness made the team more efficient.
12. ... The author learned about the Indian attitude to criticisms that, Indians do not differentiate between criticism and idea and criticizing an individual.
13. ...stability, confidence, security and comforts of its members.
14. The difference between physical and mental workers in terms of hour and position affects the performance of the team as a whole.
15. It enhances their self-esteem, motivation and team spirit.
16.because nobody is interested to be subordinate to someone...willing to play second fiddle.
17. Yes - Age does matter in Indian context irrespective of qualification ad experience. An older employee feels uneasy working under a n young one despite the later, efficiency of high calibre.
18. Obviously, capability triumphs over for senior positions in corporate sector.
19. Tact & Empathy on the part of the senior bosses towards the ruffled juniors helps to assuage the latter's hot feelings.
20.in the corporate sector the fundamental ideals are: respect for others, openness, honesty, communication, willingness to disagree, resolution of conflicts and overall recognition for good work.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Lack of teamwork and co-operation is one of the most serious problems affecting progress in all areas of India and wherever Indians work worldwide. The key problem in India is always implementation, not lack of policies. We have great policies and ideas about how to do things, but we severely lack teamwork.

When the Japanese came to work in India to develop the Maruti Suzuki car, a joke went around that one Indian was equal to 10 Japanese: Indians were very smart, capable and dedicated individuals. But 10 Indians were equal to 1 Japanese: Indians lacked team spirit and co-operation. What makes matters even worse is our "crab" mentality - if someone is trying to climb higher and achieve more, the others just drag him down. The signal that the others send out is, "I wouldn't do it; I wouldn't let you do it; and if by chance you start succeeding, we will all gang up and make sure that you don't get to do it."

The question is: Where does this attitude come from, and how do we recognize and handle it? Part of the problem is our cultural background. We've had feudal and a hierarchical social system in which whoever is senior supposedly knows the best. This was fine in earlier times when knowledge and wisdom were passed on orally; but in modern society, there is no way that one person can know everything. Today, you may find that a young computer-trained person has more answers for an accounting problem than a senior accountant has. Until we understand how best to leverage this diversity of experience, we will not be able to create and fully utilize the right kind of teams.

Questions:

- i. What is the key problem that affects India's progress? - lack of policies or lack of implementation or lack of teamwork
- ii. What was the joke about the Indian and Japanese workers at the Maruti Suzuki Company?
- iii. What is the 'crab mentality'?
- iv. Why was the feudal and hierarchical social system fine in earlier times?
- v. How can the right kind of teams be created?

ANSWER KEYS

- i. ...lack of teamwork and co-operation among workers... lack of implementation of policies.
- ii. ... one Indian was equal to 10 Japanese in smartness, capability and dedication but 10 Indians were equal to 1 Japanese due to their lack of team spirit and co-operation.
- iii. ...if someone is trying to climb higher and achieve more, the others just drag him down.
- iv. because in earlier times when knowledge and wisdom were passed on orally and the senior most was supposed to know the best.
- v. ...by trying to understand how best we can leverage diversity of experience at work place.

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

When I was working in C-DOT (400 employee size company), if someone had not been doing well, I used to tell the person directly to his face in a general meeting. The employees said that was insulting and they should be pulled aside individually to be told of the inefficiency. But in today's world, you cannot afford to do that every time. Besides, figured that criticizing someone in a meeting was for the benefit of all present, and everyone could learn from that individual's mistakes. It was then that learned how Indians do not differentiate between criticizing an idea and criticizing an individual.

So, in a group, if you tell someone that his idea is no good, he automatically takes it personally and assumes that you are criticizing him. No one can have a good idea everyday on every issue. If you disagree with my idea, that does not mean that you have found fault with me as a person. Thus, it is perfectly acceptable for anyone to criticize the boss - but this concept is not a part of the Indian System. So from time to time, it is important for an organization's Chief Executive to get a report on the psychological health of the firm. How do people in the team feel? Are they stable? Confident? Secure? Comfortable? These are the key elements of a team's success. For a boss to be comfortable accepting criticism from subordinates, he must feel good about himself. Self-esteem is a key prerequisite to such a system being successful.

Questions:

- i. How did the writer deal with someone who had been doing badly?
- ii. How did the employees react to such public criticism?
- iii. What did the writer learn from the reaction of the employees?
- iv. What is not a part of the Indian system?
- v. What would help a boss to be comfortable accepting criticism from subordinates?

ANSWER KEYS

- i. used to tell the person directly to his face in a general meeting
- ii. that it was insulting to them they should be personally told of their inefficiency
- iii. ...that Indians do not differentiate between criticizing an idea and criticizing an individual
- iv. ...criticising the boss
- v. ... he must feel good about himself understand the psychological health of the firm and the key elements of a team's success

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Diversifying tasks increases workers' self-esteem and motivation and makes them team players, Now, even If I call him for work in the middle of the night, he is ready - because I respect him for what he does. Team Interactions unfortunately, when good teams do get created, almost invariably fall apart. In our system today. it is very difficult to build teams because nobody wants to be seen playing second fiddle. It is very hard in India to find good losers. Well, you win some and you lose some. If you lose some, you should move on! You don't need to spend all your time and energy of different cultural backgrounds, religions, ethnicities and caste groups a fertile ground of diversity in the workplace. We should actually be experts in working with diversity. But it can only happen when we get rid of personal, caste and community interests.

There could be a 40-year-old CEO with a 55-year-old VP. It has nothing to do with age; capability and expertise are what counts. But you don't yet see these attitudes taking hold in India. Managers in the US corporate environment who work with Indians and in fact, with Asians in general - need to recognize that these individuals have a tendency to feel that they are not getting recognition or are not being respected.

Questions:

- i. How is diversifying tasks in corporate governance helpful?
- ii. Why is it very difficult to build teams in Indian system today?
- iii. What does the writer mean by 'a fertile ground of diversity in the workplace'?
- iv. What matters much for a senior position?
- v. What is the tendency of the senior Indian managers?

ANSWER KEYS

- i. increases workers' self-esteem and motivation and makes them team players
- ii. because nobody wants to be seen playing second fiddle
- iii. ... diverse cultural backgrounds, religions, ethnicities and caste groups
- iv. ... capability and expertise
- v. ... they need recognition and respect

4. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

There could be a 40-year-old CEO with a 55-year-old VP. It has nothing to do with age; capability and expertise are what counts. But you don't yet see these attitudes taking hold in India. Managers in the US corporate environment who work with Indians and in fact, with Asians in general - need to recognize that these individuals have a tendency to feel that they are not getting recognition or are not being respected. It must be realized that these individuals have lower self-esteem to begin with and therefore have to be pampered and encouraged a little more because they need it. This makes them feel better and work better. There is no substitute for Teamwork. Teamwork is key to corporate and national governance, and to get anything done.

The fundamental issues are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict, and recognition that the larger goal of the team as a whole is above individual or personal agendas. Don't be afraid of pressure. Remember that pressure is what turns a lump of coal into diamond.

Questions:

- i. What matters much for a senior position?
- ii. What type of individuals have lower self-esteem?
- iii. How should the seniors treat employees with lower self-esteem?
- iv. How does the writer view teamwork?
- v. What are the fundamental ideals in corporate environment?

ANSWER KEYS

- i. ...capability and expertise
- ii. ...who feel that they are not getting recognition or are not being respected
- iii. ...they should pamper and encourage these employees a little more so that they can feel better and work better
- iv. ... there is no substitute for Teamwork...Teamwork is key to corporate and national governance
- v. ...respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict, and the larger goal of the team as a whole

ADDITIONAL QUESTIONS :

1. What is the joke about the Indian and Japanese workers at the Company?
2. "If this were happening in India" - what does the author mean by "this"?
3. Should the members of a team exercise leadership only or accept the lead of others only in 'true teamwork'?
4. Is total agreement on conflicting issues possible?
5. Does criticizing an idea mean criticizing an individual?
6. How can working with diversity happen?

DEVELOPMENT OF POLIO VACCINES

A. Choose the correct answers from the given alternatives

1. **Who is/are the author/authors of "Development of Polio Vaccines"?**
 - a. Louis Fischer
 - b. Jessie Owens
 - c. Bonnie A.M. Okonek & Linda Morganstein
 - d. Sam Pitroda
2. **When did poliomyelitis plague America?**
 - a. 1915
 - b. 1921
 - c. 1914
 - d. 1939
3. **What are the early symptoms of Polio attack?**
 - a. Jaundice
 - b. Flu like symptoms
 - c. Blurred vision
 - d. Unexplained weakness
4. **What are the hazards of Polio attack?**
 - a. Urological disorder
 - b. Gastrointestinal disorder
 - c. Neurological Disorder
 - d. Psychosomatic disorder
5. **What percentage of infected people affected by Polio does actually suffer seriously?**
 - a. 5%
 - b. 10%
 - c. 15%
 - d. 1%
6. **Who are frequently exposed to Polio virus?**
 - a. Senior Citizens
 - b. Children
 - c. Middle-aged women
 - d. Sports personnel
7. **Which American president spearheaded the fight against Polio?**
 - a. Joe Biden
 - b. Richard Nixon
 - c. Franklin Roosevelt
 - d. Donald Trump
8. **Did polio affect the political career of American president Mr Roosevelt?**
 - a. Yes
 - b. No
 - c. Can't tell
 - d. None of the above
9. **When did early attempts for Polio vaccines are made?**
 - a. 1900
 - b. 1920
 - c. 1957
 - d. None of the above
10. **Name the immunologist who first discovered the Polio vaccine?**
 - a. Albert Bruce Sabin
 - b. Dr Jonas Salk
 - c. Ronald Ross
 - d. Henry Dunant

11. **Who invented the oral polio vaccine?**
 a. Alexander Fleming
 b. Dr Jonas Salk
 c. Albert Bruce Sabin
 d. Edward Jenner
12. **How was the Salk vaccine given?**
 a. Vaccine injection
 b. Oral drops
 c. Through blood infusion
 d. Oral drug administration
13. **How was Sabin vaccine given?**
 a. Vaccine Injection
 b. Oral Drops
 c. Through blood infusion method
 d. Oral tablets
14. **In which year Polio was declared eradicated in America?**
 a. 1990 b. 1993
 c. 2000 d. 1994

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|----|---|----|---|
| 1 | c | 3 | b | 5 | d | 7 | c | 9 | a | 11 | c | 13 | b |
| 2 | b | 4 | c | 6 | b | 8 | b | 10 | b | 12 | a | 14 | d |

B. Fill in the gaps choosing the correct alternative

1. _____ form of polio affects limbs
 a. Viral
 b. Spinal
 c. Cranial
 d. None of the above
2. _____ form of Polio affects Lungs
 a. Muscular
 b. Bulbar
 c. Viral
 d. None of the above
3. **Poliomyelitis is basically a/an _____ disease**
 a. Infectious
 b. Gastric disorder
 c. Paralytic
 d. Both A & C
4. **Poliomyelitis is an acute viral disease that spreads primarily via _____**
 a. Faecal-oral route
 b. Eye to eye contact
 c. Shaking of hands
 d. Infected water
5. _____ foundation took the initiative in America for elimination of Polio
 a. Republicans
 b. Democrats
 c. March of Dimes
 d. None of the above
6. **The World Health Organization had set the target for eradication of poliomyelitis from world by _____**
 a. 1994 b. 2000
 c. 2001 d. 1988

7. _____ bacteria are used as a host for bacterial gene cloning in the field of recombinant biotechnology
- Streptococcus
 - Bacillus anthracis
 - Escherichia coli
 - Cellulitis
8. An In-Activated Polio Vaccine (IPV) was developed by _____ and first used in USA
- Ronald Ross
 - Dr Jonas Salk
 - Dr Albert Bruce Sabin
 - Alexander Flaming
9. A live attenuated (weekend) oral polio vaccine(OPV) was developed by _____ and first used in 1961
- Ronald Ross
 - Dr Jonas Salk
 - Dr Albert Bruce Sabin
 - Alexander Flaming
10. Dr Jonas Salk had begun his medical research career on immunology in the year _____ at Pittsburg University?
- 1957
 - 1954
 - 1947
 - None of the above
11. The Sabin Oral Vaccine (OPV) which was made available in 1963 is given in _____ dosage in the first two years of a child.
- Two
 - Four
 - Three
 - Five

ANSWER KEYS

- | | | | | |
|------|------|------|------|-------|
| 1. b | 4. a | 6. b | 8. b | 10. c |
| 2. b | 5. c | 7. c | 9. c | 11. c |
| 3. d | | | | |

C. Give brief answers to the following questions:

- When did Polio plagued America?
- What is poliomyelitis?
- How does polio affect humans?
- What are the preliminary symptoms of a polio attack?
- What percentage of people are likely to develop serious symptoms?
- Is Poliomyelitis asymptomatic?
- Which things are carriers of Polio virus?
- What are the true forms of polio?
- Did Polio affect Roosevelt's career?
- What was the highest position that Roosevelt achieved in his political career?
- Who were the most vulnerable to Polio?

12. Why were the parents in the early 1950s afraid of sending their children to schools?
13. Why did early attempts at the development of polio vaccine fail?
14. Why were some children immune to polio before the 1900s?
15. Did improved sanitation help to avoid polio attack before the 1900s?
16. How did the March of Dimes work for the elimination of Polio?
17. What method did Jonas Salk use to develop Polio Vaccine?
18. How was the first Polio vaccine accepted?
19. What are the advantages of an oral vaccine?
20. What induces higher levels of antibody formation?
21. Is complete eradication of Polio possible?

ANSWER KEYS

1. ...1921
2.infectious disease normally affecting children...starts as flu like fever eventually leading to paralysis at times....1% of infected ones becomes serious leading to paralysis...it may be symptomatic or asymptomatic-can spread through air, food, water and physical contact with human infected feces.
3.can strike quickly entering the body by nose/mouth...affecting intestine where it incubates. After some days flu like symptoms occur...intensified through contact with infected feces, through droplets... air,food,water.
4.Flu like symptoms such as headache, nausea, vomiting and fever.
5. ...out of 10% of infected people with symptoms, only 1 % develop serious paralytic form of polio.
6. ..yes...sometimes.
7.spreads through contact with infected faeces, or through infected droplets travelling through the air, in food or in water.
8.primarily of two types: - in some cases, the virus enters the bloodstream enabling formation of human antibodies. In these cases, progression stops with achievement of lifelong immunity. In some serious cases (1%) it takes a severe form infecting the brain and spinal cord leading to paralysis beyond recovery. Accordingly, they are called Bulbar form which affects the lungs so that the patients cannot breathe and the spinal form that affects the limbs.
9. ..No, with strong determination and will power, he could withstand the disease and became the American President.
10. American Presidency.
11. Children

12. Parents were aware of the seriousness of the disease leading to paralysis. In the absence of a vaccine, they were panicked and refrained from sending their wards to schools.
13. ... Because researchers didn't know that there was more than one virus...Polio is caused by three strains of white stable viruses which can remain infectious for long period of time in water and foods. To be effective the vaccine has to confer immunity against all three strains.
14. Ironically, immunity was acquired primarily during infancy because sanitation conditions were poor and sewage and water treatments were primitive. Babies were frequently exposed but they were not severely affected as their mother's antibodies had passed onto them though breast-feeding eventually developing immunity against polio.
15. ...with improved sanitation, infants were no longer exposed at an age when they were protected. So, they didn't develop antibodies. So, when they are exposed to virus in later childhood and adulthood they were at the risk of suffering from Polio.
16. Founded with the help of president Roosevelt, this organization decided to enlist the services of respected researchers who would develop a safe vaccine against Polio.
17.he started researching how to develop vaccine by growing polio virus in cell culture. In 1952, he became the first to develop a successful vaccine, using a mixture of the three types of virus, grown in monkey kidney cultures. He developed a process using formalin, a chemical that inactivated the whole virus.
18. In 1955, the US Govt. quickly granted permission for the vaccine to be distributed to children to ward off polio.
19. The advantage of a live oral vaccine is its long-lasting immunity, the prevention of reinfection of the digestive tract and lower cost of administering the vaccine orally because sterile syringes and needles are not necessary.
20. More effective culturing and purification techniques developed in recent times allowing the vaccine to induce higher levels of antibody formation.
21. .. theoretically possible researchers and immunologists are quiet positive about it and believe that Polio may have to follow the footsteps of smallpox on earth.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow :

Roosevelt was determined not to let this major illness get the best of him. He not only continued his illustrious political career, resulting in his well-documented and long-term Presidency of the United States, but he went on to spearhead: the fight against polio, increasing public awareness of the deadly disease and promoting research. Although polio never devastated large numbers of the population like the plague or influenza, it was a frightening, highly contagious disease that attacked both the poor and rich and arose in terrifying outbreaks which seemed impossible to stop in spite of advances in medicine.

Through the first half of this century, basic hygiene methods and knowledge had advanced tremendously. For the first time in civilization, people came to expect good health instead of merely hoping for it. But, polio still attacked, and children were the most vulnerable. Many can remember seeing, in the early 1950s, heartbreaking posters of children on crutches or in iron lungs, the cumbersome mechanical aids which helped those whose lungs were paralyzed to breathe. Lacking a vaccine, parents throughout the country panicked, keeping their children from schools and other public facilities.

Questions:

- (i) What was the highest position that Roosevelt had achieved in his political career?
- (ii) How did he spearhead the fight against polio?
- (iii) Why was polio a deadly disease?
- (iv) Who are the most vulnerable to polio?
- (v) Why were parents in the early 1950s afraid of sending their children to schools?

ANSWER KEYS

- i. ... Presidency of the United States of America.
- ii. ... by spreading public awareness of polio and promoting research on its prevention and cure.
- iii. ... a highly contagious disease... it attacked both the poor and the rich. when it broke out it seemed impossible to stop.
- iv. ... children.
- v. ... because there were no vaccines to prevent children from contracting polio.

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow :

Ironically, before the 1900s, immunity was acquired primarily during infancy because sanitation conditions were poor and efforts at sewage and water treatments were primitive. Babies were frequently exposed to polioviruses. These infants did not contract the disease because their mothers' antibodies were passed on to them through breast feeding. The babies then developed their own antibodies to the virus.

Paradoxically, when sanitation improved, infants were no longer exposed at an age when they were protected, so they did not develop antibodies to the viruses. Consequently, when they were exposed to the virus in later childhood and adulthood, they were at risk to contract polio.

This understanding about the nature of polio grew through painstaking research over the first half of the twentieth century, much of it funded by the March of Dimes, a grassroots organization founded with the help of President Roosevelt. The organization decided to enlist the services of a respected researcher who was certain he could find a safe vaccination.

Questions:

- i. When was immunity acquired before the 1900s?
- ii. How did babies develop immunity against polio before the 1900s?
- iii. How did babies have antibodies to polioviruses?
- iv. Why were children and adults at risk to contract polio?
- v. How could researcher understand the nature of polio?

ANSWER KEYS

- i. ...primarily during infancy.
- ii. ...by being frequently exposed to polioviruses as sanitation conditions were. poor and primitive.
- iii. ...their mothers' antibodies were passed on to them through breast-feeding... they developed their own antibodies as they grew up.
- iv. because of improved sanitation they were not exposed to polioviruses and did not develop antibodies to them.
- v. ...through painstaking research over the first half of the twentieth century funded by the March of Dimes.

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Dr. Jonas Salk had begun his medical research career studying immunology. In 1947, while at the University of Pittsburgh, he began his research on poliovirus. His research was greatly helped in 1949, when a method of growing poliovirus in cell culture, instead of having to use primarily monkeys for research was discovered. Salk needed to find a way to process the viruses so that they were less infectious, before using them in a vaccine. In 1952, Salk

was the first to develop a successful vaccine using a mixture of the three types of virus, grown in monkey kidney cultures. He developed a process using formalin, a chemical that inactivated the whole virus.

What followed was massive testing of the vaccine in clinical trials in the United States and parts of Canada, begun in 1954. The scope of the trials was unprecedented in medical history. The results were dramatic. Cases of polio fell spectacularly in the vaccinated test groups. In 1955, the government quickly granted permission for the vaccine to be distributed to the children of our country. But, there was a problem with the original Salk vaccine. The vaccine actually induced 260 cases of poliomyelitis, including 10 deaths. The problem was traced to incomplete inactivation of some virus particles, which was soon corrected. Since then the vaccine has been highly effective, with a 70-90% protection rate.

Questions:

- (i) What method did Jonas Salk use to develop polio vaccine?
- (ii) How did Salk develop a successful vaccine?
- (iii) What did clinical trials of the vaccine in the US and Canada reveal?
- (iv) How was the first polio vaccine accepted?
- (v) What was the problem with the original Salk vaccine?

ANSWER KEYS

- i. growing poliovirus in cell culture.
- ii. ... using a mixture of the three types of virus, grown in monkey kidney cultures he used formalin, a chemical that inactivated the whole virus.
- iii. that cases of polio fell spectacularly in the vaccinated test groups.
- iv. ...in 1955, the US government quickly granted permission for the vaccine to be distributed to the children.
- v. incomplete inactivation of some virus particles.

SOME ADDITIONAL QUESTIONS :

1. When did Roosevelt find out that he had Polio?
2. How did he spearhead the fight against Polio?
3. How did Salk develop a successful vaccine?
4. How was Salk Vaccine given?
5. How is Sabin Vaccine given?
6. What are the major disadvantages of an oral vaccine?

UNIT - II : POETRY

DAFFODILS

A. Choose the correct answers from the given alternatives

1. **What does the opening line of the poem "Daffodils" suggest?**
 - (a) The poet was wandering aimlessly
 - (b) The poet was searching for the daffodils
 - (c) The poet was like a cloud
 - (d) The clouds over the hill were lonely
2. **What did the poet see?**
 - (a) A lot of clouds
 - (b) A lonely cloud over the hill
 - (c) A host of golden daffodils
 - (d) Both (B) and (C)
3. **Where did the poet see the daffodils?**
 - (a) Beside the lake
 - (b) Near the tree
 - (c) In a big field
 - (d) On top of the lonely hill
4. **What were the daffodils doing?**
 - (a) Dancing and singing with the breeze
 - (b) Fluttering and dancing in the breeze
 - (c) Shining with a happy glaze
 - (d) Dancing in the water of the lake
5. **Where were the daffodils?**
 - (a) Beneath the trees
 - (b) On top of the hill
 - (c) Over the vales
 - (d) Near the stream
6. **Whom does the poet compare the daffodils with?**
 - (a) Stars (b) Trees
 - (c) Clouds (d) Lake
7. **Where do the stars shine?**
 - (a) On the sky
 - (b) On the milky way
 - (c) In the water of the lake
 - (d) On top of the daffodils
8. **What similarity does the poet see between the daffodils and the stars?**
 - (a) Their unusual number
 - (b) Their long continuous stretch
 - (c) Their shine and beauty
 - (d) Their appearance in the dark
9. **Where were the daffodils stretched in a never- ending line?**
 - (a) On the foot of a hill
 - (b) Under the bright starry sky
 - (c) On the margin of a bay
 - (d) Beneath the trees over the hill
10. **How many daffodils did the poet say he saw at a glance?**
 - (a) Thousands
 - (b) Hundreds
 - (c) Ten thousand
 - (d) Lakhs

- 11. Which of the following is a simile?**
- (a) For oft, when on my couch I lie
 - (b) The waves beside them danced
 - (c) Continuous as the stars that shine
 - (d) They stretched in a never-ending line
- 12. Who else danced with the daffodils?**
- (a) The trees (b) The stars
 - (c) The waves (d) The poet
- 13. How does the poet describe the dance of the daffodils?**
- (a) Lively (b) Attractive
 - (c) Elegant (d) Enchanting
- 14. Who out-did the sparkling waves in glee?**
- (a) The stars (b) The daffodils
 - (c) The breeze (d) The clouds
- 15. What did Wordsworth do?**
- (a) Kept on gazing the daffodils
 - (b) Kept on dancing with the daffodils
 - (c) Kept on wandering along the daffodils
 - (d) Kept on singing with the daffodils
- 16. What did Wordsworth not know while gazing at the dancing daffodils?**
- (a) What peace the site had brought to him
 - (b) What wealth the site had brought to him
 - (c) What solitude the site had brought to him
 - (d) What inspiration the site had brought to him
- 17. What does the poet mean by "wealth" when he says "What wealth the show to me had brought"?**
- (a) Motivation
 - (b) Great scenery and pleasure
 - (c) Happiness and joyous memory
 - (d) Pleasure of solitude
- 18. What are the two different moods of the poet?**
- (a) Blissful and pensive
 - (b) Loneliness a pensive
 - (c) Seclusion and blissful
 - (d) Pensive and aimless
- 19. When does the poet remember the site of the dancing daffodils?**
- (a) When lying in a happy mood
 - (b) When in vacant or pensive mood
 - (c) When in happy mood
 - (d) When alone in a happy mood
- 20. What happens when the poet lies on his couch in a vacant or pensive mood?**
- (a) He writes poem on the daffodils
 - (b) The memory of the daffodils flashes upon his inward eye
 - (c) He sees the daffodils growing in number in his inward eye
 - (d) He gets lost in his thoughts
- 21. What are the two moods of the poet when he remembers the daffodils?**
- (a) Vacant and pensive
 - (b) Happy and plaintive
 - (c) Solitude and company
 - (d) All of the above

- 22. What does the memory of the daffodils do to the poet?**
- (a) Takes him to a jocund company
 - (b) Fills his heart with pleasure
 - (c) Drags him out of his solitude
 - (d) Helps him overcome his sorrow
- 23. Who dances with the daffodils?**
- (a) The poet (b) The stars
 - (c) The clouds (d) The poet's heart
- 24. What is the bliss of solitude?**
- (a) The joyous memory of the daffodils
 - (b) Being in the company of the daffodils
 - (c) Being lonely
 - (d) Being in a pensive mood
- 25. What does "Glee" mean?**
- (a) Sadness (b) Gloom
 - (c) Happiness (d) Joy
- 26. Which of the following words mean "Merry"?**
- (a) Gay (b) Jocund
 - (c) Bliss (d) Glee
- 27. What does the poet mean by "host" when he says "a host of golden daffodils"?**
- (a) one who entertains
 - (b) a guest
 - (c) a large number
 - (d) a merry company
- 28. Who was/were wandering lonely?**
- (a) A cloud (b) The poet
 - (c) The daffodils (d) The stars
- 29. Whom does the poet compare himself with?**
- (a) The daffodils
 - (b) The cloud
 - (c) The stars
 - (d) The lake
- 30. The poet has made two comparisons in the poem "Daffodils". What are they?**
- (a) Himself with a cloud, daffodils with the stars
 - (b) Happiness with the daffodils, stars with daffodils
 - (c) Himself with the daffodils, daffodils with the stars
 - (d) Himself with the stars, daffodils with the stars
- 31. Whom does the poet personify in the poem "Daffodils"?**
- (a) The daffodils
 - (b) The cloud
 - (c) The stars
 - (d) The lake and trees
- 32. How does the poet personify the daffodils?**
- (a) By calling them a company
 - (b) By saying they are fluttering and dancing
 - (c) By referring to them as a host
 - (d) By keeping them in his memory

33. Which of the following is an exaggerated phrase/statement?
 (a) A host of golden daffodils
 (b) Ten thousand saw I at a glance
 (c) The waves beside them dances
 (d) I wandered lonely as a cloud
34. Which of the following means "Moving to and fro"?
 (a) Dancing (b) Sprightly
 (c) Fluttering (d) Tossing
35. Which of the following is opposite of "Vacant"?
 (a) Plaintive (b) Pensive
 (c) Gleeful (d) Jocund
36. What Is the "inward eye" the poet mentions in the poem "Daffodils"?
 (a) Inner eye (b) Mind's eye
 (c) Heart's eye (d) Closed eyes
37. How many times is the word "dance" repeated in this poem?
 (a) Two (b) Three
 (c) Four (d) Five
38. What does the poet mean by "little thought" when he says "I gazed-and gazed-but little thought"?
 (a) He had thought a little
 (b) He had not thought
 (c) He had some thought
 (d) He had a small thought
39. How did the daffodils surpass the waves?
 (a) In their cheerfulness and brightness
 (b) In their sprightly dance
 (c) With their shine and number
 (d) In their beauty and joyfulness

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	c	11	c	21	a	31	a
2	c	12	c	22	b	32	a
3	a	13	a	23	d	33	b
4	b	14	b	24	a	34	d
5	a	15	a	25	d	35	b
6	a	16	b	26	b	36	b
7	a	17	c	27	c	37	c
8	b	18	a	28	b	38	b
9	c	19	b	29	b	39	a
10	c	20	b	30	a		

B. Fill in the gaps choosing the correct alternative

1. **William Wordsworth is a poet of ____**
(a) Country (b) Revolt
(c) Nature (d) War
2. **William Wordsworth was a/an _____ poet.**
(a) Irish (b) Scottish
(c) English (d) Welsh
3. **Wordsworth was honored as _____.**
(a) A romantic poet
(b) A poet of nature
(c) War poet
(d) England's Poet Laureate
4. **The statement "Ten thousand saw I at a glance" is a _____**
(a) Simile (b) Metaphor
(c) Parable (d) Hyperbole
5. **Who is/are a merry company?**
(a) The daffodils (b) The stars
(c) The clouds (d) The poet
6. **A poet couldn't but be a gay means _____**
(a) A poet cannot help dancing
(b) A poet cannot help being happy
(c) A poet cannot be alone
(d) A poet help being mesmerized
7. **The word "Bliss" means _____**
(a) Great loneliness
(b) Great joy
(c) Great love
(d) Great blessing
8. **"A state of loneliness" is called _____**
(a) Pensive (b) Vacant
(c) Solitude (d) Pleasure
9. **"Ten thousand saw I at a glance, tossing their heads in sprightly dance." Here "sprightly dance" means _____**
(a) A religious dance
(b) Dance of angels
(c) A heavenly dance
(d) Lively dance
10. **"I wandered lonely as a cloud" This statement is an example of a _____**
(a) Smile
(b) Metaphor
(c) Personification
(d) Hyperbole
11. **I gazed and gazed suggests that the poet _____.**
(a) Took time to see all the flowers
(b) Had no other work
(c) Was lonely
(d) Was enchanted

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | | | |
|---|---|---|---|----|---|
| 1 | c | 5 | a | 9 | d |
| 2 | c | 6 | b | 10 | a |
| 3 | d | 7 | b | 11 | d |
| 4 | d | 8 | c | | |

C. Give brief answers to the following questions:

1. When did the poet see the daffodils
2. Where did the poet see the daffodils?
3. How did the poet describe the large number of daffodils?
4. How did the daffodils appear to the poet?
5. How did the show of the "Jocund Company" affect the poet?
6. What happens to the poet when he lies on his couch?
7. What does the expression, "inward eye" mean here?

ANSWER KEYS

C. Give brief answers to the following questions:

1. The poet saw the daffodils as he was travelling aimlessly all alone in the English country side
2. The poet saw the daffodils beneath the trees beside a lake, as he was travelling in the English country side
3. The poet describes unusual number of Golden daffodils, besides the lake using words, "a crowd and a "host"
4. The daffodils appeared to be dancing and tossing their heads in brisk and lively manner.
5. The beautiful sight of host of daffodil made the poet immensely happy.
6. The pleasant sights of the Golden Daffodil dancing spritely along the border of the lake flashes across his mind's eye and gives him renewed pleasure.
7. The inward eye here means the mind's eye. If we see something in our mind's eyes, we imagine it and recreate a clear picture of it in our mind.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Tossing their heads in sprightly dance.

Questions:

- i. What does the poet compare himself to in the 1st line? Which figure of speech is used here?
- ii. Where did the poet come across the daffodils?
- iii. What resemblance does he find between the daffodils and the stars on the Milky Way?
- iv. Quote the line which is similar in meaning with "Fluttering and dancing in the breeze."
- v. What is the rhyme scheme in the first stanza? Is the rhyming pattern similar in the second stanza?

ANSWER KEYS

1.
 - i. ... with a solitary piece of cloud floating high above the hills and dales in the sky ... simile
 - ii. ... under the trees by the side of the lake
 - iii. ... daffodils stretched in a never-ending line like the stars shining continuously on the milky way daffodils dancing and fluttering in the breeze looked like the twinkling stars
 - iv. ... "Tossing their heads in sprightly dance."
 - v. ... aba b cc... the first line rhymes with the third and the second with the fourth ending with a rhyming couplet ... yes

2. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

The waves beside them danced; but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought.
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Questions:

- i. How does the poet feel looking at the daffodils?
- ii. What happens to the poet when he lies on his couch?
- iii. What does the poet feel when he remembers the sight of the daffodils?
- iv. When does the poet write the poem - beside or off the
- v. Mention the two moods of the poet.

ANSWER KEYS

2.
 - i. ... cheerful among the delightful daffodils
 - ii. ... the sight of delightful daffodils flashed upon his inward eye
 - iii. ... his heart is filled with pleasure ... his heart leaps up in joy like the dancing daffodils
 - iv. ... off the lake... at his home in solitude
 - v. ... vacant and pensive moods ... the first is calmness of mind and the other is thoughtful

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

The waves besides them danced, but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought.
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Questions:

- i. How does the poet feel looking at the daffodils?
- ii. What happens to the poet when he lies on his couch?
- iii. What does the poet feel when he remembers the sight of the daffodils?
- iv. When does the poet write the poem - beside or off the lake?
- v. Mention the two moods of the poet.

ANSWER KEYS

- 3 i. ...cheerful among the delightful daffodils
- ii. ...the sight of delightful daffodils flashed upon his inward eye
- iii. ...his heart is filled with pleasure ... his heart leaps up in joy like the dancing daffodils
- iv. off the lake ... at his home in solitude
- v. vacant and pensive moods ... the first is calmness of mind and the other is thoughtful

ADDITIONAL QUESTIONS:

1. How does the poet compare himself to lonely cloud in the sky?
2. What resemblance does the poet find between the stars and the daffodils?
3. Which of the two danced more sprightly - the waves or the daffodils?
4. Mention the two moods of the poet
5. When does the poet write the poem - beside or off the lake?
6. In which line does it create a sense of harmonious relationship between the daffodils and the waves?
7. What figure of speech do you find in the poem?
8. What figure of speech does the poet use in "They stretched in never-ending line"?

THE BALLAD OF FATHER GILLIGAN

A. Choose the correct answers from the given alternatives

1. **What is a ballad?**
 - (a) A narrative poem telling a story
 - (b) A subjective poem
 - (c) A descriptive poem
 - (d) A short poem
2. **Why was the old priest weary day and night?**
 - (a) His services were required more frequently lately
 - (b) He had a lot of work to do everyday
 - (c) His parishioners were sick and needed his assistance
 - (d) He was required to pray day and night
3. **What had happened to the parishioners?**
 - (a) They were affected by some infectious diseases
 - (b) Most of them were either dead or in their death beds
 - (c) They had chosen wrong path
 - (d) They had left the priest alone
4. **Who are father Gilligan's flock?**
 - (a) The sick people
 - (b) The dead
 - (c) His parishioners
 - (d) The church attendants
5. **What does "under green sods lay" imply?**
 - (a) The parishioners are dead
 - (b) The parishioners are sick
 - (c) The parishioners are dying
 - (d) The parishioners are lying under trees
6. **When did the father nod on a chair?**
 - (a) At the mid-night
 - (b) At the moth-hour of evening
 - (c) In the morning
 - (d) One afternoon
7. **What happened when the father nodded on a chair?**
 - (a) Another dying man sent for him
 - (b) A sick man sent for him
 - (c) The God sent for him
 - (d) Lots of insects surrounded him
8. **What does the "moth-hour of eve" signify?**
 - (a) Evening time
 - (b) Morning time
 - (c) Night time
 - (d) Day time
9. **Why is the evening time called the "moth-hour" in the poem?**
 - (a) Because it appears like moths flying around
 - (b) Because moths in great numbers appear at this hour
 - (c) Because moths bring the evening
 - (d) Because moth-hour is another word for evening
10. **How did the father react when another poor man sent for him?**
 - (a) He denied to go
 - (b) He scolded the messenger
 - (c) He began to grieve
 - (d) He started at once

- 11. What did the father complain?**
- (a) He had no rest, nor joy, nor peace
 - (b) He had to perform the priestly duties
 - (c) He had no peace, nor rest, nor time
 - (d) He had to always attend the sick
- 12. Why did the father have no rest?**
- (a) A lot of his parishioners were sick
 - (b) A lot of his parishioners were dying
 - (c) A lot of his parishioners have disappeared
 - (d) He had to travel a lot
- 13. Why did he ask for God's forgiveness?**
- (a) He realized that he had committed a sin by complaining
 - (b) He realized that it was his duty to attend the dead
 - (c) He realized that he was wrong in assuming that he had no rest
 - (d) He realized that complaining may make God angry
- 14. What does "My body spoke, not I!" imply?**
- (a) The father's body spoke not his mouth
 - (b) The father's-tired body complained not he
 - (c) The father's body speaks for him
 - (d) The father was very tired so couldn't speak
- 15. How did the father pray?**
- (a) With his hands folded
 - (b) Kneeling on the ground
 - (c) Kneeling and leaning on the chair
 - (d) In the church
- 16. Why did he fall asleep during his prayer?**
- (a) He didn't want to attend the dying man
 - (b) His body was very tired and mind distressed
 - (c) He wanted to have some rest
 - (d) He was sick
- 17. What happened when the father slept?**
- (a) The moths multiplied in number
 - (b) Another man sent for him
 - (c) Night became deep and windy
 - (d) The evening turned to night
- 18. What in the poem tells us that the night approached when the father was asleep?**
- (a) Moth-hour began to peep
 - (b) He fell asleep
 - (c) Stars began to appear
 - (d) Birds started going to their nests
- 19. What happened to the stars?**
- (a) They grew in number
 - (b) They dazzled more
 - (c) They looked at the sleeping priest
 - (d) They covered the sky
- 20. What does "the time of sparrow-chirp" refer to?**
- (a) Evening
 - (b) Night
 - (c) Dusk
 - (d) Dawn
- 21. When did the father wake up?**
- (a) At mid-night
 - (b) At dawn
 - (c) In the morning
 - (d) In the afternoon

- 22. The moths appear on two occasions. What are they?**
- (a) Dusk & Dawn
 - (b) Morning & Evening
 - (c) Evening & afternoon
 - (d) Night & evening
- 23. What shows that the father was shocked when he woke up?**
- (a) He stood upright
 - (b) He heard the sparrows chirp
 - (c) He got up with a shock
 - (d) He started to run
- 24. Why was the father shocked?**
- (a) He saw the moths again
 - (b) He thought that the man had died while he slept
 - (c) He realized that he had not finished his prayer
 - (d) He realized that he couldn't attend the sick man
- 25. Whom did father Gilligan wake up from sleep?**
- (a) His parishioner
 - (b) The sick man
 - (c) His horse
 - (d) His attendant
- 26. Why did father Gilligan ride with less care?**
- (a) He didn't know how to ride a horse
 - (b) He was in a hurry
 - (c) His horse was very reliable
 - (d) He was worried about the man
- 27. What does "He rode as he never rode, by the rocky lane and fen" convey?**
- (a) Father Gilligan's concern for his parishioners
 - (b) Father Gilligan's reckless riding
 - (c) Father Gilligan's carefreeness
 - (d) Father Gilligan had lost interest in living
- 28. Who opened the door?**
- (a) The sick man
 - (b) The father
 - (c) An old man
 - (d) The sick man's wife
- 29. Why was the sick man's wife surprised to see the father?**
- (a) She didn't expect him to come so early
 - (b) The poor man had already died
 - (c) She had seen the father performing the death rituals
 - (d) The father looked weary
- 30. What did the father ask to the sick man's wife?**
- (a) Was the man dead
 - (b) Was the man doing well
 - (c) Was the man recovering
 - (d) Was the man still alive
- 31. Why did the old priest sway in grief?**
- (a) He couldn't reach earlier
 - (b) He couldn't perform his religious duty
 - (c) He couldn't save the man
 - (d) He couldn't see the dead man

- 32. What did the poor man's wife say to the priest?**
- (a) The man was in pain at the time of his death
 - (b) The man died happily after the father was gone
 - (c) The man wanted to see the father in his last moments
 - (d) The man was happy when he died
- 33. Which figure of speech is used in "As merry as a bird"?**
- (a) Metaphor (b) Hyperbole
 - (c) Simile (d) Personification
- 34. What did the old priest do when he understood that God has sent one of his angels to help him in his need?**
- (a) Prayed to God
 - (b) Knelt himself down
 - (c) Praised the God
 - (d) Burst into tears
- 35. Whom had God sent to help the old priest?**
- (a) Another priest
 - (b) He himself came
 - (c) One of his angels
 - (d) No one
- 36. For whom has God made the starry nights?**
- (a) The sick and the dying
 - (b) The tired souls
 - (c) The dead souls
 - (d) Religious souls
- 37. Why has God made the starry nights for the sick and the dying?**
- (a) To make them see the beauty of nature
 - (b) To make them enjoy his creation
 - (c) To comfort them
 - (d) To let them die peacefully
- 38. What does God have in his care?**
- (a) The sick men
 - (b) The dead men
 - (c) The priest and his parishioners
 - (d) Planets and everything on the planets
- 39. Whom does the father call "the least of things"?**
- (a) Human beings
 - (b) The sick parishioners
 - (c) The sick man
 - (d) Himself
- 40. Whom did God have pity on?**
- (a) The sick man
 - (b) Father Gilligan
 - (c) The sick man's wife
 - (d) Father Gilligan's church
- 41. Whom did the poet refer to as the father's flock?**
- (a) God's angels
 - (b) The father's sheep
 - (c) Members of the father's parish
 - (d) The sick men of the father's parish

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	a	7	a	13	a	19	a	25	c	31	b	37	b
2	a	8	a	14	b	20	c	26	d	32	b	38	d
3	b	9	b	15	c	21	b	27	a	33	c	39	d
4	c	10	c	16	b	22	a	28	d	34	b	40	b
5	a	11	a	17	d	23	a	29	c	35	c	41	c
6	b	12	b	18	c	24	b	30	a	36	a		

B. Fill in the gaps choosing the correct alternative

- William Butler Yeats is a/an _____ poet.**
(a) English (b) Irish
(c) Scottish (d) American
- W.B Yeats was awarded Noble Prize for literature in the year _____**
(a) 1930 (b) 1923
(c) 1945 (d) 1900
- The Ballad of father Gilligan is a/ an _____**
(a) Sonnet
(b) Lyric
(c) Dramatic monologue
(d) Ballad
- Apart from being a poet, William Butler Yeats was also a _____**
(a) Dramatist and novelist
(b) Dramatist and actor
(c) Dramatist and mystic
(d) Mystic and priest
- In the poem "The Ballad of Father Gilligan" the poet _____**
(a) Moans for the weary priest
(b) Moans for the sick parishioners
(c) Glorifies God
(d) Praise God
- And the leaves _____ in the wind.**
(a) Whistled (b) Rustled
(c) Shook (d) Whispered
- Who whispered to making?**
(a) Stars (b) Trees
(c) Wind (d) God
- Who covered the world with darkness?**
(a) Sky (b) Tall trees
(c) Moths (d) God
- God is wrapped in _____**
(a) White robes (b) Red robes
(c) Purple robes (d) Black robes

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

1	b	3	d	5	c	7	d	9	c
2	b	4	c	6	c	8	d		

C. Give brief answers to the following questions:

1. Why was Peter Gilligan weary night and day?
2. How did he react when a poor man sent for him?
3. What does the line 'My body spake, not I, mean'?
4. What was the night like?
5. What was Peter Gilligan's reaction when he woke up from his deep sleep?
6. What made Peter Gilligan kneel and pray?
7. What does Peter Gilligan mean by "my need"?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ...because half of his parishioners were either sick or lay in their graves and he had to attend to the funeral rites.
2. ...he began to complain that he had no rest nor joy nor peace because he had to attend the people who were dying in large numbers.
3. ...being overworked father Gilligan failed to attend to the dying man. Regretting it, he said that he was very willing to do his duties but his body became very weak and stopped working.
4. ...The night was peaceful and quiet.
5. ...he was disturbed and horrified as he had been asleep and couldn't serve the sick man before he died.
6. ...on reaching the father heard from the sick man's wife that her husband died as merry as bird just after he had left his place. This revelation made him realize that God had deputed one of his angels in his guise to perform his duties. Therefore, he knelt down prayed to God in gratitude.
7. ...means that he needed a physical rest after a long and tiresome work as many a people were suffering and dying in his Parish.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Upon the time of sparrow-chirp
When the moths came once more;
The old priest Peter Gilligan
Stood upright on the floor.

'Mavrone, mavrone! The man has died
While I slept on the chair';
He roused now his horse out of its sleep
And rode with little care.

He rode now as he never rode,
By rocky lane and fen;
The sick man's wife opened the door:
'Father! You come again!'

Questions:

- i. When did the old priest wake up?
- ii. 'Mavrone, mavrone!' - What does this expression mean? Why does the priest feel sad?
- iii. How did the priest reach the sick man's house? (iv) 'Father! you come again!' - Who said this? Why did she say so?
- iv. What is the rhyme scheme in the first stanza?
- v. Is it the same for all other stanzas?

ANSWER KEYS

1.
 - i. ... at dawn when sparrows were chirping and moths were flying about
 - ii. ... Alas! ... an expression of sorrow ... because the sick man had died when he was asleep
 - iii. ...he woke up his horse ... rode recklessly over rocky lane and fen
 - iv. ... the sick man's wife... she was surprised to see the priest again
 - v. ...a b c b... yes

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

He rode now as he never rode,
By rocky lane and fen;
The sick man's wife opened the door:
'Father! you come again!'

'And is the poor man dead?'
he cried. 'He died an hour ago.'
The old priest Peter Gilligan
In grief swayed to and fro.

'When you were gone, he turned and died
As merry as a bird.'

The old priest Peter Gilligan
He knelt him at that word.
'He Who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down
To help me in my need.
'He Who is wrapped in purple robes,
With planets in His care,
Had pity on the least of things
Asleep upon a chair.'

Questions:

- i. "Father! you come again!" Who says this and why?
- ii. Why did the old priest sway to and fro?
- iii. What made the old priest kneel down?
- iv. How did God help the old priest?
- v. Who does the 'the least of things' refer to?

ANSWER KEYS

2.
 - i. ... the sick man's wife ... because she was surprised to see the father again
 - ii. ... because he was sad ... he came to know that the sick man had died one hour before his arrival
 - iii. ...kelt down to pray and express his gratitude to God who had come in disguise to bless the poor dying man
 - iv. ... God had allowed the tired old priest a little rest and sent one of his great angels in the guise of the priest to bless the poor dying man
 - v. ...as poor a thing in God's creation as the old priest Peter Gilligan

ADDITIONAL QUESTIONS:

1. Why did Father Gilligan seek forgiveness from God? What type of man does this prove him to be? (clue: his two types of devotion)
2. How was the night: peaceful and quiet or turbulent and restless? Bring out expressions from the poem in support of your answer. (clue: peep, slowly...)
3. Why has the night been described so? (clue: contrast between Father Gilligan when awake and when asleep)
4. Who came to the sick man before his death? Why?
5. What qualities of Father Gilligan do you admire?

A PSALM OF LIFE

A. Choose the correct answers from the given alternatives

1. **What is a "Psalm"?**
(a) A story (b) An instruction
(c) A way of life (d) A hymn
2. **Who does the poet address in the opening lines of the poem "A Psalm of Life"?**
(a) The readers
(b) His friends
(c) Those who say life is unreal
(d) Those whomourn
3. **Who say in mournful numbers that life is but an empty dream?**
(a) Psalmists (b) Poets
(c) Churches (d) Some people
4. **How is a soul that is inactive?**
(a) Sluggish (b) Slow
(c) Dead (d) Useless
5. **How is life?**
(a) Real and earnest
(b) Real and adventurous
(c) Real and full of suffering
(d) Real and joyous
6. **What is not the aim of life?**
(a) Earning money
(b) Living like a dead man
(c) Death
(d) Working like a donkey
7. **What is not life's goal?**
(a) Riches (b) Power
(c) Religion (d) Grave
8. **What does biblical expression "Dust thou art, to dust thou returnest" signify?**
(a) Human body is made of dust
(b) Man is mortal
(c) Man can live through good deeds
(d) Man will lie in the earth after death
9. **What is said for only the body and not for the soul?**
(a) Dust thou art, to dust thou returnest
(b) And grave is not its goal
(c) And things are not what they seem
(d) Art is long and time is fleeting
10. **How should a soul be?**
(a) Free from worldly desires
(b) Full of life
(c) Full of energy
(d) Lost in religion
11. **What shouldn't be our destined way or goal?**
(a) Earnest living
(b) Fruitful life
(c) Pleasure and grief
(d) Future
12. **How should a man act?**
(a) To make his future better
(b) To make his life better
(c) To make his earnings useful
(d) To lead a healthy life

- 13. How should be each tomorrow?**
- (a) Better than yesterday
 - (b) Better than today
 - (c) Far away from today
 - (d) Far away from yesterday
- 14. What is long?**
- (a) Knowledge and learning
 - (b) Human evolution
 - (c) Human history
 - (d) Human art and craft
- 15. What does "Art is long, and Time is fleeting" imply?**
- (a) Time is flying and art is very long to complete
 - (b) Life is short to acquire enough knowledge
 - (c) Human genius lasts long but time doesn't
 - (d) Creativity and learning are matters of time
- 16. How are our hearts?**
- (a) Scared and shy
 - (b) Brave and cheerful
 - (c) Stout and brave
 - (d) Stout and cheerful
- 17. What do you understand by "muffled drums"?**
- (a) Gentle drums
 - (b) Covered drums
 - (c) Silent drums
 - (d) Big drums
- 18. What are the sounds of the beating heart compared to?**
- (a) Funeral marches
 - (b) War marches
 - (c) War songs
 - (d) Funeral hymnal
- 19. Why are heart beats compared to funeralmarches?**
- (a) Because they make similar sound
 - (b) Because they remind us of death
 - (c) Because with each beat, they inch us towards death
 - (d) Because they tell us that we will die when they stop
- 20. What does the poet compare the world with?**
- (a) A great battle
 - (b) A broad battlefield
 - (c) A big graveyard
 - (d) A temporary camp
- 21. What does the poet say about life?**
- (a) A temporary camp
 - (b) A beautiful tale
 - (c) A never-ending dream
 - (d) A fierce war
- 22. What does the word "bivouac" mean?**
- (a) A psalm
 - (b) A war
 - (c) A catastrophe
 - (d) A temporary camp
- 23. How should we be in the battle of life?**
- (a) Sober
 - (b) A hero
 - (c) A legend
 - (d) Like cattle

24. **Who are dumb driven cattle?**
 (a) Those who fight
 (b) Those who act sensibly
 (c) Those who don't act
 (d) Those who don't care for others
25. **Which of the following means "Conflict"?**
 (a) Battle (b) Bivouac
 (c) Strife (d) Stride
26. **What should we never trust?**
 (a) Past (b) Present
 (c) Future (d) Life
27. **What type of poem "The Psalm of Life" is?**
 (a) Romantic (b) Religious
 (c) War (d) Political satire
28. **What should we keep buried?**
 (a) Future
 (b) Good deed
 (c) Selfish desires
 (d) Past
29. **What should we do?**
 (a) Live in the present
 (b) Believe in God
 (c) Trust no future
 (d) All of the above
30. **Why should we live in the present?**
 (a) Because this is what is correct
 (b) Because it will make the God happy
 (c) Because we have control over our past
 (d) Because we cannot change our future
31. **What do lives of great men remind us?**
 (a) How we can live in present
 (b) How not to dwell in the past
 (c) We can make our lives noble
 (d) We can be heroes of the battle
32. **What do we leave behind when we die?**
 (a) Our good deeds
 (b) Our past
 (c) Our mark
 (d) Our riches
33. **Where do we leave our footprints?**
 (a) On the sands (b) On time
 (c) In the history (d) Quicksand
34. **Whom will our sublime lives inspire?**
 (a) Those who progress on the path of sublimity
 (b) Those who live in present
 (c) Those who make their future good
 (d) Those who strive to success
35. **How would the lives of noble men help those in distress?**
 (a) By calming them
 (b) By showing them good future
 (c) By inspiring and making them optimistic
 (d) By telling them motivating tales
36. **What does "With a heart for any fate" mean?**
 (a) Ready to face any situation
 (b) Ready wholeheartedly
 (c) Ready to lead a hearty life
 (d) Ready for future

37. **What does the poet advice the readers?**
 (a) To work and progress
 (b) To labor and have patience
 (c) To learn and prosper
 (d) Have a fearless heart
38. **What is fleeting?**
 (a) Life
 (b) Time
 (c) Noble deeds
 (d) Death
39. **What does "Still achieving, still pursuing" mean?**
 (a) Continuously making progress and seeking improvement
 (b) Leading a successful and inspiring life
 (c) Never submit and fighting continuously
 (d) Always achieving and pursuing
40. **What does "earnest" mean?**
 (a) Sincere (b) Serious
 (c) Critical (d) Vital
41. **What does "a forlorn and shipwrecked brother mean"?**
 (a) One who has failed in life
 (b) One who is distressed at his own moral
 (c) Both (A) and (B)
 (d) One who is deserted on a shipwreck
42. **What does "Take heart again" imply?**
 (a) Find courage to overcome difficulties
 (b) Be inspired
 (c) Be happy
 (d) Be optimistic
43. **Which word in the poem "A Psalm of Life means "Ocean"?**
 (a) Solemn (b) Shipwreck
 (c) Main (d) Broad

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | |
|------|------|------|------|
| 1 d | 12 a | 23 b | 34 a |
| 2 c | 13 b | 24 c | 35 c |
| 3 a | 14 a | 25 c | 36 a |
| 4 c | 15 b | 26 c | 37 c |
| 5 a | 16 c | 27 b | 38 b |
| 6 c | 17 b | 28 d | 39 a |
| 7 d | 18 a | 29 d | 40 a |
| 8 b | 19 c | 30 a | 41 c |
| 9 a | 20 b | 31 c | 42 a |
| 10 b | 21 a | 32 a | 43 c |
| 11 c | 22 d | 33 c | |

B. Fill in the gaps choosing the correct alternative

1. According to the poet, things are not _____
(a) What they look
(b) What they seem
(c) How they feel
(d) How they act
2. The poet advises us not to dwell in the _____
(a) Day dreams (b) Past
(c) Future (d) Present
3. Lives of great men also inspire those who have failed in life and feel _____
(a) Hopeless
(b) Lost in the ocean of life
(c) Motivated
(d) Wrecked
4. Henry Wadsworth Longfellow is a/an _____ poet
(a) Irish (b) American
(c) English (d) Scottish
5. Longfellow is the first American citizen to be honored in ___ in London, England.
(a) Poet's Corner of Westminster Abbey
(b) Literature
(c) Nobel literature
(d) Poet's Foundation of Westminster Abbey
6. "A Psalm of Life" belongs to the genre of poetry called _____
(a) romantic
(b) satire
(c) Carpe Diem
(d) Inspirational poems
7. "Carpe Diem" means _____
(a) Seize the day
(b) Serious
(c) Critical
(d) Vital

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|---|---|
| 1 | b | 5 | a |
| 2 | b | 6 | c |
| 3 | b | 7 | a |
| 4 | b | | |

C. Give brief answers to the following questions:

1. What does the poet tell us about life?
2. What does the poet tell about the show?
3. Explain "art is long and time is fleeting".
4. What does "with a heart for any fate" mean?

ANSWER KEYS

C. Give brief answers to the following questions:

1. Life is not an empty dream... Life is real and practical... to live is to work and perform duties. Hence, it is not flippant but serious... aim of life - nobility and novelty
2. Human life cannot continue forever - man is mortal but the soul is immortal and doesn't return to dust or grave.
3. This proverb is often misunderstood as human life is short but art goes on forever - here the poet emphasizes that there is so much art to learn and so little time, to learn it is at our disposal.
4. ... means we should be prepared for all possible situation that may come our way during our life ----- not to be disheartened till the goal is reached.

D. Comprehension Questions

1. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

Tell me not in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.
Life is real! Life is earnest!
And the grave is not its goal;
'Dust thou art, to dust thou returnest',
Was not spoken of the soul.
Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Finds us farther than today.

Questions:

- i. What does the expression "mournful numbers" mean?
- ii. Which 'soul' is dead?
- iii. What is not the goal of life?
- iv. Which line alludes to the Bible?
- v. What is not our destined way of life?

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Life is real! Life is earnest!
And the grave is not its goal;
'Dust thou art, to dust thou returnest',
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Finds us farther than today.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act, - act in the living Present!
Heart within, and God o'erhead!

Questions:

- i. What does the poet tell us about life?
- ii. What does the poet say about the soul?
- iii. How does the poet distinguish between art and time?
- iv. What does the poet ask us not to be and what does he want us to be?
- v. What does the poet tell us about the future and the past?

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us

Footprints on the sand of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

Questions:

- i. What do the lives of great men remind us?
- ii. How do the examples of great men help a person in distress?
- iii. How can we make our lives sublime?
- iv. What do you mean by shipwrecked brother?
- v. What does "With a heart for any fate" mean?

ADDITIONAL QUESTIONS:

1. Does the title suggest what the poem is about?
2. What does the poet mean by "Life is real! Life is Honest!"
3. 'Dust thou art, to dust thou returnest' - This expression alludes to the Bible. What are the other lines in the poem that make an allusion to the Bible?
4. "Be a Hero in the strife!" - is it an inspiring call of the poet? What other things does the poet urge us to do?
5. The poet uses some depressing words as 'mournful', 'empty', 'dead', 'grave'. What other such words does he use in the poem?
6. What is the tone of the poem - inspiring or despairing?

ANSWER KEYS

1.
 - i. Sorrowful songs
 - ii. ... That slumbers
 - iii. ... Death
 - iv. ... 'Dust thou art, to dust thou returnest'
 - v. ... Enjoyment or sorrow
2.
 - i. ... life is real and earnest... death is not the end of life
 - ii. ... soul is imperishable ... the body that houses the soul is born from dust and it returns to dust after its dissolution
 - iii. ... art is eternal... it survives beyond time is passing very swiftly every moment we are moving towards death as if marching to the beats of funeral drums
 - iv. ... not to exist meekly like dumb cattle in battle field of life... to fight the battle of life like a heroic warrior
 - v. ... past is dead and gone ... therefore it should be ignored ... future must not be trusted in spite of its pleasant promises

3.
 - i. The lives of great men remind us that we can make our lives sublime and noble by emulating the examples set by them. Similarly, by our actions and noble deeds, we can leave examples for posterity or future generation.
 - ii. The examples of great men may instill hope into a person in distress. He may find a way out of his trouble by following the examples set by great men. He will know that they too had the same experiences and would overcome hardships in his way.
 - iii. We can make our lives sublime by being up and doing and having adequate courage to face any situation in life. While achieving, we should work without stopping. We should labour hard and have faith in providence or blessings of God for success in any venture.
 - iv. Here, shipwrecked brother means anybody among us facing the problem of frustration and grief in life.
 - v. "With a heart for any fate" means we should be prepared for every possible situation that may come our way in future. We shouldn't worry or get disheartened and keep on working to achieve our desired goals.

TELEVISION

A. Choose the correct answers from the given alternatives

1. **What does the poet suggest?**
 - a. Encourages all to watch television
 - b. Presents the dangers of watching television and menace of its addiction
 - c. Television viewing should be made compulsory for school children
 - d. None of the above
2. **How does the poet describe television?**
 - a. It clogs and clutters up the mind
 - b. Idiotic thing
 - c. Electronic marvel
 - d. Both A & B
3. **What is the rhyme scheme of the first stanza of the poem?**
 - a. AA BB CC DD EE
 - b. AB AB CDE CDE
 - c. AB BA CD CD
 - d. None of the above
4. **When was the poem Television published?**
 - a. 2001 b. 2005
 - c. 2003 d. 2000
5. **Do you think TV does the role of a babysitter?**
 - a. Yes b. No
 - c. Can't tell d. None of the above
6. **"Who're they" in the first line of the poem?**
 - a. Teachers b. Children
 - c. Parents d. None of the above
7. **Who keeps on gaping at the screen?**
 - a. Parents b. Children
 - c. Friends d. Teachers
8. **What does the poet mean by? "their eyes pop out"**
 - a. Blinded b. Glued
 - c. Shrink d. None of the above
9. **What keeps them "Still"?**
 - a. Ghastly TV programme
 - b. School activities
 - c. Games and sports
 - d. Study
10. **Why does the poet use all capital letters in the concluding lines?**
 - a. To warn the parents
 - b. To warn the children
 - c. To highlight the dangers of TV addiction
 - d. Can't tell
11. **Who are repeatedly referred to as 'them' in the poem?**
 - a. Parents b. School children
 - c. Children d. Teachers
12. **How do children behave while watching TV?**
 - a. Gaping at the screen
 - b. Hypnotized
 - c. Sit and stare
 - d. All of the above
13. **What does the poet talk about the effect of watching TV on children?**
 - a. Positive b. Negative
 - c. Educative d. A & C

14. "To wonder just exactly what/ this does to your beloved tot" who is/are referred to here?

- a. Children
- b. Parents
- c. Elderly people
- d. None of the above

15. What does He refer to in the concluding line - HE CANNOT THINK-HE ONLY SEES!

- a. Adult common man
- b. Child
- c. Father
- d. Teacher

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | | | | | | | |
|---|---|---|---|---|---|----|---|----|---|
| 1 | b | 4 | c | 7 | b | 10 | c | 13 | b |
| 2 | d | 5 | a | 8 | b | 11 | c | 14 | a |
| 3 | a | 6 | b | 9 | a | 12 | d | 15 | b |

B. Fill in the gaps choosing the correct alternative

1. Roald Dahi is a a/an _____ poet

- a. Indian
- b. American
- c. Nigerian
- d. British

2. There are _____ lines in the poem

- a. 33
- b. 30
- c. 45
- d. 40

3. What does 'He' refer to in the concluding line - HE CANNOT THINK-HE ONLY SEES!

- a. Adult common man
- b. Child
- c. Father
- d. Teacher

4. _____ is the concluding line of the poem 'Televison'?

- a. A FANTASY, A FAIRY LAND
- b. HE CANNOT THINK - HE ONLY SEES!
- c. IT CLOGS AND CLUTTERS UP THE MIND!
- d. IT ROTTS THE SENSE IN THE HEAD!

5. The poet is critical about excessive TV watching of children as it

- a. Keeps them still
- b. Makes the child so dull and blind
- c. Entertains them
- d. Checks them from fight or kick or punch

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|---|---|
| 1 | d | 3 | b |
| 2 | a | 4 | b |
| | | 5 | 5 |

C. Give brief answers to the following questions:

1. What important thing does the poet say about children and the television?
2. Why is television called an idiotic thing?
3. How do children spend their time with the television?
4. What do we see in every house now-a-days?
5. What did the poet see in someone's place last week?
6. Why do parents allow their children to watch TV?
7. How does TV affect the head?
8. How does TV affect a child?
9. What are the harmful effects of TV?
10. Why does the poet use all capital letters in the concluding lines of the poem?
11. What comparison does he make to prove his point?
12. HE CANNOT THINK-HE ONLY SEES! - What does he refer to?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ...that their parents should not allow their children to go near the television set as television addiction is dangerous.
2. ...because it teaches idiotic ideas to the children and misguides them. The author is critical about TV addiction.
3. ...children sit gaping at TV screens. They lull and slop and lounge about in front of TV.
4. ...one can see children watching TV gaping at the screen in every household now-a-days.
5. Last week, the poet saw dozen eye balls on the floor at someone's place.
6. Parents allow children because they would be free to do their household jobs.
7. TV addiction rots the sense in the head. Thus, a child thinks non-sensical things.
8. TV makes a child dull and blind. He has eyes but fails to see.
9. The author is critical about TV addiction as it rots the senses in the head. It kills the imagination, clogs and clutters up the mind.
10. The only purpose is to highlight the menace of TV addiction. Uses - capital letters to draw the attention and warn the parents.
11. He compares the TV set with an idiot box and highlights it as an unnecessary evil.
12. Here 'He' refers to the child who loves to watch TV continuously and is ruined due to his addiction.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set
Or better still, just don't install
The idiotic thing at all.

In almost every house we've been,
we've watched them gaping at the screen.
They loll and slop and lounge about,
and stare until their eyes pop out.

(Last week in someone's place we saw
A dozen eyeballs on the floor)

They sit and stare and stare and sit
Until they're hypnotized by it,
until they're absolutely drunk
with all that shocking ghastly junk.

Questions:

- (i) What is the most important thing we have learnt?
- (ii) Which is a still better option?
- (iii) What does the poet watch in every house?
- (iv) How do children act while watching TV?
- (v) What does the poet say about what is shown on TV?

ANSWER KEYS

- (i) ...children should not be allowed to watch TV... the idiot box
- (ii) ...not to install a TV at home
- (iii) ... children passionately gaping at the TV
- (iv) ... loll, slop, and lounge about... they stare at the TV until their eyes pop out
- (v) ..shocking ghastly junk

2. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink -
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTTS THE SENSE IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FASIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK - HE ONLY SEES!

Questions:

1. Who keeps them still?
2. Do you think the TV acts as a babysitter?
3. How does the author hint at the parents?
4. What are the undesirable consequences of TV watching by children?
5. What does "he" stand for in the concluding line?

ANSWER KEYS

1. Television...children are glued to TV, just sitting and gaping at the TV screen.
2. ...TV helps the parents to complete their domestic drudgeries when TV addicted children were silenced and confined to TV screen...acts as a babysitter.
3. After detailing the hazards of TV addiction, the author urges the parents to reflect over the whole issue; whether they have ever enquired to what extent their little' tiny tots' are affected adversely.
4. TV addiction rots the innocent mind, kills their imagination, clog and clutters up their mind, makes them so dull and blind that they are not able to exercise their mental abilities to study and differentiate simple things around. - All freshness is gone, giving way to claustrophobia, degenerated, frozen mental state.
5. It refers to the innocent child.

ADDITIONAL QUESTIONS:

1. What is the central idea of the poem?
2. Do you agree with the view of the poet? Give a reasoned answer?
3. What is the attitude of the poet; positive or negative?
4. Do you think poet's suggestions are pragmatic and realistic?
5. Who are to be held responsible in making the loving children; 'headpiece filled with straw'
- A Frozen brain

MONEY MADNESS

A. Choose the correct answers from the given alternatives

1. Which of the following begins the poem; Money Madness?
 - a. Money is a madness, our vast collective madness
 - b. It is the collective money madness of mankind
 - c. We quail, money makes us quail
 - d. I shall have to eat dirt, I shall have to eat dirt, if I have no money
2. Who is the author of the poem, Money Madness?
 - a. William Wordsworth
 - b. D. H. Lawrence
 - c. Roald Dahi
 - d. H. D. Longfellow
3. What does the poet dream about?
 - a. Bread, shelter, fire should be free for everybody
 - b. Everybody should run after money
 - c. We should regain our sanity about money
 - d. A & C
4. How does a person feel when he hands out a pound of money?
 - a. Delighted
 - b. Pang and a real tremor
 - c. Fear
 - d. None of the above
5. Which of the lines are repeated in the poem?
 - a. Collective money - Madness of Mankind
 - b. I shall have to eat dirt
 - c. To all and anybody
 - d. B & C
6. How many times 'dirt' is repeated in the poem?
 - a. Four
 - b. Five
 - c. Three
 - d. Two
7. How many times 'madness' is repeated in the poem?
 - a. Five
 - b. Ten
 - c. Three
 - d. Two
8. How many times, 'money' is repeated in the poem?
 - a. Five
 - b. Eleven
 - c. Ten
 - d. Seven
9. What are we terrified of?
 - a. Collective money madness
 - b. Money mad fellow men
 - c. Thieves
 - d. A & B
10. What will men give if he will have no money?
 - a. A little bread
 - b. Bad treatment
 - c. A little money
 - d. Compassion
11. Which of the following can become the poet's delirium?
 - a. He shall have to eat dirt
 - b. Have to live in adversity
 - c. Have to leave all chances
 - d. None of the above

12. What is our madness?

- a. Money b. Shelter
- c. Bread d. Fire

13. Why must we have some money?

- a. To deposit in bank
- b. To meet our daily needs
- c. To help the needy poor
- d. To save us from eating dirt

14. Who will make the poet eat dirt?

- a. His friends
- b. Enemies
- c. Money mad fellow man
- d. None of the above

15. How does the poet rate people's excessive craving for money?

- a. Unjust b. Madness
- c. Just d. A & B

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	a	4	b	7	c	10	a	13	d
2	b	5	b	8	b	11	a	14	c
3	a	6	b	9	b	12	a	15	d

B. Fill in the gaps choosing the correct alternative

1. D.H Lawrence is/an _____ poet.

- a. Indian b. American
- c. Indo-Anglian d. British

2. Money madness is composed in _____

- a. 1930 b. 1920
- c. 1910 d. 1950

3. In the poem, the poet pleads for _____

- a. Money in abundance
- b. A little money
- c. No money
- d. Sanity about money

4. We quail, money makes us quail: here quail stands for _____

- a. Insanity b. Fear
- c. Poor d. Rich

5. Money has a _____, _____, _____ among men

- a. Fearful, cruel, power
- b. Powerful, strange, fear
- c. Powerful, strange, madness
- d. None of the above

6. In the context of the poem "a pound note causes _____" and a "ten-pound notes causes _____"

- a. A real tremor, pang
- b. Happiness, more happiness
- c. Misery, more misery
- d. Pang, a real tremor

7. Money makes us _____

- a. Happy b. Quail
- c. Greedy d. Rich

8. Mankind is terrified of _____

- a. Money
- b. Collective money madness
- c. Poverty
- d. Humiliation

9. In the poem the poet advocates for free _____

- a. Bread
- b. Fire
- c. Shelter
- d. A, B & C

10. As the poet sees _____ is an inevitable consequence of excessive madness for money

- a. Complete anarchy
- b. Rift between poverty and prosperity
- c. Revolt against prosperity
- d. None of the above

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|
| 1 | d | 3 | d | 5 | a | 7 | b | 9 | d |
| 2 | b | 4 | b | 6 | d | 8 | b | 10 | a |

C. Give brief answers to the following questions:

1. How do people feel when they give one pound?
2. How do people feel when they hand out a ten-pound note?
3. What does 'Money has got us down' mean?
4. How are people without money usually treated?
5. What things should be made free everywhere?
6. What is the problem with the present generation?
7. What happens when we don't regain our sanity about money?
8. What the speaker is terrified of?
9. Why does the poet repeat the lines 'to all and anybody' in line number 24?
10. What would they give an individual if he has no money?
11. What does his 'own grain of insanity' mean?
12. Why does the poet say, 'without pang'?
13. What do you think money has 'a fearful cruel power among men'?
14. What does the mankind say with one voice?
15. What is the message of the poem?
16. What are the two things implied in 'it is the one thing or the other'?

ANSWER KEYS

C. Give brief answers to the following questions:

1. a pang
2. A real tremor
3.it has made us slaves.
4. They are made to eat dirt and go cold.
5. Bread, shelter and fire
6. A vast collective madness for money
7. ... we may start killing one another.
8. ... may have to eat dirt unless he has some money
9. ... repeating means emphasizing the message that food, shelter and fire should be free for one and all and everywhere which eventually would prove to be a solution to the money madness of the present generation.
10. ... they treat him with disgrace and disgust - make him eat dirt.
11. ...implies the individual's share of madness...even if money madness is rampant and collective but the individual cannot escape from his responsibility. He has his own share of guilt of wrong doing.
12. ...parting with money is painful for everyone both rich and poor irrespective of the amount: one-pound or ten-pound.
13. ... since people are prepared to do anything for money ,the poet says that money has a fearful cruel power.
14. ...'how much is he worth'...meaning that mankind values an individual according to the amount of money he has.
15. the poet advises us to regain our sanity about money else money can lead to human beings destroying each other because of the collective money madness.
16. implicitly it means that if we regain sanity then we will lead a harmonious and peaceful living but if we fail to regain sanity then we will end up killing each other.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Money is our madness, our vast collective madness.
And of course, if the multitude is mad
the individual carries his own grain of insanity around with him.
I doubt if any man living hands out a pound note without a pang;
and a real tremor, if he hands out a ten-pound note.
We quail, money makes us quail.
It has got us down; we grovel before it in strange terror.
And no wonder, for money has a fearful cruel power among men.
But it is not money we are so terrified of,
it is the collective money-madness of mankind.
For mankind says with one voice: How much is he worth?
Has he no money? Then let him eat dirt, and go cold.

Questions:

- i. What characterizes madness for money?
- ii. How does a person feel when he has to part with money?
- iii. How does the poet express the power of money?
- iv. What are human beings really afraid of?
- v. What is a man's worth without money?

ANSWER KEYS

- i. ...vast collective madness
- ii. ...a pang of pain ... a real shudder
- iii. money has a fearful cruel power... it makes mankind fear it with strange terror ... human beings are its victims
- iv. ...the collective money-madness of mankind
- v. ...he has no worth... he suffers miseries of life... For mankind says with one voice: 'How much is he worth'?

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

For mankind says with one voice: How much is he worth?
Has he no money? Then let him eat dirt, and go cold. -
And if I have no money, they will give me a little bread so I do not die,
but they will make me eat dirt with it.
I shall have to eat dirt, I shall have to eat dirt
if I have no money. It is that that I am frightened of.
And that fear can become a delirium.
It is fear of my money-mad fellow-men.
We must have some money
to save us from eating dirt.

Questions:

- i. What do people say about a man's worth?
- ii. What does the poet mean by "dirt"?
- iii. How do money-mad men treat men-without money?
- iv. What does a man without money fear?
- v. Why does the poet say "We must have some money"?

ANSWER KEYS

- (i) ...people ask what a man's worth is in terms of money... how much money he owns
- (ii) ...abuse or great misery suffered by the poor
- (iii) ...they give a little bread to them to eat so that they can live... they ill-treat the men without-money
- (iv) ...dishonor by eating 'dirt'
- (v) ... to save us from eating dirt... to escape dishonor

ADDITIONAL QUESTIONS:

1. Are all the people equally mad for money or degree of madness varies from person to person?
2. Are we really afraid of money or moneyed men?
3. How do money-mad men treat men without money?
4. Why does the poet say "we must have some money"?

UNIT - III : NON-DETAILED STUDY

THE DOCTOR'S WORD

A. Choose the correct answers from the given alternatives

1. **What does "on one's last legs" mean?**
 - (a) Very sick
 - (b) Weak and about to die
 - (c) Not in one's good health
 - (d) All of the above
2. **When did people come to Dr. Raman?**
 - (a) When the patient was very sick
 - (b) When the patient had almost no hope
 - (c) When the patient collapsed
 - (d) When the patient had recovered a little
3. **Why did Dr. Raman often burst out when he found the patient in his last breath? "**
 - (a) Why wasn't he brought to him earlier
 - (b) Why was he taken to another doctor
 - (c) Why had the family members treated him wrong
 - (d) Why was his condition so serious
4. **What was Dr. Raman's visiting fee?**
 - (a) Twenty rupees
 - (b) Twenty-five rupees
 - (c) Thirty rupees
 - (d) Thirty-five rupees
5. **What fact did people like to avoid?**
 - (a) That the patient had less hope
 - (b) That the visiting fees of Dr. Raman was high
 - (c) That Dr. Raman means death sentence
 - (d) That the patient couldn't be saved no matter what
6. **What has long years of practice bred in the doctor?**
 - (a) Experience to save lives
 - (b) A certain manner of rudeness
 - (c) A certain degree of kindness
 - (d) A certain curt of truthfulness
7. **Why was the doctor's opinion valued?**
 - (a) For his experience
 - (b) For his kindness
 - (c) For his truthfulness
 - (d) For his expertise
8. **What did the patient's life hang on?**
 - (a) Dr. Raman's experience
 - (b) Dr. Raman's treatment
 - (c) Dr. Raman's words
 - (d) Dr. Raman's kindness

9. **What did Dr. Raman never believe?**
- (a) True words can save life
 - (b) Mere words can save life
 - (c) Agreeable words can save life
 - (d) God's will can save life
10. **Why did Dr. Raman think that it was not any of his business to provide unnecessary hope to the patients and their family?**
- (a) Because they would ultimately know the truth in few hours
 - (b) Because it was none of his business
 - (c) Because he was not that kind hearted
 - (d) Because it was not his duty to give people hope
11. **What would Dr. Raman do if he glimpsed the faintest sign of hope?**
- (a) Pause all other works and perform operation
 - (b) Do whatever he could to save the patient
 - (c) Give hope to the patient and his family
 - (d) Prepare to fight with death
12. **Why did Dr. Raman needed someone to tell him soothing lies?**
- (a) Because his dearest friend was ill
 - (b) Because he had lost all hope
 - (c) Because he was heartbroken
 - (d) Because he knew soothing lies can save lives
13. **How long have Dr. Raman and Gopal been associated?**
- (a) From their kindergarten days
 - (b) From their nursery days
 - (c) From their high school days
 - (d) From their college days
14. **Why couldn't Dr. Raman and Gopal meet often?**
- (a) They had a fight
 - (b) They didn't like each other that much
 - (c) Being busy in their lives
 - (d) Gopal was sick
15. **How was the friendship of Dr. Raman and Gopal?**
- (a) Happy
 - (b) Old
 - (c) Untouched by changing circumstances
 - (d) Unaltered by their responsibilities
16. **What would the two friends do occasionally on Sundays?**
- (a) Watch a picture
 - (b) Dine together
 - (c) Talk about their lives
 - (d) All of the above
17. **How was Gopal's son?**
- (a) Nervous and shy
 - (b) Sad and dejected
 - (c) Nervous and sad
 - (d) Shy and dejected

18. Who had sent for Dr. Raman?

- (a) Gopal's son
- (b) Gopal's wife
- (c) Gopal
- (d) Gopal's mother

19. How long has Gopal been in bed?

- (a) Two months
- (b) One and half months
- (c) Two and half months
- (d) Three months

20. Who was attending Gopal?

- (a) A doctor in Dr. Raman's hospital
- (b) A doctor near Gopal's house
- (c) A doctor in the next street
- (d) A doctor in Lawley Extension

21. Why was the doctor upset with Gopal's family?

- (a) As they hadn't informed him earlier
- (b) As they hid the truth from him
- (c) As they had called another doctor
- (d) As the doctor treating Gopal was not qualified

22. How were Gopal's family members?

- (a) Dejected and anxious
- (b) Nervous and sad
- (c) Apologetic and miserable
- (d) Heartbroken

23. Why hadn't they sent for Dr. Raman earlier?

- (a) They didn't want to trouble the doctor
- (b) They were not sure about calling him
- (c) They didn't want to pay the high visiting fee
- (d) They knew calling in Dr. Raman meant death

24. Whom did Dr. Raman ask to be sent away?

- (a) The family members except Gopal's wife
- (b) The children except the eldest
- (c) The family members except Gopal's son
- (d) Everybody

25. Why/How did the face gleamed?

- (a) With sweat
- (b) Light fell on him
- (c) His friend responded to the medicine
- (d) With fatigue

26. Why did Gopal's wife ask to make some coffee for the doctor?

- (a) He looked fatigued
- (b) He was hungry
- (c) He was sleepy
- (d) He felt restless

- 27. Why did Dr. Raman feel hungry?**
- (a) He had not eaten in two days
 - (b) He had skipped his lunch
 - (c) He had skipped his breakfast and lunch
 - (d) He was not hungry
- 28. What did Dr. Raman ask Gopal's wife when he was leaving?**
- (a) To make him some lunch
 - (b) To feed Gopal simple lunch
 - (c) Not to disturb Gopal
 - (d) Not to let Gopal sleep on any account
- 29. With whom did the doctor return?**
- (a) An assistant and a nurse
 - (b) Another doctor and a nurse
 - (c) His assistant
 - (d) Two nurses
- 30. Whom did Dr. Raman want to stay to help them in the operation?**
- (a) Gopal's son
 - (b) Gopal's wife
 - (c) The doctor in the next street
 - (d) His attendant
- 31. Where did Dr. Raman perform Gopal's operation?**
- (a) In his house
 - (b) In Gopal's house
 - (c) In his hospital
 - (d) In the hospital near Gopal's house
- 32. When did the patient open his eyes?**
- (a) At eight in the evening
 - (b) At twelve in the afternoon
 - (c) At two that night
 - (d) At eight the next morning
- 33. Who was overjoyed when the patient opened his eyes and his pulse had improved?**
- (a) The doctor
 - (b) The patient's wife
 - (c) The attendant
 - (d) The nurse
- 34. Why did the family members pour out their gratitude on the doctor?**
- (a) Gopal had taken food after long
 - (b) Gopal had shown slight improvement
 - (c) Gopal was healthy again
 - (d) Gopal was recovering very fast
- 35. What did the doctor ask Gopal's wife to give him every forty minutes?**
- (a) Glucose and food
 - (b) Glucose and medicine
 - (c) Glucose and brandy
 - (d) Glucose and injection
- 36. Why was Gopal's wife terrified even after Gopal had shown slight improvement?**
- (a) Dr. Raman was avoiding her questions
 - (b) Dr. Raman was talking to Gopal
 - (c) Gopal was not taking any food
 - (d) Gopal couldn't recognise anyone

- 37. Why was Gopal's pulse agitated?**
- (a) He was exerted
 - (b) He was happy
 - (c) He was dejected
 - (d) He was curious
- 38. What did Gopal ask Dr. Raman?**
- (a) Was his time near
 - (b) Will he be alright
 - (c) What had happened to him
 - (d) Why was his wife crying
- 39. Why did Gopal want to know how much time he had?**
- (a) He wanted to see his son
 - (b) He wanted to divide his property
 - (c) He wanted to sign his will
 - (d) He wanted to prepare his will
- 40. What did Gopal want the doctor to do?**
- (a) To sign his will for him
 - (b) To sign his will as a witness
 - (c) To give his will to his son
 - (d) To ask his wife to bring the will
- 41. What would leaving his property unsettled mean for Gopal's wife and children?**
- (a) Dispute
 - (b) Curse
 - (c) Unhappy circumstances
 - (d) Endless misery
- 42. Why did the doctor wish to run away?**
- (a) He didn't want to answer his friend's question
 - (b) He didn't want to see his friend die
 - (c) He was unable to save his dearest friend
 - (d) He wanted to escape the truth
- 43. Why couldn't the doctor ask his friend to sign the will?**
- (a) It would not settle his family affairs
 - (b) The doctor knew his friend will live
 - (c) It would mean death sentence to him
 - (d) He didn't want his friend to exert himself
- 44. Why did Gopal say, "If it comes from your lips it must be true" to the doctor?**
- (a) Dr. Raman's was known to be truthful
 - (b) Dr. Raman was his friend
 - (c) Dr. Raman had never lied to him
 - (d) Dr. Raman knew his family affairs well
- 45. What did Dr Raman ask his attendant to expect in the Lawley Extension case?**
- (a) Recovery
 - (b) Death
 - (c) Critical assistance
 - (d) Special care requirement

46. **Whom did Dr. Raman ask to go to Gopal's house?**
- (a) His assistant
 (b) Gopal's son
 (c) A nurse
 (d) The doctor in the next street
47. **How was the patient when Dr. Raman arrived?**
- (a) Awake and well
 (b) Asleep and recovering
 (c) Awake and cheerful
 (d) Dead
48. **What did the assistant report?**
- (a) Quick recovery
 (b) Good health
 (c) Satisfactory pulse
 (d) Mild fever
49. **What did Dr. Raman say to Gopal's wife?**
- (a) Gopal will be fine soon
 (b) Gopal was fine
 (c) Gopal will live to be ninety
 (d) Gopal will sign his will
50. **What will the doctor bet on?**
- (a) His friend will live
 (b) His friend will recover soon
 (c) His friend will be healthy
 (d) His friend will not have another attack
51. **What will remain a puzzle to Dr. Raman?**
- (a) How his friend survived the attack
 (b) How his friend lived
 (c) Why his friend's family called him late
 (d) Why was Gopal treated by an unknown doctor

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	b	12	a	23	a	34	b	45	b
2	b	13	a	24	b	35	c	46	a
3	a	14	c	25	a	36	a	47	a
4	b	15	c	26	a	37	a	48	c
5	a	16	d	27	b	38	a	49	c
6	d	17	a	28	c	39	c	50	a
7	c	18	b	29	a	40	b	51	a
8	c	19	b	30	a	41	d		
9	c	20	c	31	b	42	a		
10	a	21	a	32	a	43	c		
11	b	22	c	33	c	44	a		

B. Fill in the gaps choosing the correct alternative

1. **R.K Narayan is a/an _____ writer.**
 - (a) American
 - (b) British
 - (c) Indo-anglian
 - (d) Odia
2. **Doctor's friend Gopal stays in _____**
 - (a) Kindergarten
 - (b) Malgudi
 - (c) Lawley Extension
 - (d) None of the above
3. **The patient's relative always tried to avoid calling in Dr. Raman; for them there was something _____ in the very association.**
 - (a) Serious
 - (b) Unnecessary
 - (c) Threatening
 - (d) Shrinking
4. **Dr. Raman and Gopal had been friends _____ years**
 - (a) 20 years
 - (b) 35 years
 - (c) 40 years
 - (d) 10 years
5. **Dr. Raman was not a mere doctor expressing an opinion, but a/an _____**
 - (a) Judge pronouncing a verdict
 - (b) Kind man helping patients
 - (c) Expert saving lives
 - (d) Experienced consultant
6. **Gopal hadn't called in Dr Raman for _____ months?**
 - (a) For over 2 months
 - (b) For over 3 months
 - (c) For over 4 months
 - (d) For over 5 months
7. **"Turn the corner" means _____**
 - (a) Shift places
 - (b) Pass a critical point during illness
 - (c) Recover from a massive heart attack
 - (d) Treat illness with medicine
8. **This was the first time Dr Raman was going to _____ before a patient.**
 - (a) Do a piece of acting
 - (b) Say agreeable words
 - (c) Sign a will
 - (d) Pronounce truthful verdict

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|---|---|
| 1 | c | 5 | a |
| 2 | c | 6 | c |
| 3 | c | 7 | b |
| 4 | c | 8 | a |

C. Give brief answers to the following questions:

1. Why did the patients visit the Dr. Raman only when they were hopeless?
2. What impression do you get from the text about Dr. Raman?
3. How does the writer describe the friendship between Dr Raman and Mr Gopal?
4. Why did Dr. Raman decide to tell a lie?
5. Does human life hang on a doctor's word? Give a reasoned answer.

ANSWER KEYS

C. Give brief answers to the following questions:

1. ...they visited Dr. Raman on the verge of death for two reasons - the visiting fee of Rs 25 deter them from visiting the doctor ---- secondly, they liked to shirk the fact that it was time for them to call in the doctor because there was something ominous about it.
2. ...a wonderful doctor who saved lives of patients both with his skill and more with his soothing words... not a mere doctor expressing an opinion but a judge pronouncing a verdict.
3. ...an wonderful friendship --- they have been friends for last 40 years since their childhood. Untouched by changing times, circumstances and activities.
4. ...because if you ask him sign the will it would virtually mean a death sentence and destroy the least part of a chance he had of survival.
5. No! human life doesn't hang on a doctor's word. Dr. Raman had the faintest hope regarding his friend's survival. ----- sometimes miracles happen and to his surprise his friend turned the corner. Hence, he realized ---- "there's divinity that shapes our ends"

D. Comprehension Questions

1. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

People came to him when the patient was on his last legs, Dr. Raman often burst out, "Why couldn't you have come a day earlier?" The reason was obvious, visiting fee twenty-five rupees, and more than that people liked to shirk the fact that the time had come to call in Dr. Raman; for them there was something ominous in the very association. As a result, when the big man came on the scene it was always a quick decision one way or another. There was no scope or time for any kind of wavering or whitewashing. Long years of practice of this kind had bred in the doctor a certain curt truthfulness; for that very reason his opinion was valued;

he was not a mere doctor expressing an opinion but a judge pronouncing a verdict. The patient's life hung on his words. This never unduly worried Dr. Raman. He never believed that agreeable words ever saved lives. He did not think it was any of his business to provide unnecessary hope when as a matter of course Nature would tell them the truth in a few hours. However, when he glimpsed the faintest sign of hope, he rolled up his sleeve and stepped into the arena: it might be hours or days, but he never withdrew till he wrested the prize from Yama's hands.

Questions:

- a. Why did the patients visit Dr. Raman only when they were hopeless?
- b. What impression of Dr. Raman do you get from the passage?

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

"Oh!" the doctor exclaimed. "You are exerting yourself too much. You must be quieter." He felt idiotic to be repeating it. "How fine it would be," he reflected, "to drop the whole business and run away somewhere without answering anybody any question!" The patient clutched the doctor's wrist with his weak fingers and said, "Ramu, it is my good fortune that you are here at this moment. I can trust your word. I can't leave my property unsettled. That will mean endless misery for my wife and children. You know all about Subbiah and his gang. Let me sign before it is too late. Tell me...."

"Yes, presently," replied the doctor. He walked off to his car, sat in the back seat and reflected. He looked at his watch. Midnight. If the will was to be signed, it must be done within the next two hours, or never. He could not be responsible for a mess there; he knew too well the family affairs and about those wolves, Subbiah and his gang... But what could he do? If he asked him to sign the Will, it would virtually mean a death sentence and destroy the thousandth part of a chance that the patient had of survival. He got down from the car and went in. He resumed his seat in the chair. The patient was staring at him appealingly. The doctor said to himself, "If my word can save his life, he shall not die. He will be damned."

Questions:

- A. What was Gopal upset about?
- B. Why did Dr. Raman decide to tell a lie?

ADDITIONAL QUESTIONS:

1. How did Dr. Raman come to know about Gopal's illness?
2. What steps did the Doctor take to save his friend from death?
3. What was Raman's response when Gopal's wife asked about his condition?
4. How did Gopal accept Dr Raman's wants?
5. Why did Gopal ask Dr. Raman, "am I going"? What was he anxious about?
6. "Don't look so unhappy, lady" Why did Dr Raman say so?

ANSWER KEYS

1. (a) ... because his consultation fee was very high... he charged twenty-five rupees as his visiting fees which the patients could not afford ... ominous people also considered him he always spoke the truth about the condition of the patients ... he never used pleasing words to give false hope to the patients if their condition was hopeless ... they feared him for his curt truthfulness ...
(b) ... Dr. Raman was a competent doctor ... he always made a smart diagnosis ... he never gave false hope to the patients if their condition was hopeless ... after examining the patient he always gave a fair judgment... his judgment was like a final verdict on the patient's life ... he did not believe that pleasing words would save a patient's life ... patients were afraid of him for his unpleasant truth but he was a dedicated doctor ... whenever he sensed the faintest sign of a patient's survival, he would leave no stone unturned to save the patient's life.
2. a) ...Gopal was worried about his health... he wished to settle the matters of his property before his death... or else his wife and children would be in endless misery ... Subbiah and his gang would create problems for them.
(b) ... Dr. Raman knew the family affairs of his friend very well ... Gopal had to sign the will within the next two hours... the doctor would be responsible for a mess if the property was not settled ... he thought if he asked Gopal to sign the Will, it would mean a death sentence and destroy the chance of his survival... the doctor reasoned if his word could save his friend's life, he should not die ... so he decided to tell a lie.

THE NIGHTINGALE AND THE ROSE

A. Choose the correct answers from the given alternatives

1. **When was Oscar Wilde born?**
 - a. 1854
 - b. 1850
 - c. 1845
 - d. 1900
2. **Which of the following is not authored by Oscar Wilde?**
 - a. The Happy Prince and Other Tales
 - b. The Picture of Dorian Gray
 - c. The Importance of Being Earnest
 - d. Romeo & Juliet
3. **Who has written 'The Nightingale and the Rose'?**
 - a. D.H. Lawrence
 - b. Roald Dahi
 - c. Oscar Wilde
 - d. R.K Narayan
4. **What does the student's beloved ask for?**
 - a. Jasmine
 - b. White Rose
 - c. Red Rose
 - d. Black Tulips
5. **Whom does the nightingale address 'a true lover'?**
 - a. The prince
 - b. The small girl
 - c. A young student
 - d. None of the above
6. **What is the student weeping for?**
 - a. A butterfly
 - b. Red rose
 - c. The princess
 - d. None of the above
7. **Why does the young student pine for a red rose?**
 - a. The nightingale asked for it
 - b. His beloved asked for it
 - c. Without a red rose he can't join the ball
 - d. B & C
8. **How does the rose tree beneath the student's door agree to give the nightingale the desired rose?**
 - a. If she sings
 - b. She would get it in exchange of a white rose
 - c. Simply she has to pluck the red lose from the garden
 - d. She has to build it out of music by moonlight and stain it with her heart's blood
9. **Where did the nightingale build her nest?**
 - a. Corner of the student's house
 - b. Oak tree
 - c. Huge banyan tree
 - d. None of the above
10. **How many kinds of rose tree did the Nightingale meet?**
 - a. 4
 - b. 3
 - c. 2
 - d. 1
11. **Who said, "How very ridiculous?"**
 - a. Butterfly
 - b. The nightingale
 - c. The green lizard
 - d. A & C

12. **Ah! Happiness depends on such little things! - Who said this?**
 a. Butterfly b. Student lover
 c. Nightingale d. Oak tree
13. **Did the student join the ball with his beloved putting a red rose?**
 a. Yes
 b. No
 c. Professor's daughter rejected him
 d. B & C
14. **What was the fate of the Red Rose?**
 a. Plucked by the student
 b. Given to his beloved
 c. Thrown to the gutters
 d. Put on the beloved's dress
15. **Who is the fiancée of the student?**
 a. Professor's daughter
 b. The princess
 c. The chamberlain's niece
 d. Can't say
16. **What does the nightingale expect the student in exchange of a red rose?**
 a. He should be a true lover
 b. He should be always happy
 c. Friendship
 d. A white rose
17. **When did the nightingale sing the song pressing her heart against the thorn?**
 a. Moonlit night
 b. Dark night
 c. Stormy evening
 d. Morning
18. **What happened to the nightingale when she finished singing?**
 a. She died
 b. The red rose was finished
 c. She flew to hand over the flower to the student
 d. A & B
19. **Which of the other inhabitants in the garden tells the nightingale how to make a red rose?**
 a. Green lizard b. Rose tree
 c. Butterfly d. Oak tree
20. **What did the student do at last?**
 a. Danced with the girl
 b. He was frustrated
 c. He lied on the grass and wept
 d. Returned home and started reading meta-physics
21. **Whom do you like the most?**
 a. The nightingale
 b. The student lover
 c. The professor
 d. The professor's daughter
22. **What is the theme of 'The Nightingale & the Rose'?**
 a. Materialism b. Sacrifice
 c. Love d. B & C

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | | | | | |
|---|---|----|---|----|---|----|---|
| 1 | a | 7 | d | 13 | d | 19 | b |
| 2 | d | 8 | d | 14 | c | 20 | d |
| 3 | c | 9 | b | 15 | a | 21 | a |
| 4 | c | 10 | c | 16 | a | 22 | d |
| 5 | c | 11 | d | 17 | a | | |
| 6 | b | 12 | b | 18 | d | | |

B. Fill in the gaps choosing the correct alternative

1. The nightingale and the Rose is a/an _____
a. Fairy tale b. Poem
c. An act-play d. Short novel
2. **Oscar Wilde is a / an _____ poet, playwright, novelist, and short story writer.**
a. British
b. American
c. Indo Anglian
d. Irish
3. **The nightingale says _____ is more precious than emerald and fine opals.**
a. Money b. Love
c. Gold d. Red rose
4. **The nightingale searched for the red rose for _____**
a. Butterfly
b. Student lover
c. The prince
d. Green lizard
5. **"_____ is a great price to pay for a red rose", cried the nightingale.**
a. Death b. Gold
c. Jewel d. love
6. **"Everyone knows that _____ cost far more than _____", said the professor's daughter.**
a. Flowers/Gold
b. Money/Flowers
c. Gold/Flowers
d. Jewels/Flowers
7. **"My roses are white", it answered; "as white as the foam of the sea," - the figure of speech used here is _____**
a. Metaphor
b. Simile
c. Oxymoron
d. Personification
8. **At the end of the story, the student lover learned _____.**
a. People are ungrateful
b. Love is a silly thing
c. Frailty, thy name is women
d. None of the above
9. **The story is described from the _____ point of view.**
a. Omniscient b. Objective
c. First-person d. Third-person
10. **"_____ gives a ball tomorrow night," murmured the young student.**
a. Professor's daughter
b. Prince
c. Princess
d. King

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|----|---|
| 1 | a | 6 | d |
| 2 | d | 7 | b |
| 3 | b | 8 | b |
| 4 | b | 9 | a |
| 5 | a | 10 | b |

C. Give brief answers to the following questions:

1. What is the moral of the story?
2. What does the rose symbolize?
3. Why does the rose cry to the nightingale?
4. What did the student do with the red rose?
5. What did the student lover do at the end?
6. How do you consider, "The Nightingale and the Rose"?
7. What is the theme of the story?
8. How many rose trees are mentioned in the story?
9. Who is the protagonist of the story?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ... love & sacrifice...when the nightingale is willing to sacrifice her life for love, she is showing that love requires sacrifice....she sacrificed as she had faith in the student lover.
2. ...difficulty and sacrifice associated with love. The nightingale represents love, compassion, connection and motherly care.
3. As the thorn hadn't yet reached her heart, the rose had remained white, for only a nightingale's heart blood could crimson the heart of the rose. And the rose tree cried to the nightingale to press her heart closer and closer against the thorn to make her red before the day breaks.
4. Picked the rose...went to his beloved, professor's girl - offered the red rose which she refused saying that the chamberlain's nephew sent her jewels which were better and more precious than the simple rose. Being dismayed and frustrated the student turned away, threw the rose into the gutter.
5.Being dismayed and rejected he decided to study philosophy and meta-physics. Having been betrayed by the professor's daughter in spite of his intense love, he concluded love to be silly, unreal and foolish. ...not half as useful as logic.
6. A beautiful story poignant with love, sacrifice, altruism and selflessness. The nightingale had sacrificed her life reposing full confidence and trust in the student lover but he was found not worth of that. Who being dismayed and frustrated threw the rose to the gutters which was gifted to him by the nightingale in-exchange of her life. ...certainly a very impressive fairy tale.
7. ... love and sacrifice. The narrative can be studied as a satire on love and romance which turned out to be unpractical; silly and foolish thing. The student lover denounces the girl and her fickleness as she was out and out materialistic.

8. Two rose trees but only one is highlighted that stands outside the student's windows ... plays the major role. This is the tree that tells the nightingale that he can produce a red rose but only at the cost of her life.
9. Undoubtedly, the nightingale is the protagonist who symbolizes, love, altruistic selfless devotion. She, seeing the student pining for love, build a red rose out of her own blood to see him happy. She sacrificed her life but in vain. The student and his lady love were materialistic enough in not loving each other. The red rose was thrown to the gutters which was gifted to him at the cost of her life. Eventually, love and romance have been dismissed as silly, un practical; and foolish thing: "Not half useful as logic.

D. Comprehension Questions

1. **Read through the following extract from the prescribed text and give brief answers to the questions that follow :**

"The Prince gives a ball to-morrow night," murmured the young Student, "and my love will be there. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will dance only with others, and my heart will break."

"Night after night have I sung of love," thought the Nightingale, "and what I sing of, he suffers - what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it for sale in the marketplace. It may not be purchased from the merchants, nor can it be weighed out in exchange for gold."

"The musicians will play upon their stringed instruments," said the young Student, "and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will throng round her. But with me she will not dance, for have no red rose to give her"; and he flung himself down on the grass, and buried his face in his hands, and wept.

"Why is he weeping?" asked a little Green Lizard, as he ran past him with his tail in the air. "Why, indeed?" said a Butterfly, who was fluttering about after a sunbeam.

"He is weeping for a red rose," said the Nightingale.

"For a red rose?" they cried; "how very ridiculous!" But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak tree, and thought about the mystery of Love.

Questions:

- (i) Why did the young student pine for a red rose?
- (ii) How does the nightingale wonder at the mystery of love?

ANSWER KEYS

- (i) ... the young student was in love the girl he loved had promised to dance with him all night if he brought her a red rose if he offered her a red rose, he would hold her in his arms, and she would lean her head on his shoulder, and clasp his hand... but there was not a single red rose in his garden ... he feared that without a red rose she would pass by him and dance with others... so....
- (ii) Nightingale has sung of love night after night... the student has suffered the pangs of love ... Love is joy for the nightingale but pain for the young Student ... Love is a wonderful thing it is more precious than emeralds, and dearer than fine opals pearls and pomegranates cannot buy it ... it is not for sale in the marketplace it cannot be purchased from the merchants, nor can it be exchanged for gold....

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.

"Be happy," cried the Nightingale, "be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though he is wise, and mightier than Power, though he is mighty. Flame-coloured are his wings, and coloured like flame is his body. His lips are sweet as honey, and his breath is like frankincense."

The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the little Nightingale who had built her nest in his branches.

"Sing me one last song," he whispered; "I shall feel very lonely when you are gone."

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.

When she had finished her song the Student got up, and pulled a note-book and a lead pencil out of his pocket.

"She has form," he said to himself, as he walked away through the garden - "but has she got feeling? I am afraid not. In fact, she is like most artists; she all style, without sincerity. She would not sacrifice herself for others. She thinks merely of music. Still, it must be admitted

that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good." And he went into his room, and lay down on his little wooden bed, and began to think of his love; and, after a time, he fell asleep.

Questions:

- (i) How does the nightingale characterize love?
- (ii) What does the student write about the nightingale in his notebook?

ANSWER KEYS

- (i) ... Love is wiser than Philosophy ... mightier than Power... the wings of love are Flame-coloured... his body is coloured like flame His lips are sweet as honey ...his breath is like frankincense.
- (ii) as he cannot understand the Nightingale's words, he writes down about his doubts whether she has got feeling ... he adds that she like most artists has style but lacks in sincerity ... she would not sacrifice herself for others she thinks only of music and she has sweetness in her voice ... he regrets that her songs are without meaning and do not have any practical use.

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

And at noon the Student opened his window and looked out.

"Why, what a wonderful piece of luck!" he cried; "here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name"; and he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor's house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

"You said that you would dance with me if I brought you a red rose," cried the Student. "Here is the reddest rose in all the world. You will wear it to-night next your heart, and as we dance together it will tell you how I love you."

But the girl frowned.

"I am afraid it will not go with my dress," she answered; "and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers."

"Well, upon my word, you are very ungrateful," said the Student angrily; and he threw the rose into the street, where it fell into the gutter, and a cart-wheel went over it.

"Ungrateful!" said the girl. "I tell you something: you are very rude; and, after all, who are you? Only a Student. Why, I don't believe you have even got silver buckles to your shoes as the Chamberlain's nephew has!" And she got up from her chair and went into the house.

Questions:

- (i) What does the student do with the red rose?
- (ii) How does the professor's daughter receive the student's gift of the red rose?

ANSWER KEYS

- (i) ... he rushes off to the Professor's house with the rose in his hand... offers the rose to his daughter... asks her to wear it close to her heart and dance with him while he will be telling her how much he loves her
- (ii) ...she frowns... she tells that the rose will not suit her dress... besides, the Chamberlain's nephew has presented her some real jewels which are costlier than flowers ...

4. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

And when the Moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn. All night long she sang with her breast against the thorn, and the cold crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the top-most spray of the Rose-tree there blossomed a marvelous rose, petal following petal, as song followed song. Pale was it, at first, as the mist that hangs over the river but the Tree cried to the Nightingale to press closer against the thorn. "Press closer, little Nightingale," cried the Tree, "or the Day will come before the rose is finished."

So, the Nightingale pressed closer against the thorn, and louder and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate flush of pink came into the leaves of the rose, like the flush in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose's heart remained white, for only a Nightingale's heart's-blood can crimson the heart of a rose.

And the Tree cried to the Nightingale to press closer against the thorn. "Press closer, little Nightingale," cried the Tree, "or the Day will come before the rose is finished."

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvelous rose became crimson, like the rose of the eastern sky.

Questions:

- (i) Give an account of the Nightingale's efforts to get a red rose?
- (ii) What is the effect of each of her songs?

ANSWER KEYS

- (i) ... as the Moon shines, the Nightingale flew to the Rose-tree... presses her breast against the thorn ... she sang all night with her breast against the thorn. the thorn went deeper and deeper into her breast ... her life-blood flowed out. she sang of the birth of love in the heart of a boy and a girl... the birth of passion in the soul of a man and a maiden ... the Love perfected by Death.
- (ii) ... the song of the innocent love of a boy and a girl produced a marvellous rose on the top-most branch of the Rose-tree with petals as grey as the mist that hangs over the river ... the song of the passionate love of a man and a maiden changed the colour of the petals into a delicate flush of pink like the blushing face of the bridegroom when he kisses the lips of the bride but the heart of the rose was white ... the song of the Love perfected by Death turned the rose into crimson, like the rising sun.

ADDITIONAL QUESTIONS:

1. Why does the nightingale admire the young student?
2. How does the nightingale wonder at the mystery of love?
3. Why does the nightingale decide to get a red rose at the cost of her life?
4. What does the student write about the nightingale in his notebook?
5. What kind of songs the nightingale sing?
6. Why does the student return to his books?

MYSTERY OF THE MISSING CAP

A. Choose the correct answers from the given alternatives

1. **What did the author want the readers to share?**
 - (a) Humor
 - (b) Sympathy
 - (c) The story
 - (d) Kindness
2. **Who was the then Minister of Fisheries and Fine Arts?**
 - (a) Sri Moharana
 - (b) Jhandoo
 - (c) Babu Virkishore
 - (d) Manoj Das
3. **Why had Sri Moharana a considerable reputation?**
 - (a) He was a kind man
 - (b) He was a wealthy man
 - (c) He was a conscientious and generous man
 - (d) He was a wealthy man and a good host
4. **What did Sri Moharana have?**
 - (a) Two ponds full of choice fish
 - (b) A number of well cared cows
 - (c) A pukka house
 - (d) All of the above
5. **What was the new caste that emerged post-independence'?**
 - (a) Leaders
 - (b) Freedom fighters
 - (c) Patriots
 - (d) Industrialists
6. **What ambition had Sri Moharana nurtured?**
 - (a) Becoming a patriot
 - (b) Being called an exemplary host
 - (c) Becoming a member of the State Legislature
 - (d) Becoming the Fisheries Minister
7. **Where was the author's maternal house?**
 - (a) In Sri Moharana's village
 - (b) Near Babu Virkishore's house
 - (c) Near Sri Moharana's house
 - (d) In Babu Virkishore's village
8. **Who were not there in the early days of Swadeshi ministers?**
 - (a) Deputy or sub-deputy ministers
 - (b) Sub-ministers
 - (c) Members of State Legislature
 - (d) Chief ministers
9. **Where was Babu Virkishore from?**
 - (a) The author's village
 - (b) The author's district
 - (c) Sri Moharana's village
 - (d) The author's maternal village
10. **Who thought that Sri Moharana's debut in politics should have the blessings of Babu Virkishore?**
 - (a) Sri Moharana's sponsors
 - (b) Babu Virkishore's sponsors
 - (c) The author and his friends
 - (d) Sri Moharana's villagers

- 11. What was a minister's daily life largely made up of in those days?**
- (a) Arranging meetings
 - (b) Speech-making at public receptions
 - (c) Attending feasts and meeting people
 - (d) Performing administrative tasks
- 12. Who was the chairman of the reception committee?**
- (a) Babu Virkishore
 - (b) Sri Moharana
 - (c) The author
 - (d) The author's maternal uncle
- 13. What did the children of the village lower primary school do for a fortnight?**
- (a) Practiced the welcome song
 - (b) Decorated Sri Moharana's house
 - (c) Prepared for the minister's arrival
 - (d) Learnt English words to impress the minister
- 14. Who had composed the welcome song?**
- (a) Sri Moharana
 - (b) Babu Virkishore
 - (c) The head-pundit of the village school
 - (d) The author
- 15. How old was the head-pundit?**
- (a) Sixty
 - (b) Sixty-seven
 - (c) Seventy
 - (d) Seventy-two
- 16. What questions were asked by the children?**
- (a) Does a minister sleep?
 - (b) What does a minister eat and drink?
 - (c) Does a minister ever have colic or colds?
 - (d) All of the above
- 17. Why did Sri Moharana give up his habit of sleeping in the afternoon?**
- (a) To make the arrangements
 - (b) To examine the details of the arrangements
 - (c) To make the children practice the welcome song
 - (d) All of the above
- 18. Where was the first welcome arch?**
- (a) On the outskirts of the village
 - (b) At the front gate of Sri Moharana's house
 - (c) Near the entrance of the village
 - (d) Near the village school
- 19. Where was the minister welcomed and garlanded by Sri Moharana?**
- (a) On the outskirts of the village
 - (b) At the front gate of Sri Moharana's house
 - (c) Near the entrance of the village
 - (d) Near the village school
- 20. Why was the minister requested to re-enter his jeep?**
- (a) The destination was a furlong away
 - (b) The destination was a mile away
 - (c) The destination was very far
 - (d) The destination was a meter away

- 21. Why did Sri Moharana and his friends look ecstatic?**
- (a) The minister said he was happy
 - (b) The minister said he will walk the remaining distance
 - (c) The minister could walk
 - (d) The minister looked contented
- 22. What does the word "Elephantine" mean?**
- (a) Huge (b) Brave
 - (c) Novel (d) Simple
- 23. How was the look on Sri Moharana's face when the minister rested his arm on his neck?**
- (a) That of a man in pain
 - (b) That of a kind man
 - (c) That of a contented man
 - (d) That of a humble man
- 24. Who was/were feeling extremely small and guilty?**
- (a) The children (b) Sri Moharana
 - (c) The author (d) The villagers
- 25. How were the minister and his people treated at Sri Moharana's house?**
- (a) With sumptuous feast
 - (b) With coconut juice
 - (c) With lassi
 - (d) With flavored milk
- 26. How many dishes were there in the luxurious lunch arranged for the minister?**
- (a) Twelve (b) Twenty
 - (c) Twenty-five (d) Thirty
- 27. Why were volunteers appointed?**
- (a) To ensure nothing disturbs the minister's sleep
 - (b) To make sure no one sees the minister
 - (c) To ensure the minister has a good time
 - (d) To keep the minister safe
- 28. Where were the minister's people when he was sleeping?**
- (a) On the rear side of the house
 - (b) On the back side of the house
 - (c) On the front side of the house
 - (d) In Sri Moharan's cabin
- 29. What was the first shock for the young author?**
- (a) The minister was sleeping like ordinary men
 - (b) The minister was snoring like ordinary men
 - (c) The minister looked huge
 - (d) The minister was bald
- 30. What was the most unexpected event that the author witnessed standing near the window?**
- (a) The minister having an egg-bald head
 - (b) The minister sleeping on a gigantic pillow
 - (c) The minister's cap being taken by Jhandoo
 - (d) The minister's snoring loud

- 31. Why was the author unable to shout?**
- (a) For his affection for Jhandoo
 - (b) He didn't want Jhandoo to be punished
 - (c) He didn't want to disturb the minister's sleep
 - (d) All of the above
- 32. Who said that the loss of minister's cap was a deep-rooted conspiracy?**
- (a) The minister's P.A.
 - (b) The Public Relations Officer
 - (c) The minister
 - (d) Sri Moharana
- 33. Why did the author reveal the truth to Mr. Moharana?**
- (a) He couldn't bear Sri Moharana's condition
 - (b) He wanted Jhandoo to be punished
 - (c) He wanted the minister to be happy
 - (d) He wanted to impress Sri Moharana
- 34. What did Sri Moharana ask the author?**
- (a) To catch Jhandoo
 - (b) To find the missing cap
 - (c) To fetch him a glass of water
 - (d) Not to disclose the matter to anyone
- 35. What did Sri Moharana promise the author?**
- (a) To give him the minister's cap
 - (b) Not to punish Jhandoo
 - (c) To retrieve the cap
 - (d) To reward him later
- 36. Which of the following words mean "Serious or sad and rather frightening"?**
- (a) Incurable (b) Sepulchral
 - (c) Dismay (d) Panic
- 37. What, did the author's friends say, would happen if the thief were caught?**
- (a) The police would hang him
 - (b) All the villagers will be thrown into jail
 - (c) He will be made the minister
 - (d) Both (A) and (B)
- 38. Who garlanded the minister on the stage?**
- (a) Sri Moharana
 - (b) The author
 - (c) The author's uncle
 - (d) Sri Moharana's niece
- 39. How many people gathered around the specially constructed stage?**
- (a) Less than five thousand
 - (b) More than six thousand
 - (c) Ten thousand
 - (d) Around five thousand
- 40. What did people saw for the first time which they had only heard of in ancient tales?**
- (a) A mighty minister without his cap
 - (b) Such a huge gathering
 - (c) A grown-up girl garlanding a man in public
 - (d) The minister smiling like an angel

41. **How has the welcome song been tuned?**
- (a) In a contemporary style
 - (b) Like a folk song
 - (c) In a prayer style
 - (d) In the Kirtan style
42. **For how long did Sri Moharana give his welcome speech?**
- (a) Half an hour
 - (b) About an hour
 - (c) Two hours
 - (d) None of the above
43. **Why did Sri Moharana thank BabuVirkishore's deceased parents?**
- (a) For giving the minister to the world
 - (b) For teaching the minister well
 - (c) For making the minister healthy
 - (d) All of the above
44. **What surprise did the author get during Sri Moharana's maiden speech?**
- (a) Sri Moharana was doing well
 - (b) Sri Moharana sounded like a pukka politician
 - (c) The minister's parents were praised
 - (d) Sri Moharana told a lie
45. **What was the lie that Sri Moharana uttered.**
- (a) The minister was noble
 - (b) The minister had promised to support him
 - (c) A noble man had taken the minister's cap
 - (d) The minister had donated to the villagewelfare fund
46. **How much money did Sri Moharana offer to the minister in behalf of the noble man?**
- (a) Hundred rupees
 - (b) A hundred and one rupees
 - (c) Two hundred rupees
 - (d) Fifty rupees
47. **Why did Sri Moharana give the coins to the minister?**
- (a) To use in the service of people
 - (b) To buy himself a new cap
 - (c) To donate to the party fund
 - (d) To help the patriots
48. **For how long did the minister speak?**
- (a) An hour
 - (b) An hour and a half
 - (c) Two hours
 - (d) Two and a half hours
49. **What did the minister drink in between his speech?**
- (a) A glass of water
 - (b) A glass of coconut juice
 - (c) A glass of milk
 - (d) A glass of curd
50. **What could the author see in Sri Moharana's eyes?**
- (a) Peace
 - (b) Content
 - (c) Guilt
 - (d) Sorrow

51. What was the guilt that hunted Sri Moharana?

- (a) Telling a lie in front of thousands of people
- (b) Lying to the minister
- (c) Lying to the author
- (d) Spending money to cover up Jhandoo's mischief

52. What was the minister served with at the time of his departure?

- (a) A glass of coconut juice
- (b) A glass of milk
- (c) A glass of sweetened curd
- (d) A glass of fruit juice

53. What did the author ardently wish?

- (a) For Jhandoo to go unnoticed by the minister
- (b) For the minister not to come to the veranda
- (c) For Sri Moharana not to carry the jug of water
- (d) For himself not to get caught

54. Who had killed Jhandoo's mother?

- (a) Sri Moharana
- (b) Sri Moharana's servants
- (c) Babu Virkishore
- (d) Jhandoo's father

55. Who nurtured and christened Jhandoo?

- (a) Sri Moharana
- (b) Sri Moharana's cook
- (c) The author
- (d) The author's mother

56. What was Jhandoo like?

- (a) Half domesticated and half wild
- (b) Wild
- (c) Completely domesticated
- (d) Mischievous

57. Where did Jhandoo often escape after he had grown up?

- (a) Into the pond
- (b) Into the main veranda
- (c) Into the groove
- (d) Into the forest

58. What was Jhandoo's friendly gesture?

- (a) Offering the cap to the minister
- (b) Sitting between the minister and Sri Moharana
- (c) Playing with the minister and his people
- (d) Playing with the village children

59. How were the reddened eyes and drawn faces of Sri Moharana and the minister interpreted?

- (a) As loss of faith
- (b) As the last meeting of the two
- (c) As marks of sorrow of separation
- (d) As a happy goodbye

60. What did the author believe changed the course of the lives of Sri Moharana and the minister?

- (a) The episode of the cap
- (b) Jhandoo's behavior
- (c) The break of trust between the two
- (d) Lying of Sri Moharana

61. Who did Sri Moharana say, was the noble man?

- (a) The author
- (b) He himself
- (c) The minister
- (d) Jhandoo

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	a	13	b	25	b	37	d	49	d
2	c	14	c	26	b	38	d	50	c
3	c	15	b	27	a	39	d	51	a
4	d	16	d	28	c	40	c	52	c
5	c	17	b	29	b	41	d	53	a
6	c	18	a	30	c	42	b	54	b
7	a	19	a	31	d	43	a	55	a
8	c	20	a	32	b	44	d	56	a
9	b	21	b	33	a	45	c	57	c
10	a	22	a	34	d	46	b	58	a
11	b	23	c	35	d	47	a	59	c
12	b	24	a	36	b	48	d	60	a
								61	d

B. Fill in the gaps choosing the correct alternative

1. Manoj Das is a/an _____ author

- (a) American
- (b) Bengali
- (c) English
- (d) Indo-Anglian

2. Sri Moharana had only pucca house in an area of _____

- (a) 10 villages
- (b) 20 villages
- (c) His constituency
- (d) Babu Virkishore constituency

3. **Author's maternal house was near _____**
- (a) In Sri Moharana's village
 - (b) Near Babu Virkishore house
 - (c) Near Sri Moharana's house
 - (d) None of the above
4. **Babu Virkishore was from _____**
- (a) The author's village
 - (b) The author's district
 - (c) Sri Moharana's village
 - (d) The author's maternal village
5. **The author was in a dilemma as to which should he value more**
- (a) The minister's cap or his snoring
 - (b) The minister's sleep or Jhandoo's mischief
 - (c) His affection for Jhandoo or the minister's cap
 - (d) All of the above
6. **The Public Relations Officer said that the loss of the minister's cap may have devastating effect on _____**
- (a) Sri Moharana
 - (b) The village
 - (c) The politics of the country
 - (d) The nearby villages
7. **Sri Moharana was sweating so profusely that the author thought that he might _____ in a few hours.**
- (a) Collapse
 - (b) Fall ill
 - (c) Completely melt away
 - (d) Start to cry
8. **There were some children who thought that the minister's cap was _____**
- (a) A sort holy
 - (b) A sort of Aladin's lamp
 - (c) A sort of gem
 - (d) A symbol of patriotism
9. **Some children thought that he who would put on the minister's cap would possess _____**
- (a) Magical powers
 - (b) Supernatural powers
 - (c) Ministerial powers
 - (d) Aladin's powers
10. **_____ was/were extremely fond of Jhandoo?**
- (a) Sri Moharana
 - (b) The villagers
 - (c) The author
 - (d) Children
11. **_____ was/were in tears?**
- (a) Sri Moharana and the minister
 - (b) The minister and his P.A.
 - (c) Sri Moharana and the author
 - (d) All of them

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|----|---|
| 1 | d | 7 | c |
| 2 | b | 8 | b |
| 3 | c | 9 | c |
| 4 | b | 10 | d |
| 5 | c | 11 | a |
| 6 | c | | |

C. Give brief answers to the following questions:

1. What impression of Sri Moharana do you get from this story?
2. Who was BabuVirkishore?
3. How did Sri Moharana feel about the loss of the cap?
4. How did Sri Moharana make his maiden speech?
5. What impression of Sri Moharana do you get at the end of the story?
6. How was Jhandoo described in the story?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ...a well to do man of the village of the narrator's maternal uncle - ...had the only pucca house in an area of twenty villages...he had a considerable reputation as a conscientious and generous man - ...exemplary host. ...nurses the ambition to become a member of the state legislator.
2. ...the narrator describes BabuVirkishore respectfully... as hon'ble minister of fisheries and fine arts...full-fledged cabinet ministerfrom the narrator's district. He wielded enormous political power in the Swadeshi ministry for which the sponsors of Sri Moharana wanted that the village patriot should have the blessings of BabuVirkishore to make his debut into politics and become a member of the state legislator.
3. The minister's cap disappeared in a mysterious circumstances creating suspicion, disturbance...Mr Moharana was deeply affected and was at his wits end. ...Sweating like an ice-cream stick...completely shaken thinking about the consequences when the minister and his men would know about the incident.
4. ... As the chairman of the reception committee, Mr Moharana was encouraged to make his maiden speech - felt very nervous, awkward which he overcome with much will power. ...continued for nearly an hour giving a chronological account highlighting the minister's glorious achievements. ...conveying gratitude on behalf of the nation to his late parents.
5. ...A village patriot of the post-independent India having political ambition to become a member of the state legislator....when the minister's cap disappeared, he employing his presence of mind could save the situation...Spoke for more than one hour highlighting the achievements of the minister as he was thinking that his only ambition could be fulfilled though the blessings ... when he saw the narrator, the guilt of telling a lie to the Minister before haunted him. ...no longer a man of truth, although he had never uttered a lie before
6. ...a real little monkey... nurtured and christened by Sri Moharana. ...when Jhandoo was an infant. His mother was given shelter inside Sri Moharana's house to save her male child from wrath of his father. ...Mr Moharana nursed Jhandoo when his mother was killed by his servants. Jhandoo was half domesticated and half wild who gave a twist to the whole story when he returned the cap to the minister.

D. Comprehension Questions

- 1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

Sri Moharana was a well-to-do man. He had the only pukka house in an area of twenty villages. Whitewashed on the eve of India achieving independence, the house shone as a sort of tourist attraction for the folks of the nearby villages. They stopped and looked at it whenever they passed by, for none could overlook the symbolism in this operation that had been carried out after nearly half a century. Sri had a considerable reputation as a conscientious and generous man. He was an exemplary host with two ponds full of choice fish and a number of well cared for cows. He was a happy villager.

Came independence. As is well-known, the ancient land of India has had four major castes from time immemorial. But during the days immediately preceding independence, a new caste was emerging all over the country of patriots. The 15th of August 1947 gave a big boost to their growth. In almost every village, beside the Brahmins, Kshatriyas, Vaisyas, and Sudras a couple of patriots came into being. It was observed that the small fisheries of Sri Moharana were often exercised in honor of these new people. And observers began to notice that Sri Moharana himself was fast becoming a patriot. As I found out later, he had even nursed the ambition to become a Member of the State Legislature.

Questions:

- i. What impression of Sri Moharana do you get from the passage?
- ii. What does the narrator say about the patriots in the passage?

- 2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

I returned home pensive. But before long I heard a suppressed yet excited noise. Crossing into Sri Moharana's compound I saw the minister's P.A. flitting about like a butterfly and heard his repeated mumbling, "Mysterious, mysterious!" The minister was obviously inside the cabin. But nobody dared go in. Sri Moharana stood thunderstruck, as did the her patriots. The Public Relations Officer was heard saying, "The Hon'ble Minister does not mind the loss of the cap so much as the way it disappeared. Evidently there is a deep-rooted conspiracy. The gravity of the situation can hardly be exaggerated. In fact, I fear, it may have devastating effects on the politics of our country."

I could see Sri Moharana literally shaking. He was sweating like an ice-cream stick, so profusely that I was afraid, at that rate he might completely melt away in a few hours.

When I saw Sri Moharana's condition, the conflict within me, as to whether I should keep the knowledge of the mystery a secret or disclose it, was resolved. I signaled him to follow me, which he eagerly did. A drowning man will indeed clutch at a straw.

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When I saw Sri Moharana's condition, the conflict within me, as to whether I should keep the knowledge of the mystery a secret or disclose it, was resolved. I signaled him to follow me, which he eagerly did. A drowning man will indeed clutch at a straw.

Questions:

- i. How did the minister's officials react to the disappearance of the cap?
- ii. How did Sri Moharana feel about the loss of the cap

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Sri Moharana smiled mysteriously. The minister nodded his big, clean head which glowed like a satellite. Sri Moharana resumed, 'You all are dying to know what happened to the cap. Isn't that so? Yes, yes, naturally. You are dying. Well, it is like this: a certain nobleman of our area has taken it away. Why? Well, to preserve it is as a sacred memento. He was obliged to take it away secretly because otherwise the Hon'ble Minister of Fisheries and Fine Arts, who is a burning example of humility, would never have permitted our friend the nobleman to view the cap as anything sacred!'

Sri Moharana stopped and brought out of his pocket a handkerchief full of coins and, holding it before the audience, said, "Well, ladies and gentlemen, our friend the nobleman has requested me to place this humble amount of one hundred and one rupees at the disposal of the Hon'ble Minister for some little use in his blessed life's mission, the service of the people, through fish and fine arts."

Sri Moharana bowed and handed over the money to the minister who, with a most graceful gesture, accepted it. Applause and words of wonder and appreciation broke out like a hurricane. Even the minister and Sri Moharana clapped their hands. Then, of course, the minister spoke for two and a half hours, drinking a glass of milk in between, at the end of which he declared that as a mark of respect to the unknown admirer of his, he had decided to remain bare-headed for that whole night although the good earth did not lack for caps and, in fact, a surge of caps had already tried to crown his undaunted head

Questions:

- i. How did Sri Moharana explain the reason behind the missing of the cap?
- ii. How did the minister react to Moharana's explanation?

ADDITIONAL QUESTIONS:

1. How does the narrator recount the preparation for the Minister's reception?
2. How did Sri Moharana entertain his guests?
3. How did Minister's cap disappear?
4. How did the minister's official react to the disappearance of the cap?
5. How did the narrator's friends react to the disappearance of Minister's cap on the day of the ceremony?
6. How did Sri Moharana explain the reason behind the missing of the cap?
7. What role did Jhandoo play in the story? Did he bring an anticlimax to the story?

ANSWER KEYS

1.
 - i. a well-to-do man a happy villager. owned the only pukka house in an area of twenty villages... his house was a sort of tourist attraction for the folks of the nearby villages on the eve of independence a conscientious and generous man ... an exemplary host ... a fast-growing patriot nursed the ambition to become a Member of the State Legislature
 - ii. patriots emerged as a new caste during the days immediately preceding independence, beside the Brahmins, Kshatriyas, Vaisyas, and Sudras The 15th of August 1947 was a big boost to the growth of patriots In almost every village, a couple of patriots came into being
2.
 - i. ... there was a stifled yet excited noise among the officials... the minister's P.A. was mumbling, "Mysterious, mysterious!" ... The Public Relations Officer was baffled by the mysterious disappearance of the cap... he said that it was a severe conspiracy against the minister ... the gravity of the situation troubled him ... he feared that the missing of the cap would have distressing effects on the politics of the country
 - ii. ... Sri Moharana was shocked ... he was literally shaking in fear ... he was profusely sweating like an ice-cream stick ... when the writer was going to give him a clue to the mystery of the missing cap his condition was like a drowning man clutching at a straw
3.
 - i. ... Sri Moharana said with a mysterious smile that a certain nobleman of their area had taken it away to keep it as a sacred memento ... the noble man had placed a humble amount of one hundred and one rupees at the hands of the Hon'ble Minister for some little use in the service of the people ... he had to take the cap secretly because as the minister was a modest person, he would not have allowed the nobleman to view the cap as sacred if he had begged for it
 - ii. ... the minister declared that as a mark of respect to the unknown admirer of his, he had decided to remain bare-headed for that whole night... although the good earth did not lack caps ... and many admirers had already tried to crown his undaunted head

THE MONKEY'S PAW

A. Choose the correct answers from the given alternatives

1. **Who is the author of the Monkey's Paw?**
 - a. Oscar wilde
 - b. R.K. Narayan
 - c. W. W. Jacobs
 - d. Steve Jobs
2. **How many scenes are there in this play?**
 - a. 2
 - b. 3
 - c. 4
 - d. 1
3. **How many characters are there in the Monkey's Paw?**
 - a. Six
 - b. Four
 - c. Five
 - d. Three
4. **What are the characters doing in the beginning of the play?**
 - a. Solving crossword puzzles?
 - b. Playing Chess
 - c. Sitting in a park
 - d. Busy in marketing
5. **Whom does Mr White introduce to his family members?**
 - a. Mr. Herbert
 - b. A stranger
 - c. Sgt. Major Morris
 - d. Mrs. White
6. **Who of the following was in Bombay during his/her service career?**
 - a. Mr Herbert
 - b. Mr White
 - c. Mrs White
 - d. Sgt. Major Morris
7. **At what time the play, 'The Monkey's' Paw' is set?**
 - a. Pleasant spring morning 1920
 - b. In the afternoon of September 1920
 - c. A sunny day in 1920
 - d. Dark stormy winter night 1920
8. **What is the name of the white's house?**
 - a. Lake side Villa
 - b. Villa Lake shire
 - c. Villa Lake Ridge
 - d. Laburnam Villa
9. **What is Mrs. White doing at the beginning of the play?**
 - a. Knitting
 - b. Washing
 - c. Writing
 - d. Darning socks
10. **Who is Mr. White playing a game with at the beginning of the play?**
 - a. Friend
 - b. Son
 - c. Wife
 - d. Cousin
11. **What time of day the play starts?**
 - a. Evening
 - b. Morning
 - c. Night
 - d. Afternoon
12. **Who originally gives the monkey's paw to Mr. white?**
 - a. Sgt. Major Morris
 - b. Herbert
 - c. A fakir
 - d. A soldier

13. **Who says, 'but you must have all kinds of great stories to tellthe places you saw...the people you met'.**
- Herbert
 - Mrs White
 - Mr White
 - Sgt Major Morris
14. **Who initiated the story about the Monkey's Paw?**
- Herbert
 - Mrs White
 - Mr White
 - Sgt Major Morris
15. **How many wishes were granted by the Monkey's Paw?**
- Two people could wish two times
 - Three people could each wish three times
 - One person could wish once
 - One person could wish three times
16. **What was special about the Monkey's Paw?**
- It was given to Mr Morris by an old holy man
 - It was mummified
 - It had a magic spell put on it
 - B & C
17. **Why couldn't Mr Morris get rid of the Monkey's Paw?**
- Because people didn't want to buy
 - Some people wanted to try that first and pay him later
 - He didn't want to trouble others
 - Because he had earned enough money from that and didn't want to spare
18. **Who among the Whites wished first for two hundred pounds?**
- Mrs White
 - Herbert
 - Mr White
 - Major Morris
19. **What did the stranger inform to the whites?**
- The Maw and Maggines disclaim all responsibility for Herbert's death
 - They have won a lottery of Two Hundred Pounds
 - Their son was mangled in a machinery and died
 - Both A & C
20. **What does Mrs. White see when she springs open the door?**
- Nothing
 - A limbless monkey
 - The previous owner of the paw
 - Her son
21. **What did Mr. white wish for the Second time?**
- Wished for his son to be alive again
 - Wished for another two hundred pounds
 - His own death
 - To leave forever
22. **How many times Mr. White wished from the Monkey's Paw?**
- 1
 - 2
 - 3
 - 4

23. What do you think happened to Mrs. White at the end of the play?

- a. She went to meet her son
- b. She died
- c. She went to meet the old holy man who put a spell on Monkey's Paw
- d. None of the above

24. How many miles would Herbert have to walk from the grave?

- a. 3 miles
- b. 2 miles
- c. 4 miles
- d. 5 miles

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	c	5	c	9	a	13	a	17	a	21	a
2	b	6	d	10	b	14	c	18	c	22	c
3	c	7	d	11	c	15	b	19	d	23	a
4	b	8	d	12	b	16	d	20	a	24	b

B. Fill in the gaps choosing the correct alternative

1. W.W Jacobs is a/an _____ writer?

- a. Indian
- b. British
- c. American
- d. Russian

2. The play is set in _____.

- a. Mr. White's home
- b. Sgt Major Morris's Residence
- c. In a battlefield
- d. Farmhouse

3. The monkey's paw is a _____ play?

- a. Romantic
- b. Historical
- c. Horror
- d. Crime

4. Sgt. Major Morris served in India for _____ years?

- a. 15
- b. 20
- c. 21
- d. 25

5. Mr. Morris threw the Monkey's Paw _____

- a. Into pond water
- b. Into fire
- c. On the ground
- d. Out of the window

6. Indian city has been referred to by Mr. Morris while talking about monsoon season.

- a. Kolkata
- b. Delhi
- c. Bombay
- d. Madras

7. The first owner of the Monkey's Paw wished for three wishes and the last one is for _____

- a. To live forever
- b. To be forever young
- c. To get married
- d. Death

8. _____ said, "if you must wish, for heaven's sake, wish for something sensible. But I don't want to be here to see it".

- a. Old holy man
- b. Sgt Major Morris
- c. Herbert
- d. Mrs. White

9. "Bring him back, do you think I would fear my own son?", said _____.
- Mrs White
 - Mr. White
 - Sgt Major Morris
 - None of the above
10. _____ said, "I wish my Son alive again".
- Mrs. White
 - Mr. White
 - Major Morris
 - None of the above

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|
| 1 | b | 3 | c | 5 | b | 7 | d | 9 | a |
| 2 | a | 4 | c | 6 | c | 8 | b | 10 | b |

C. Give brief answers to the following questions:

- How was the weather at the beginning of the story?
- What was special about Monkey's Paw?
- What was the first wish of Mr White?
- What happened to Mr Herbert?
- What was the second wish exercised by Mr White?
- What was the last wish?
- Who is responsible for Herbert's death?
- Is Mr White responsible for all that has happened to his family?
- What is Mrs White like?
- What is the theme of the play?

ANSWER KEYS

C. Give brief answers to the following questions:

- It was a dark and stormy winter night accompanied by heavy rain and occasional thunder clap. The weather was unpleasant and was a suggestive of something ominous for the whites even when the white's living room was looking cozy and bright.

The White's were eagerly waiting for their guests Mr Sgt. Major Morris even during this inclement weather when roads were flooded and weather was foul outside.

- Sgt Major Morris described about the Monkey's Paw to the White's, which he had got consequent upon the death of its previous owner. It was a mummified Monkey's Paw which had a spell put on it by an old holy man. It had a magic spell so that three people could each have three wishes from it. Even though, he had very bad experience of possessing the Monkey's Paw and wanted to get rid of that, he had still not been able to dispense with that. As some people wanted to try the magic spell and pay him afterward, he failed to get a willing buyer. Since it had troubled many, he after showing that to White's, threw it on the fire. He even warned the White's not to use and wish as he won't be there to see that.

3. Mr White wished for two hundred pounds as his first wish just after the departure of Sgt. Major Morris from his house.
4. Mr Herbert was killed while working in the factory, his body was totally mangled.
5. On being requested by Mrs White, Mr White went for the second wish, "I wish my son alive again".
6. The Monkey's Paw had a magical spell. Even though Sgt Major Morris warned the Whites about the troubles it had caused to its previous owners, they wanted to exercise their wish. Mr White wished for 200 pounds which he got as a compensation for his son: Herbert's death. He wished for the second- time to bring him back to life. So, when the White's were eagerly waiting for their Son's return after ten days of his death, they could hear a sound, a repeated knock on the door. Mrs White, out of curiosity wanted to force herself to go out. When Mr White wished for the third time in a mysterious circumstance for his son's return to the place where he had come from. It was all, happened in a quick succession which couldn't be explained rationally. Perhaps Mr White was not ready to accept the hard realities.
7. ...we may blame Sgt. Major Morris for this who shouldn't have parted with Monkey's Paw knowing very well the dangerous consequences of it's magical power . The mysterious magical power and the story behind the Monkey's Paw as told by Mr. Morris caused the White's to go for the wishes which proved to be fatal. The old holy man who put on it a magic spell wanted to show that the fate rules people's lives and anyone who tries to interfere with fate would face the consequences.
8. Yes, he is responsible. Mr Morris had warned about the weired magical power of the paw causing dangerous consequences. But, it was Mr. White who out of curiosity, greed and pressure from his family members wanted to wish on the Monkey's Paw. One after another he wished for three times although he had shown initial reluctance to use the monkey's paw saying, "It seems to me that I have got all I want already".
9. ...is an intelligent and passionate woman...shares her fascination with her husband and son. ...Appreciates Major Morris's fantastic story about Monkey's Paw and even eagerly questions him....
Lovingly attentive to her husband and son though cracks joke on them occasionally enjoys teasing them.
10. ...'it is to be happy with what you have'. The protagonist of the play Mr White has already emphasized "it seems to me I have got all I want already" - this is the key to the theme because he was happy with what he had until he came across Mr. Morris and his Monkey's Paw. Out of greed , curiosity and pressurized by his wife and son he wanted to test the magical powers of the Monkey's Paw eventually inviting untold misery and trouble.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Herbert. But you must have all kinds of great stories to tell—the places you saw, the people you met...

Mr. White. Does he ever! What was that story you started telling me the other day, Morris? About a monkey's paw or something?

Morris (quickly). Nothing, really. Nothing worth hearing.

Mrs. White. A monkey's paw?

Morris. Well, it's just a bit of what you might call magic, I guess.

Herbert. Magic!

[The WHITES look at MORRIS with interest.]

Morris (fumbling in his pocket). It looks like just an ordinary little paw all dried up.

[He pulls a mummified monkey's paw out of his pocket and holds it out. MRS. WHITE draws back in horror, but HERBERT takes the paw and looks at it curiously.]

Mr. White. So, what's so special about it? (He takes the paw from HERBERT and examines it, then puts it down on the table.)

Morris (solemnly). It had a spell put on it by an old holy man. He wanted to show that fate ruled people's lives, and that anyone who tried to interfere with fate would be sorry. He put a magic spell on the paw so that three people could each have three wishes from it.

[MR. WHITE laughs uneasily.]

Herbert. Well, why don't you wish on it, then?

Morris (sadly). I have.

Mrs. White. And did you really have your three wishes granted?

Morris. I did.

Mrs. White. And has anyone else wished on it?

Morris (seriously). The first owner had three wishes, yes. I don't know what the first two were for, but the third was for death. That's how got the paw.

Mr. White (after a pause). If you've had your three wishes, that thing's no good to you now, then, Morris. What do you keep it for?

Morris (shaking his head and shrugging). No good reason, I guess. I did have some idea of selling it, but don't think will. It's caused enough trouble already. Besides, no one will buy it. Some people think it's just a fairy tale, and the ones who do think anything of it want to try it first and pay me afterward.

Questions:

1. What impression do you get about Herbert?
2. How did Morris describe the Monkey's Paw?

ANSWER KEYS

1. ... Herbert is only son Mr and Mrs White - very lively, dynamic and youthful. When Mr Morris, an ex-army officer started talking about the mysterious monkey's paw, it was he who became sceptical and enquired about its magical spell. He also took interest in him and asked about his past service career as an army officer in Indian city of Bombay. He showed his keenness in visiting India and know the holy men performing miracles. He took the paw in his hand, looked at it curiously and handed the same to his father. Hearing about the magical spell on the paw, he started putting to Mr Morris as to whether he had wished on it and the reason of not disposing of that if he had troubled meaning.
2. On being asked by Mr White, Mr Morris started talking about the Mummified Monkey's Paw which appeared very ordinary dried up little thing. There is something special magical power put on it by the old holy man who said that only three people could have each 3 wishes from it. While describing he felt very uneasy and told that the intention of the holy-man was to show the importance of faith on human life. Anyone trying to interfere will have to meet death. Since the previous owner wished for death, Major Morris could possess the same. He was very conscious about its ominous consequences and wanted to dispose. But till death he couldn't as he didn't find a willing buyer. People hearing about the magical power of it were anxious enough to test its worth. Mr Morris candidly admitted to the fact that he wanted to part with that but was unable to do it for no plausible reason.

2. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

Mrs. White. No! We'll have one more. Go get it down and wish our boy alive again.

Mr. White (stepping back in horror). You're insane! **Mrs. White.** I want my son back. I want to see my son **Mr. White.** You don't know what you're saying.

Mrs. White. We had the first wish granted! Why not the second?

Mr. White. It was a coincidence.

Mrs. White. Go and get it and wish!

Mr. White (facing her and taking her by the arms). He's been dead ten days, and besides...I didn't want to tell you this, but I could only recognize him by his clothes. He was mangled in the machinery. If he was too terrible for you to see then, how would it be now?

Mrs. White. Bring him back! Do you think I would fear my own son?

[MR. WHITE goes slowly upstairs, followed by his wife. He takes the paw and stares at it.]

Mrs. White. Wish!

Mr. White (weakly). It is foolish and wicked.

Mrs. White. Wish !

Mr. White (holding up the paw). I wish my son alive again.

[He drops the paw and sinks trembling into a chair. MRS. WHITE runs to the window and stands looking out. The clock ticks. A stair creaks. MRS. WHITE comes and sits by her husband. Finally, a quiet knock is heard. MRS. WHITE jumps up.]

Mrs. White. What's that?

Mr. White (shakily). A mouse. It's just a mouse in the wall.

[Another knock, louder this time.]

Mrs. White. It's Herbert! It's our son! (She starts toward the stairs, but MR. WHITE grabs her by the arm.)

Mr. White. What are you going to do?

Mrs. White. It's Herbert! What are you holding me for? Let go so I can open the door. Mr. White (hoarsely). Don't let it in.

Mrs. White. How can you be afraid of your own son? Let me go.

[The knocking is louder and louder. She breaks free and runs down to the door.]

Mrs. White. I'm here, Herbert, I'm right here!

Questions:

1. Bring out a comparison between the Whites.
2. How does the play end?

ANSWER KEYS

1. The Whites were very sad over the death of their only son.... trying hard to settle down and accept the calamity. Mr White somehow stronger of the two consoled his wife. Mrs White, being a mother was still hoping against hope and pressurized her Husband to exercise their remaining wishes to bring back their son from the grave even after a gap of 10 days. In the cold winter night, she told her husband, "Go! and get it down! And wish our boy alive gain." Since both of them were weak minded, superstitious, they went for the second wish.... Incidentally, the Whites heard some knocking sound on their door. The clock was ticking and stairs creaking. Mr White became terrified and wanted to block the way of Mrs. White... but in vain... Mrs. White, being more attached couldn't check herself,... sprang open the door to greet her only son being alive again. But in vain... she screamed and saw nothing on the empty road as Mr. White being terrified to face the reality wished for the third time for his son's return to grave.

2. In spite of Major Morris' warning about the ominous magical power of the Monkey's Paw, the Whites out of curiosity and greed wished on it thrice. It was very difficult to overcome the calamity of their Son's death. Mrs White being the mother was unable to accept the death and pressurized Mr White to wish on the Monkey's Paw to bring back their only son even after a lapse of 10 days. Under mysterious circumstances, just after Mr White wished for the second time, they heard some sound and knocking on the door, Mrs White thought that her son had returned and freed herself from the clutches of her husband,.... sprang open the door to greet him. Mr White who was somehow terrified and apprehensive about the outcome, wished for the third time for his son's return. It was instantaneous and simultaneous. The sound stopped and Mrs White's hope of greeting her son back ended with a loud wail.... It was foolish and wicked to hope for a dead man's return to life. After all fate rules and anyone who tries to interfere with it will have to meet dangerous consequence.

ADDITIONAL QUESTIONS:

1. How did the White's get the Monkey's Paw?
2. What did Morris say about how to use the Monkey's Paw? What was his warning to the White's?
3. What were the things mentioned by Sgt. Major hinted at the White's fate?
4. Compare Mr. White's and Herbert's attitudes toward the Monkey's Paw. Why was it logical that Herbert would be the victim of the first wish?
5. Why didn't Mr. White want to make the second wish?
6. "Bring him back! Do you think I would fear my own son?" Why does Mrs. White say so?
7. What role did the author want the Monkey's Paw to play here?
8. What did the holy man want to prove to people by putting the spell on the paw?

MY MOTHER

A. Choose the correct answers from the given alternatives

1. **Who is the author of "My Mother"?**
 - a. Winston Churchill
 - b. Leo Tolstoy
 - c. Charlie Chaplin
 - d. Steve Jobs
2. **How was Chaplin's father described by him?**
 - a. A Vaudevillian, quiet brooding man with dark eyes
 - b. Resembling Napoleon
 - c. A downright drunkard of the London streets
 - d. A & B
3. **How was Chaplin's father described by his mother?**
 - a. Without bitterness
 - b. With sympathy
 - c. Critically
 - d. Both A & B
4. **Who said, "you will finish up in the gutter like your father".**
 - a. Charlie Chaplin
 - b. Chaplin's sister
 - c. Chaplin's Brother
 - d. Chaplin's Mother
5. **When were the parents of Chaplin separated?**
 - a. A year after his birth
 - b. Five years after their marriage
 - c. 1890
 - d. A & C
6. **What was the problem with Chaplin's Mother?**
 - a. She was separated from her husband
 - b. She didn't seek alimony
 - c. She was suffering from Laryngitis and frequent problem with her voice
 - d. A & C
7. **What was Chaplin's mother doing?**
 - a. An actress
 - b. She was a dancer
 - c. An onstage live singer
 - d. None of the above
8. **Who is a vaudevillian?**
 - a. A drunkard
 - b. Owner of the dance group
 - c. Bankrupt
 - d. An onstage live performer of song and dance routine, animal acts and acrobatic turns
9. **Why was it difficult for a vaudevillian to refrain from drinking?**
 - a. Alcohol was sold in all theatre bars
 - b. They were customarily obliged to drink with the audience
 - c. They were hugely paid for their performance
 - d. A & B
10. **When did Charlie make debut as an onstage performer?**
 - a. When he was 5 years
 - b. When he was 6 years
 - c. When he was 7 years
 - d. When he was 25 years

- 11. Where was Charlie's mother performing?**
- Globe theatre
 - Christ church
 - Canteen at Aldershot
 - None of the above
- 12. What was the song that Charlie played on his debut?**
- Irish march
 - Jack jones
 - Twinkle-Twinkle Little Star
 - None of the above
- 13. What was the cause of the separation of Charlie's parents?**
- Because his father was drunkard
 - Because he was a pauper
 - Because his mother was suffering from serious illness
 - As her mother had illicit relationship with others
- 14. Why the Vaudevillians were paid sumptuously?**
- Because of their excellent performance and fame
 - Because they spend most of their money at the theatre bar entailing huge profit to owners
 - As compensation to the artists who ruined themselves due to heavy drinking
 - Theatres made more profits from the attached bar
- 15. Which favourite song of his mother was imitated on stage by Charlie on his debut?**
- Bound for Texas
 - Irish March
 - Jack Jones
 - Weeping Willows
- 16. What did Charlie's mother do after she stopped on-stage singing due to her voice problem?**
- Lived in cheerless twilight: where jobs were hard to find
 - She turned religion hoping that he would restore her voice
 - Went for occasional nursing work, stitched dress for members of the church
 - B & C

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	c	7	c	13	a
2	d	8	d	14	b
3	d	9	d	15	b
4	d	10	a	16	b
5	d	11	c		
6	d	12	b		

B. Fill in the gaps choosing the correct alternative

1. **Charlie Chaplin is a famous _____.**
 - a. American Novelist
 - b. Russian story teller
 - c. British comedian
 - d. German playwright
2. **The present topic 'My Mother' has been excerpted from _____.**
 - a. RK Narayan's "Malgudi Days"
 - b. Nehru's "Autobiography"
 - c. Chaplin's "My Autobiography"
 - d. Leo Tolstoy's "Anna Karenina"
3. **Chaplin's parents were living _____.**
 - a. Together
 - b. Separately
 - c. In a theatre bar
 - d. None of the above
4. **Chaplin's father died of excessive drinking at the age of _____.**
 - a. 40
 - b. 37
 - c. 35
 - d. 41
5. **Chaplin's father had a _____ voice.**
 - a. Rattling
 - b. Mellifluous
 - c. Light baritone
 - d. Raucous
6. **Charlie's father resembles _____.**
 - a. Adolf Hitler
 - b. Oscar Wilde
 - c. Napoleon
 - d. Winston Churchill
7. **_____ wired back: "balls, parties and picnics darling!"**
 - a. Charlie
 - b. Charlie's beloved
 - c. Charlie's Father
 - d. Charlie's Mother
8. **_____ helped Chaplin to gather the money poured onto the stage on his debut performance**
 - a. Stage manager
 - b. Chaplin's father
 - c. Chaplin's Mother
 - d. Chaplin's friends

ANSWER KEYS

A. Choose the correct answers from the given alternatives

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | c | 3 | b | 5 | c | 7 | d |
| 2 | c | 4 | b | 6 | c | 8 | a |

C. Give brief answers to the following questions:

1. What does Chaplin speak about his father?
2. How were the vaudevillians described?
3. What was the mother's attitude towards Charlie's father?
4. Why did his mother's theatrical engagement fall off?
5. How and why did Charlie first go to the theatre?
6. Why did his mother walk-off the stage?
7. How did Charlie make his debut on stage?
8. How did the audience respond to his first onstage performance?
9. How did his mother make a living?
10. How did Charlie's mother turn to religion?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ... Charlie was too young when his father and mother were separated. So his knowledge of his father was limited to what his mother narrated to him...his father was a famous stage entertainer and an alcohol addict. When drunk he created problems in the house. Otherwise he was a quiet man with a baritone voice. It was said that excessive drinking caused his untimely death at the age of 37 only.
2. ...were on-stage singers and performers solely entertaining the customers. It was very difficult to refrain from drinking as in all theatres there were bars attached to them. They were hugely paid and a lion's share of that were spent on drinking with the customers at the attached bar after the show. Most of the theatre owners pay them hugely as they made a huge profit out of the bar. Charlie's father was said to be a great vaudevillian, a quiet brooding man with dark eyes who was in those times considered to be a fine artist earning a considerable amount of 40 pounds a week.
3. His mother was vexed with her husband's addiction and the disturbance it caused in the house. But no love was lost between them until she was separated from him after Charlie's birth. She didn't seek any alimony because she was herself a great performing stage singer of her times.
4. As she suffered from bouts of vocal cord infection...too often making her voice broken and hoarse. It was not to the liking of the customers who quite often make cat calls and laugh at her. On such an occasion, while performing at the canteen at Aldershot she was forced to quit the stage and substitute her son Charlie although he was only five years.

5. Charlie used to accompany his mother who was a stage performer at a canteen at Aldershot. It was a soldier's canteen. She felt it unsafe to leave the young Charlie alone at their residence as he was only five years old.
6. She was suffering from vocal problem due to infection and laryngitis.... Often on the stage her voice used to break and she failed to perform. On one eventful night, while performing for the soldiers in a canteen, she faced with a problem when her voice cracked and went into a whisper. The audience began to laugh, make cat calls for which she felt it wise to leave the stage during the performance.
7. After his mother walked-off, the manager brought Charlie on-stage to mollify the shouting and jeering audience. He was asked to sing which he did.... Imitating his mother's singing tone which was greatly applauded by the audience. The audience even poured onto the stage a shower of money in appreciation of his performance when he started singing Jack Jones accompanied by the orchestra.
8. It was that eventful night when his mother was forced to leave the stage during performance because of her vocal problem. The stage manager substituted Charlie on stage to continue the programme even though he was only five. His performance was so nice that there was huge applause from the audience and out of appreciation they poured onto the stage a shower of money. It was indeed a unique experience for Charlie that he could get the appreciation on his debut when he sang Jack Jones and his mother favourite number, Irish march.
9. ... found it very hard to make both ends meet. She spent all her savings, pawned her ornaments to collect some money which was inadequate to meet both ends. For her it was a cheerless twilight existence when jobs were hard to find. She took to occasional nursing and stitching dresses for members of the church to somehow manage their living.
10. She sought solace in religion during the hard and bitter days hoping against hope that she could regain her voice through God's grace and revive her stage performance.

D. Comprehension Questions

1. **Read through the following extract from the prescribed text and give brief answers to the questions that follow:**

I was hardly aware of a father, and do not remember him having lived with us. He too was a vaudevillian, a quiet, brooding man with dark eyes. Mother said he looked like Napoleon. He had a light baritone voice and was considered a very fine artist. Even in those days he earned the considerable sum of forty pounds a week.

The trouble was that he drank too much, which Mother said was the cause of their separation.

It was difficult for vaudevillians not to drink in those days, for alcohol was sold in all theatres and after a performer's act, he was expected to go to the theatre bar and drink with the customers. Some theatres made more profit from the bar than from the box office, and a

number of stars were paid large salaries not alone for their talent but because they spent most of their money at the theatre bar. Thus many an artist was ruined by drink - my father was one of them. He died of alcoholic excess at the age of thirty-seven. Mother would tell stories about him with humor and sadness. He had a violent temper when drinking, and during one of his tantrums, she ran off to Brighton with some friends, and in answer to his frantic telegram: 'What are you up to? Answer at once!' she wired back: 'Balls, parties and picnics, darling!'

Questions:

- (i) What account of his father does the writer give?
- (ii) What does the passage tell us about the vaudevillians?

ANSWER KEYS

- (i) he had not seen his father he did not live with them... he was a stage artist ... he was a quiet and thoughtful person with dark eyes... his mother said that he looked like Napoleon... he was a very fine artist with deep grave voice... in his days he earned forty pounds a week which was a substantial income... his addiction to alcohol ruined his talent... he had a violent temper when drinking... he got separated from his wife... he died at a young age of thirty-seven due to alcoholic excesses
- (ii) vaudevillians were easy victims of addiction to alcohol... they were expected to drink with the customers at the theatre bar after a performance... stars were paid large salaries not only for their talent but because they spent most of their money at the theatre bar... many artists were ruined by alcoholic excesses

2. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

Half-way through, a shower of money poured on to the stage. Immediately I stopped and announced that I would pick up the money first and sing afterwards. This caused much laughter. The stage manager came on with a handkerchief and helped me to gather it up. I thought he was going to keep it. This thought was conveyed to the audience and increased their laughter. especially when he walked off with it with me anxiously following him. Not until he handed to Mother did I return and continue to sing was quite at home. I talked to the audience. danced, and did several imitations including one of Mother singing her Irish march song..

And in repeating the chorus, in all innocence I imitated Mother's voice cracking and was surprised at the impact it had on the audience. There was laughter and cheers, then more money-throwing; and when Mother came on the stage to carry me off, her presence evoked tremendous applause. That night was my first appearance on the stage and Mother's last.

When the fates deal in human destiny, they heed neither pity nor justice. Thus, they dealt with Mother. She never regained her voice. As autumn turns to winter, so our circumstances turned from bad to worse. Although Mother was careful and had saved a little money, that very soon vanished, as did her jewelry and other small possessions which she pawned in order to live, hoping all the while that her voice would return.

Questions:

- (i) How did the narrator make his debut on the stage and how did audience respond to his performance?
- (ii) What idea of Mother's life do you gather when her career on the stage ended?

ANSWER KEYS

- (i) the narrator's debut on the stage coincided with his Mother's last appearance... it was an amusing debut half- way through his performance the audience showered money on the stage ... he stopped and picked up the money much to the amusement of the spectators ... the stage manager helped him to gather the money... he walked off the stage and handed the money to his mother... returned and continued to sing... talked to the audience, danced, and did several imitations including his mother Irish march song... imitated Mother's voice cracking that made the audience laugh and cheer him ... more money-throwing followed.
- (ii) mother's misfortune began with the end of her stage performance... destiny had no pity on her... she never regained her voice... during winter circumstances changed from bad to worse... the little money she had saved was soon spent... she pawned her jewelry and other small possessions to live... she always hoped against hope that her voice would return.

3. Read through the following extract from the prescribed text and give brief answers to the questions that follow:

She turned to religion, in the hope, I suppose, that it would restore her voice. She regularly attended Christ Church in the Westminster Bridge Road, and every Sunday I was made to sit through Bach's organ music and to listen with aching impatience to the Reverend F. B. Meyer's fervent and dramatic voice echoing down the nave like shuffling feet. His orations must have been appealing, for occasionally I would catch Mother quietly wiping away a tear, which slightly embarrassed me.

Well do I remember Holy Communion on one hot summer's day, and the cool silver cup containing delicious grape-juice that passed along the congregation and Mother's gentle restraining hand when I drank too much of it. And how relieved I was when the Reverend closed the Bible, for it meant that the sermon would soon end and they would start prayers and the final hymn.

Since Mother had joined the church, she seldom saw her theatrical friends. That world had evaporated, had become only a memory. It seemed that we had always lived in wretched circumstances. The interim of one year seemed a lifetime of travail. Now we existed in cheerless twilight; jobs were hard to find and Mother, untutored in everything but the stage, was further handicapped. She was small, dainty and sensitive, fighting against terrific odds in a Victorian era in which wealth and poverty were extreme, and poorer-class women had little choice but to do menial work or to be the drudges of sweatshops, Occasionally she obtained work nursing, but such employment was rare and of short duration. Nevertheless, she was resourceful: having made her own theatrical costumes, she was expert with her needle and able to earn a few shillings dressmaking for members of the church. But it was barely enough to support us.

Questions:

- (i) Why did Charlie's mother turn to religion? How does Charlie remember the Holy Communion on one hot summer's day?
- (ii) Give an account of the suffering of Charlie's mother

ANSWER KEYS

- (i) ...she perhaps hoped that it would restore her voice... she regularly attended Christ Church in the Westminster Bridge Road and listened to the Reverend F. B. Meyer's orations that moved her to tears... at the church a cool silver cup with delicious grape-juice passed along the congregation Charlie drank too much of it... his mother's gentle hand stopped him... he felt relieved when the Reverend closed the Bible...
- (ii) ... his mother lived a miserable life... she seldom saw her friends of the stage theatre world became only a memory... it was difficult for her to get jobs... besides stage performance she did not know anything... at times she got the job of nursing, but it was rare and of short duration... as she was making her own theatrical costumes, she was an expert in stitching ... she managed to earn a few shillings making dress for members of the church to make their both ends meet

ADDITIONAL QUESTIONS:

1. How does Charlie remember the Holy Communion on one hot summer's day?
2. Give an account of his mother's suffering.
3. Give an estimate of Charlie's remembrance of his childhood days.

STAY HUNGRY, STAY FOOLISH

A. Choose the correct answers from the given alternatives

1. **Where had Jobs read the words "Stay Hungry, Stay Foolish"?**
 - (a) In the final issue of "The Whole Earth Publication"
 - (b) In his college
 - (c) In a graveyard
 - (d) In a nearby church
2. **What had Jobs never did?**
 - (a) Graduated from college
 - (b) Taken up a job
 - (c) Gone to college
 - (d) Had formal education
3. **For how long did he remain as a drop-in?**
 - (a) Around a year and six months
 - (b) Around a year
 - (c) Around fifteen months
 - (d) Around three months
4. **What was Jobs biological mother?**
 - (a) An unwed teen
 - (b) An unemployed college graduate
 - (c) An unwed college graduate student
 - (d) A lawyer
5. **What did Jobs' mother decide?**
 - (a) To put him up for adoption
 - (b) To send him to school
 - (c) To make him graduate
 - (d) To keep him
6. **When did Jobs' biological mother decide to put him for adoption?**
 - (a) When he was not yet born
 - (b) When he was two months old
 - (c) When he was six months old
 - (d) When he was in school
7. **What did Jobs' mother feel strongly?**
 - (a) Jobs should be adopted by rich parents
 - (b) Jobs should be adopted by college graduates
 - (c) Jobs should be adopted by lawyers
 - (d) Jobs should be sent to school
8. **Why didn't the lawyer and his wife adopt Jobs?**
 - (a) They wanted a girl
 - (b) They had their own child
 - (c) They didn't like Jobs at birth
 - (d) They didn't want to send Jobs to school
9. **Who got a call in the mid-night asking them whether they will be willing to adopt an unexpected baby boy?**
 - (a) Jobs' parents
 - (b) Jobs' biological father
 - (c) The lawyer couples
 - (d) An orphanage
10. **Why did Jobs' biological mother refuse to sign the final adoption papers?**
 - (a) Jobs' parents were not college graduates
 - (b) Jobs' parents were really poor
 - (c) Jobs' father didn't agree to send him to school
 - (d) Jobs' mother was pregnant

- 11. How did Jobs' biological mother agree to sign the final adoption papers?**
- (a) His parents promised to send him to college
 - (b) His parents were really rich
 - (c) His parents promised to take good care of him
 - (d) His parents said that they had no kid
- 12. What mistake did Jobs do in selecting his college?**
- (a) He chose a very expensive college
 - (b) He didn't check the college record
 - (c) He didn't know that the college was not good
 - (d) He spent all his money on college tuition
- 13. How was Jobs' working-class parents money spent?**
- (a) On his college books
 - (b) On his college expenses
 - (c) On his college tuition
 - (d) On his clothes and accessories
- 14. When did Jobs drop out of college?**
- (a) After six months
 - (b) After a year
 - (c) After a year and a half
 - (d) After three years
- 15. Why did Jobs drop out from college?**
- (a) He saw no value in it but was spending his parents' money
 - (b) He had no idea how college would help him
 - (c) He had no idea about what he wanted in life
 - (d) All of the above
- 16. How did dropping out from college help Jobs?**
- (a) He began studying what interested him
 - (b) He had more time to think about his life
 - (c) He had time to take up a job to help his parents
 - (d) All of the above
- 17. What did Jobs do to buy food?**
- (a) Returned coke bottles for the 5 cent deposits
 - (b) Did odd jobs
 - (c) Helped his friends in studies
 - (d) Went to temples
- 18. Why would Jobs walk to the Hare Krishna temple, 7 miles across town every Sunday night?**
- (a) To get one good meal
 - (b) To get free food
 - (c) To get healthy food
 - (d) To get vegetarian food
- 19. What did Jobs decide to learn?**
- (a) English speaking
 - (b) Calligraphy
 - (c) Painting
 - (d) Designing posters and labels
- 20. Which college, according to Jobs, offered the best calligraphy instruction in the country at that time?**
- (a) Reed college
 - (b) Stanford University
 - (c) Manchester abbey
 - (d) The national calligraphy college

- 21. What typefaces did Jobs learn in calligraphy classes?**
- (a) Times New roman
 - (b) Verdana
 - (c) Serif and sans serif
 - (d) Sanfrancis
- 22. What did Jobs find fascinating?**
- (a) Typefaces
 - (b) Varying the amount of space between letters
 - (c) What made typography great
 - (d) Calligraphy
- 23. When did calligraphy lessons help Jobs?**
- (a) While designing first Macintosh computer
 - (b) While designing Apple
 - (c) While setting up a new company
 - (d) While designing the iPod
- 24. Which was the first computer with beautiful typography?**
- (a) Macintosh (b) MacBook
 - (c) Apple (d) Windows
- 25. What might personal computers not have, if Jobs had not dropped out?**
- (a) Calligraphy
 - (b) Multiple typefaces
 - (c) Wonderful typography
 - (d) None of the above
- 26. How can one not connect the dots?**
- (a) By looking forward
 - (b) By looking backwards
 - (c) By having hope
 - (d) By trust
- 27. What do we have to trust in?**
- (a) Gut
 - (b) Karma
 - (c) Destiny
 - (d) Something whatever it may
- 28. What approach has made all the difference in Jobs' life?**
- (a) Believing in something
 - (b) Believing in God
 - (c) Believing in future
 - (d) Believing in hard work
- 29. Which of the following is a computer operating system?**
- (a) Macintosh (b) Mac
 - (c) Windows (d) Apple
- 30. What was Jobs' second story about?**
- (a) Connecting the dots
 - (b) Love and loss
 - (c) Death
 - (d) Life
- 31. Where did Jobs start Apple with Woz?**
- (a) In his pent house
 - (b) In his parents' garage
 - (c) In his friend's room
 - (d) In his dorm
- 32. How old was Jobs when he started Apple?**
- (a) Twenty (b) Twenty-five
 - (c) Thirty (d) Thirty-five
- 33. At what age did Jobs get fired from Apple?**
- (a) Twenty-five (b) Thirty
 - (c) Thirty-five (d) Fifty

- 34. Whom did the Board of Directors side?**
- (a) Jobs
 - (b) Woz
 - (c) The man Jobs had hired
 - (d) The CEO
- 35. Who, did Jobs feel, he had let down by getting fired from his own company?**
- (a) The previous generation of entrepreneurs
 - (b) His friend Woz
 - (c) Both his biological mother and foster parents
 - (d) Himself
- 36. What did Jobs consider as the best thing that could have ever happened to him?**
- (a) Learning Calligraphy
 - (b) Designing the Macintosh
 - (c) Getting fired from Apple
 - (d) Being considered a public failure
- 37. What was the heaviness of being successful being replaced by?**
- (a) The sense of failure
 - (b) The lightness of being a beginner
 - (c) The lightness of being a learner
 - (d) The sense of screwing up so badly
- 38. Which companies did Jobs setup in the next five years?**
- (a) Apple Inc. and Nexar
 - (b) NeXT and Pixar
 - (c) Apple and Pixar
 - (d) All of the above
- 39. Who created the world's first computer animated feature film, Toy Story?**
- (a) NeXT (b) Apple
 - (c) Pixar (d) Disney
- 40. What happened between Jobs' exit from and return to Apple?**
- (a) He set up NeXT
 - (b) He set up Pixar
 - (c) He met his wife, Laurene
 - (d) All of the above
- 41. How did Jobs return to Apple?**
- (a) Apple rehired him
 - (b) Apple bought NeXT
 - (c) Apple bought Pixar
 - (d) Apple was sold to NeXT
- 42. What did Jobs believe kept him going?**
- (a) He loved what he did
 - (b) His desire to get back to Apple
 - (c) His knowledge
 - (d) His new companies and wife
- 43. What is the only way to do great work?**
- (a) To give it all our attention
 - (b) To love what we do
 - (c) To invest time and efforts
 - (d) All of the above
- 44. What was the most important tool that Jobs had encountered to help him make big choices in life?**
- (a) Remembering that he'll be dead soon
 - (b) Remembering that he had once been a failure
 - (c) Remembering that hard work always pays off
 - (d) All of the above

45. What did the doctors tell Jobs?

- (a) His cancer was not curable
- (b) He would live no more than 3 to 6 months
- (c) Go home and get his affairs in order
- (d) All of the above

46. Why did the doctors start crying after Jobs' biopsy was done?

- (a) His cancer was not curable
- (b) His cancer was curable with a surgery
- (c) His cancer was the rarest of all
- (d) He had no time left

47. What is the destination we all share?

- (a) Death (b) Life
- (c) Heaven (d) Success

48. What is the most important thing in life?

- (a) Having the courage to follow our heart and intuition
- (b) Having the courage to fight the odds
- (c) Having the courage to accept death
- (d) Having the courage to work and wait for success

ANSWER KEYS

A. Choose the correct answers from the given alternatives

1	a	11	a	21	c	31	b	41	b
2	a	12	a	22	d	32	a	42	a
3	a	13	c	23	a	33	b	43	b
4	c	14	a	24	a	34	c	44	a
5	a	15	d	25	c	35	c	45	d
6	a	16	a	26	a	36	b	46	b
7	b	17	a	27	d	37	b	47	a
8	a	18	a	28	a	38	d	48	a
9	a	19	b	29	c	39	c		
10	a	20	a	30	b	40	d		

B. Fill in the gaps choosing the correct alternative

1. **Everything was all set for Jobs to be adopted at birth by _____**
 - (a) A college graduate
 - (b) A lawyer and his wife
 - (c) A rich couple
 - (d) A poor family
2. **If Jobs hadn't dropped out from college the Mac would have never had multiple typefaces or _____**
 - (a) Different letter combination
 - (b) Serif and san-serif typefaces
 - (c) Proportionally spaced fonts
 - (d) All of the above
3. **One can connect the dots only by looking _____**
 - (a) Forward (b) Backwards
 - (c) For future (d) At the present
4. **We've to trust that the dots will somehow connect in out _____**
 - (a) Past (b) Present
 - (c) Future (d) Life
5. **Jobs considers himself lucky because he found what _____ early in life.**
 - (a) He wanted
 - (b) His parents wanted
 - (c) He loved to do
 - (d) His life should be
6. **We shouldn't let the noise of others' opinions drown out our _____**
 - (a) Intelligence
 - (b) Conscience
 - (c) Own inner voice
 - (d) Own choice
7. **Jobs dropped out from ___ college**
 - (a) Stanford (b) Reed
 - (c) Manchester (d) Cambridge
8. **_____ was the worth of Apple in 1985?**
 - (a) 3 Million USD
 - (b) 2 Billion USD
 - (c) 2.5 Million USD
 - (d) 4 Billion USD
9. **In the year _____ Apple released its finest creation, the Macintosh**
 - (a) 1984 (b) 1985
 - (c) 1995 (d) 2000
10. **Jobs was diagnosed _____ cancer?**
 - (a) pancreas (b) Blood
 - (c) Skin (d) Throat

ANSWER KEYS

B. Fill in the gaps choosing the correct alternative

- | | | | |
|---|---|----|---|
| 1 | b | 6 | c |
| 2 | c | 7 | b |
| 3 | b | 8 | b |
| 4 | c | 9 | a |
| 5 | c | 10 | a |

C. Give brief answers to the following questions:

1. What does the writer say about his mother?
2. What does the writer say about his college?
3. What difficulties the writer face after he dropped out.
4. How did Jobs lose his position in Apple Inc.?
5. How did consciousness of death inspire Jobs?
6. What was Jobs farewell message?

ANSWER KEYS

C. Give brief answers to the following questions:

1. ...his mother was a young unwed college graduate student.... Decided to put him up for adoption...felt very strongly that Jobs should be adopted by people who were college graduates...almost decided that he would be adopted at birth by a lawyer couple who expressed their desire to adopt a girl child for which it didn't materialize. Subsequently Jobs was adopted by his foster parents who promised to his biological mother that they would let him go to college someday.
2. Admitted by his foster parents to a college when he was seventeen...it was expensive...incidentally, his working class parent's savings were spent on his college tuition. He couldn't see the value of taking classes there...found the college education wouldn't help him much in anyway. So, he dropped out
3. ...was in great difficulty...had to sleep on the floor of his friend's room as he couldn't get a dormitory...he returned coke bottles and bought food with it...every Sunday night had to walk seven miles across town to get a good meal at Harekrishna Temple.
4. ...Jobs got fired from the company which he started...when the company grewmore talented persons were recruited...ironically the board of directors sided with the person who was hired by Jobs and he lost his Job.
5. ...death consciousness affected the spirit of Jobs in a positive manner...remembering that he would be dead soon helped him make the big choices in life. Remembering that the eventuality of death is a certainty, it is the best way to avoid the trap of thinking that he has something to lose. Since, he is already naked there is no reason not to follow his heart.
6. Jobs address at Stanford university was life changing and career transforming. AS the students graduate to begin anew, Jobs gives his farewell message to them. The message was 'Stay hungry. Stay Foolish'. It meant that they should not feel contented with what they have already achieved but always feel hungry to do more. Moreover, they should never think that they have learnt everything. They should always aspire more and more knowledge.

D. Comprehension Questions

1. Read through the following extract from the prescribed text and answer the questions, each in about 70 words:

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So, my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said, "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But, I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out, I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

Questions:

- (i) How did the foster parents of Jobs adopt him?
- (ii) Why did Jobs decide to dropout from college?

ANSWER KEYS

- (i) ...his foster parents were on a waiting list for adopting him... they got a call in the middle of the night with the offer of adopting him... They immediately agreed...his biological mother wanted put him up for adoption by college graduates when she found out that his foster parents were not college graduates, she refused to sign the final adoption papers She agreed a few months later when his parents promised that he would someday go to college
- (ii) ...took admission in Reed College at the age of 17 ... it was an expensive college. all the savings of his parents were spent on his tuition fees ... after six months in college, he couldn't find the value of college education ... he dropped out ... he attended the classes that were interesting to him

2. Read through the following extract from the prescribed text and answer the questions, each in about 70 words:

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations. about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

Questions:

- (i) What difficulties did he face after he dropped out?
- (ii) Why did he decide to learn calligraphy?

ANSWER KEYS

- (i) ... life was hard for him... a bed in the dormitory he didn't have he slept on the floor in friends' rooms... he returned coke bottles for 5 cents for an income could not get good meals he had to walk seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple...
- (ii) ... because he had dropped out ... he didn't have to take the normal classes... he noticed that every poster and every label on every drawer on the campus was beautifully hand calligraphed... typography was beautiful, historical, artistically subtle in a way that science can't capture ... he found calligraphy fascinating.... at that time Reed College offered the best calligraphy instruction in the country

Additional Questions:

- 1. How did Jobs foster parents adopt him?
- 2. What does he say about his studies at Reed college?
- 3. Why did he decide to learn calligraphy?
- 4. What does he mean by connecting the dots?
- 5. How did Jobs setup Apple Inc.?
- 6. How did Jobs return to Apple Inc.?
- 7. How did Jobs view death?
- 8. What was Jobs farewell message?

UNIT - IV : WRITING SKILLS

COMPREHENSION

Besides the given passages from the text the students would be asked to answer briefly the questions set from unknown passages.

The word comprehension means 'understanding'. To understand a given passage means to make out the sense of what is said in the passage, to follow its logic and to guess the meanings of important words, idioms and phrases.

The following steps would help the students to answer the questions.

- 1. First read the given passage carefully till you understand*
- 2. Read the questions one after another till you understand them clearly*
- 3. Now take up the questions one after another and locate the answer/answer bits in the passage itself*
- 4. All the questions may not be set serially and therefore answer/answer bits may not be found at one place or chronologically.*
- 5. Now, try to answer the questions one after another basing on the underlined answer / answer bits which you have marked in the question paper serially.*
- 6. All the answers should be brief, to the point and should be in your own language as far as practicable.*

1. Read through passage given below and answer the questions that follow:

For many years, stress was regarded as an idle excuse of lazy employees for skipping work. Now, stress has finally made its way into medical books - and into company accounts too. More and more firms are realizing the effect of stress-related illnesses. The causes of stress are manifold. Just getting to work on time may be a major cause. At the workplace, stress can be caused by not having enough to do, not facing sufficient challenges or simply being in a job that does not suit the person. At the other end of the scale is overwork and job insecurity. There may also be ergonomic reasons for stress such as cramped working conditions, a faulty chair, a desk at the wrong height, a smoky office or defective air-conditioning.

Stress manifests itself in many ways. The most common symptoms are headaches, backaches, shortness of breath, skin disorders, heart palpitations, gastric problems and sleeping disorders. There is also poor concentration, poor memory and loss of self-confidence. Other major health problems such as depression, repetitive strain injury and heart problems may follow these symptoms.

All these symptoms give rise to inefficient work practices, increased medical leave and consequently loss of productivity. Companies are finally beginning to take notice and are starting to invest in their employees' health as a natural cost of doing business.

QUESTIONS

- A.**
- i. How has people's idea of stress changed in course of time?
 - ii. What causes stress at the work place?
 - iii. What are the ergonomic reasons for stress?
 - iv. What are the health problems caused by stress?
 - v. Why are companies investing on their employees' health?
- B. Find the words in the passage which mean the following:**
- (a) of many different types
 - (b) to work too hard
 - (c) doing the same thing many time
- C. Use the following expressions in sentences of your own:**
- (a) on time
 - (b) to take notice

ANSWER KEYS

- A.**
- i) ... earlier stress was considered as an idle excuse of lazy employees for skipping work presently stress has been in medical books- stress-related illnesses are becoming important in business organizations.
 - ii) just getting to work on time ... not having enough to do ... not facing sufficient challenges... the job that does not suit the person and job insecurity
 - iii) such as cramped working conditions, a faulty chair, a desk at the wrong height, a smoky office or defective air-conditioning
 - iv) ... headaches, backaches, shortness of breath, skin disorders, heart palpitations, gastric problems and sleeping disorders, poor concentration, poor memory and loss of self-confidence, depression, repetitive strain, injury and heart problems
 - v) to overcome inefficient work practices, increased medical leave and consequent loss of productivity caused by stress on staff
- B.**
- a) manifold
 - b) overwork
 - c) repetitive
- C.**
- a) on time: If you are on time, you cannot miss the train.
 - b) to take notice: you're advised to take notice of the incidence that took place in the office yesterday

2. Read through passage given below and answer the questions that follow:

The New Year is the time for resolution. Most of us compile a formidable list of “do’s and ‘don’ts” on the New Year’s Eve. The same thing recurs year in and year out. Our wish list remains unfulfilled. Most of us fail in our efforts because our aspirations are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolution to everybody so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolution to myself. I limited myself to two modest ambitions, to do physical exercises every morning and to read more in the evening. An overnight party on New Year’s Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day of the year, but on the second, I applied myself assiduously to the task. The daily exercise lasted only eleven minutes. I had to drag myself out of bed eleven minutes earlier than usual in the morning. After jumping about in the carpet and twisting my body into uncomfortable positions, I sat down at the breakfast table in an exhausted condition, my enthusiasm soon waned. The time I spent on exercises gradually diminished. Little by little the eleven minutes fell to zero by January 10, I argued that if I spent less time exhausting myself at exercises in the morning, I would keep my mind fresh for reading in the evening. I had to resist the hypnotizing effect of television and sit in my room for a few evenings with my eyes glued to a book. One night, however, feeling cold and lonely, I went downstairs and sat in front of the television pretending to read. That proved to be my undoing, for I soon got back to the old bad habit of dozing off in front of the screen.

QUESTIONS

- A. i Why do we fail in carrying out our ‘New Year resolutions?’
ii Why is it a basic mistake to announce our resolution to everybody?
iii What were the writer’s two modest resolutions? Why couldn’t he carrying them out on New Year’s Day?
iv What excuse does the writer give for not doing exercises?
v How did the writer fail to carry out his second resolution?
- B. Find the words in the passage which mean the following:
(a) very difficult to deal with
(b) danger
(c) intense and eager interest
- C. Use the following expressions in sentences of your own:
(a) aware of
(b) carry out

ANSWER KEYS

- A. (i) We fail in carrying out our New Year's resolutions because our aspirations are too ambitious and we never have time to carry them out. We also make a fundamental error of announcing our resolutions to everybody.
- (ii) It is a fundamental mistake to announce our resolutions to everybody because we look more foolish when we slip back into our bad old days.
- (iii) The writer's two modest resolutions were doing physical exercise every morning & reading more in the evening. He could not carry them out on New Year day because he had to attend an overnight party on the New Year's Eve.
- (iv) The writer has to drag himself out of bed eleven times than usual in the morning. After jumping and twisting his body into uncomfortable positions, he sat down at the breakfast table. The time that he spends on exercises gradually diminishes and he does not carry out his resolutions.
- (v) The writer kept his mind fresh for reading in the evening. He had to resist the TV and sit for a few evenings with his eyes glued to a book. Feeling cold and lonely, he went down stairs and watched TV. Soon, he got back to his old habit of dozing off there. Thus, he failed to carry out his second resolution.
- B. (a) formidable
- (b) pitfalls
- (c) enthusiasm
- C. (a) aware of: We are aware of the examination programme.
- (b) carry out: The servant carried out his master's orders faithfully.

3. Read through passage given below and answer the questions that follow:

The habit of reading is one of the greatest resources of mankind. We enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house. It must be treated with care. We must see that it sustains no damage. We cannot leave it carelessly, we cannot mark it, and we cannot turn down the pages. And then, someday, although this is seldom done, we really ought to return it.

We treat our own books with affectionate intimacy. Books are for use, not for show. We should own no book that we are afraid to markup important lines or points, or afraid to place on the table wide open and face down. A good reason for marking favorite lines in books is that it enables us to remember more easily the significant sayings, to refer to them quickly, and in later years, it is like visiting a forest where we once blazed a trail.

The bookshelves in one's own library should have no doors, glass windows, or keys so that the books in them should be accessible to the hand as well as to the eye. The knowledge that they are there in plain view is both stimulating and refreshing. Books are more varied in color and appearance than any wallpaper. They are attractive in design. They have the prime advantage of being separate personalities, so that if we sit alone in our room in the firelight, we are surrounded with intimate friends. They inspire, encourage and guide us in diverse ways.

QUESTIONS

- A.
- i. Why can't we enjoy a borrowed book?
 - ii. What are the feelings of owning a book?
 - iii. Why do we mark lines in a book?
 - iv. Why should we keep our books in open shelves?
 - v. How are books considered our intimate friends?

ANSWER KEYS

- A.
- (i) ... because we are not free to use it freely ... we cannot mark important lines in it as we have to keep it carefully.
 - (ii) ... we develop affectionate intimacy with it... we can handle it freely, mark important lines and read it we desire
 - (iii) ... they are our favorite lines ... we can remember significant sayings more easily, refer to them more quickly later
 - (iv) ... the plain view of books is stimulating and refreshing
 - (v) ... they inspire, encourage and guide us in diverse ways.

4. Read through passage given below and answer the questions that follow:

Happiness is normally associated with possession of wealth, which is why people all over the world toil and employ various means to earn and enhance their income. The poor often spend their lives in sorrow or bitterness over their lack of material wealth, or resign themselves to their fate. It need not be so. Money can certainly make life more comfortable and widen the range of opportunities available to a person for education, job training and employment, but it cannot buy happiness. It is observed that that good mental and physical health, someone to count on, job security and stable families are key factors in determining the wellbeing of individuals. At the community level, political freedom, strong social networks and absence of corruption are together more important than income for happiness.

Partly reflecting is the fact that happiness ultimately is in the mind of a man. Mental health is the biggest single factor affecting happiness in any country. The poor usually despair over their fate when they focus on what they don't have and compare themselves with those better off than themselves.

QUESTIONS

- A. i. Why people all over the world work hard?
ii. How is money useful for a person?
iii. What are key factors for the well-being of an individual?
iv. What are the means of happiness at the community level?
v. Why are the poor unhappy?
- B. Find the words in the passage which mean the following:
(a) labour
(b) increase
(c) happiness
- C. Use the following expressions in sentences of your own:
(a) count on
(b) better off

ANSWER KEYS

- A. (i) ... because hard work is necessary to increase income to be happy.
(ii) money can make life more comfortable ... it is a means of wider opportunities for education, job training and employment
(iii) ... good mental and physical health, reliable companions, job security and stable families
(iv) political freedom, strong social networks and absence of corruption from the community
(v) ... because they are hopeless about what they don't have and compare themselves with people better off than themselves
- B. Find the words in the passage which mean the following:
(a) toil, (b) enhance, (c) wellbeing
- C. Use the following expressions in sentences of your own:
(a) count on : The whole team was counting on the captain, and he did not let them down.
(b) better off: The family is better off when the boy has got a job.

5. Read through passage given below and answer the questions that follow:

Democracy is a grand success in India. It has struck deep roots in the Indian soil. For this, credit should go to the Indian people who have steadfastly upheld the democratic spirit. No doubt, there are certain negative factors which can derail the democratic process. Among such factors we have communalism, casteism, nepotism, illiteracy, slowness of the judicial process, corruption, haughtiness of the politicians and bureaucrats and the like. Sometimes we see that the votes are actually bought or even snatched by the bullies. Money and muscular power play a powerful role during the election time. However, during the election time, Indian people, judiciary, election commission, vigilance departments and some other powerful institutions are there to check all such malpractices. But the real credit should go to the brave Indian people for showing so much patience and faith in the democratic institutions for over half a century.

QUESTIONS

- A.**
- i. What do you think about the success of democracy in India?
 - ii. Mention some of the negative factors that can derail the democratic process.
 - iii. What are the malpractices done during the election time?
 - iv. Point out a few powerful institutions that check malpractices during the election time.
 - v. To whom should the real credit go and why?
- B. Find the words in the passage which mean the following:**
- (a) inability to read or write
 - (b) improper or illegal action
 - (c) a person who uses strength to intimidate the weak
- C. Use the following expressions in sentences of your own:**
- (a) No doubt
 - (b) strike deep roots

ANSWER KEYS

- A.**
- (i) ...a grand success in India... it has struck deep roots in the Indian soil ... Indians have faithfully upheld the democratic spirit
 - (ii) communalism, casteism, nepotism, illiteracy, slowness of the judicial process, corruption, arrogance of the politicians and bureaucrats
 - (iii) buying and forcibly capturing votes
 - (iv) ... people, judiciary, election commission, vigilance departments
 - (v) brave Indian people who have patience and faith in the democratic institutions

- B. (a) illiteracy
(b) malpractice
(c) bully
- C. (a) No doubt: I have no doubt that he is honest.
(b) strike deep roots: Democracy has struck deep roots in our country.

6. Read through passage given below and answer the questions that follow:

Currency notes worth rupees 500 and 1000 ceased to be the legal tender in India from 9th of November 2016. This decision caused sensation in the whole country. People started counting the trash they had gathered for years legally or illegally. Some people tried to invest their dying currency in gold. Some exchanged old notes with the new ones. Some deposited the old cash at the bank. People with black money adopted unique methods for transforming their black money. Some deposited money in the accounts of their poor relatives and friends. Some enticed people with some percentage of money for exchange. All the people but those who were indulged in malpractices welcomed the move. The new currency notes worth rupees 500 and 2000 replaced the old ones. The main objective of this move was to curb the black money, corruption and fake money menace. Demonetization will have far reaching impact on Indian society. The first impact shall be that people will have lower expenditure power. With that they will not be able to purchase luxurious things. There shall be no luxurious expenditures on marriages and other ceremonies. So, the society will grow lesser materialistic and people more prudent.

QUESTIONS:

- A. i. When did demonetization of 500 and 1000 rupee notes take place in India?
ii. What did people do with their old money?
iii. What did people do with their black money?
iv. What is the main objective of demonetization?
v. What will be impact of demonetization on Indian society?
- B. **Find the words in the passage above which mean the following:**
 - (a) waste material
 - (b) illegal activity
 - (c) check
- C. **Use the following expressions in sentences of your own:**
 - (a) indulge in
 - (b) black money

ANSWER KEYS

- A. (i) ...9th of November 2016
(ii) ... tried to invest money in gold.... exchanged old notes with the new ones.... deposited the old cash at the bank
(iii) deposited money in the accounts of their poor relatives and friends offered percentage of money to exchange their cash
(iv) ... to check black money, corruption and fake money menace
(v) discourage luxurious expenditures on marriages and other ceremonies ... will make people more careful.
- B. (a) Trash
(b) Malpractice
(c) Curb
- C. (a) indulge in: She never indulges in gossip.
(b) black money: Black money drives out good money

7. Read through passage given below and answer the questions that follow:

Patriotism is the love for one's country and the willingness to defend it. A person who loves, supports, and defends his or her country and its interests is known as a patriot. A social reformer, an ideal statesman and a dedicated worker are all patriots in the true sense of the term. Patriots rejoice in the glory of their nation.

Although wars are harmful for humanity, they foster a spirit of unity among the people of a nation. The moment there is a threat to the nation's sovereignty from an enemy; patriotic feelings of the people are aroused. However, man's aggressive instinct against enemy nations is an unfortunate fact.

A nation is strongly built upon the sacrifice of the patriots. A patriot is always ready to place his country's interests higher than his own. He always tries to preserve its uniqueness and cultural heritage. Whatever he does, his aim is to see that his country is prosperous and ideal in every field.

Patriotism has always figured in literature as a virtue, except in Tolstoy's writings, where it figures as a vice. Leo Tolstoy says, "In our day the feeling of patriotism is an unnatural, irrational, and harmful feeling, and a cause of a great part of the ills from which mankind is suffering." The extreme form of patriotism is not desirable. Because of blind devotion to the country, patriots do not care for humanity at large. They forget that they are the members of a greater society which is called the human society. They act against the democratic principle of 'live and let live' and don't hesitate to inflict suffering on others in the name of patriotism.

QUESTIONS:

- A.
- What is patriotism? Who are true patriots?
 - How does war foster patriotic feelings?
 - How does a patriot contribute to his nation?
 - How does Tolstoy view patriotism?
 - What are the author's views on extreme form of patriotism?
- B. Find the words from the passage which mean the following:
- ready or likely to attack
 - Some valuable thing that is inherited
 - Supreme power or authority
- C. Use the following expressions in sentence of your own
- Rejoice
 - care for

ANSWER KEYS

- A.
- Patriotism is the love for one's country and the willingness to defend it. A person who loves, supports, and defends his or her country and its interests is known as on a patriot. Social reformers, ideal statesmen and dedicated workers are true patriots.
 - War fosters patriotic feelings by arousing a spirit of unity among the people of a nation.
 - A patriot contributes to his nation by sacrificing his personal interests for the prosperity of the nation and by trying to preserve the uniqueness and cultural heritage of the nation.
 - Tolstoy views patriotism as a vice, as an unnatural, irrational, and harmful feeling. According to him it is a cause of great human suffering.
 - The author views extreme form of patriotism as undesirable, blind devotion to one's country. It is against human society and against the democratic principle of 'live and let live.'
- B.
- aggressive
 - heritage
 - sovereignty
- C.
- There's every reason to rejoice on his success at the Asian games.
 - An ideal government cares for the welfare of the people.

8. Read through passage given below and answer the questions that follow:

Advertising is a form of communication for marketing, used to attract an audience. Most commonly, the desired goal is to drive consumer behavior with respect to a commercial offering. The important purpose of advertising may also be to reassure employees and shareholders that a company is viable or successful. Advertising messages are usually paid for by sponsors and viewed via various traditional media; including mass media such as newspaper, magazines, television commercial, radio advertisement, outdoor advertising or direct mail; or new media such as blogs, websites or text messages.

Commercial advertisers often seek to generate increased consumption of their products or services through “branding,” which involves the repetition of an image or product name in an effort to associate certain qualities with the brand in the minds of consumers. Noncommercial advertisers who spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Nonprofit organizations may rely on free modes of persuasion, such as a public service announcement.

QUESTIONS:

- A. i. What is advertising? What is its desired goal?
ii. What is the important purpose of advertising?
iii. What are the media for advertising?
iv. What is branding? How is it used?
v. Who’re the non-commercial advertisers? What modes of advertisements do they prefer?
- B. **Find the words in the passage in question which mean the following:**
i. One who provides funds to support a programme
ii. Done out of doors
iii. A website on which users record their opinions regularly
- C. **Use the following expressions in sentences of your own:**
i. Such as
ii. Rely on

ANSWER KEYS

- A. (i) Advertising is a form of communication for marketing, used to attract an audience. Its desired goal is to drive consumer behavior with respect to commercial offering.
(ii) The important purpose of advertising is to reassure employees and shareholders that a company is viable or successful.

- (iii) The media for advertising is mass media not such as newspapers, magazines, television commercials, radio advertisement, outdoor advertising or direct mail. There are also new media such as blogs, websites or text messages.
 - (iv) Branding is the activity of giving a la particular name and image to goods and services so that people will be attracted grass to them and want to buy them. It is used by repeating its image or product name in an effort to associate certain qualities with the brand in the minds of consumers.
 - (v) The non-commercial advertisers are political parties, interest groups, religious organizations and governmental agencies. They prefer free modes of persuasion such as public service announcement.
- B.**
- i. Sponsor
 - ii. Outdoor
 - iii. blog
- C.**
- i. Sweet foods such as chocolate can make you fat.
 - ii. You can rely on a private school for good education to your children.

9. Read through passage given below and answer the questions that follow:

The responsibility for building a peaceful and enlightened society rests chiefly with the educator, and it is obvious, without becoming emotionally stirred up about it, that he has a very great opportunity to help in achieving that social transformation. The right kind of education does not depend on the regulations of any government or the methods of any particular system; it lies in our own hands, in the hands of the parents and the teachers.

If parents really cared for their children, they would build a new society; but fundamentally most parents do not care, and so they have no time for this most urgent problem. They have time for making money, for hedonistic pursuits, for rituals and worship, but no time to consider what is the right kind of education for their children. This is a fact that the majority of people do not want to face. To face it might mean that they would have to give up their amusements and distractions, and certainly they are not willing to do that. So, they send their children off to schools where the teacher cares no more for them than they do. Why should he care? Teaching is merely a job to him, a way of earning money.

QUESTIONS

- A.**
- a) What responsibility does an educator have?
 - b) Who are the right persons to impart the right kind of education?
 - c) How do parents neglect the education of their children?
 - d) Why do the majority of people fail in their responsibility?
 - e) What is the teacher's attitude towards teaching?

B. a) Use the following words in sentences of your own:

- i. Stir
- ii. Distractions

C. Find the words from the passage which mean the following:

- i. A series of actions that are always carried out in the same way, especially as part of a religious ceremony.
- ii. Basically
- iii. Pertaining to the belief that pleasure is the most important thing in life

ANSWER KEYS

- A.**
- a. An educator has the responsibility of building a peaceful and enlightened society, thereby bring about social transformation.
 - b. The right people to impart the right kind of education are parents and teachers.
 - c. Parents neglect the education of their children by devoting their time to making money, pursuing pleasure and performing religious rituals and worship.
 - d. The majority of people fail in their responsibility because they do not pay due attention to the right kind of education for their children and spend their time in amusements and distractions.
 - e. The teacher's attitude towards teaching is that it is merely a job to him, a way of earning money, not imparting the right kind of education to children.
- B.**
- i. The story stirred my imagination.
 - ii. I find it hard to work at home because there are so many distractions.
- C.**
- i. rituals
 - ii. chiefly
 - iii. hedonistic

10. Read through passage given below and answer the questions that follow:

Sports have always had an important place in human society-in prehistoric communities, in ancient civilizations and in the modern world. It is right that this should be so because sports are a healthy means of fulfilling our inherent desire to compete, to establish new records and to be recognized. Sports have come to be especially relevant in present times. First, it is well known that the discipline and physical activity involved keep the people who take up sports strong in mind and body. Our lives today are marked by alarming levels of stress, and participating in and watching sports will help reduce this considerably. Sports also inculcate in people the desirable qualities of team spirit and fair play. Most importantly, however, is the fact that sports bring people together. Thus, sports form the single, most

effective alternative to war by allowing groups of people to compete for supremacy without violence or bloodshed.

QUESTIONS

- A.**
- i. Why do sports occupy an important place in human society?
 - ii. What is the first reason for the importance of sports in present times?
 - iii. What is second reason for the importance of sports in present times?
 - iv. What is the final reason for the importance of sports in present times?
 - v. How are sports a substitute for war?
- B.** In question no-3 of the above passage, spot the words opposite in meaning to ‘modern’ and ‘separately’.
- C.** Replace the underlined part in each sentence below with a word from the passage;
- i. The courses vary a lot in length
 - ii. Ignore that comment. It is not important and directly connected to the topic.
 - iii. Try to decrease the amount of fat in your diet.

ANSWER KEYS

- A.**
- i. Sports occupy an important place in human society because sports are a healthy means of fulfilling our inherent desire to compete, to establish new records and to be recognized.
 - ii. The first reason for the importance of sports in present times is that it involves discipline and physical activity which keep the people strong in mind and body.
 - iii. The second reason for the importance of sports in present times is that participating in sports and watching sports will considerably reduce the alarming levels of stress that mark our lives today.
 - iv. The final reason for the importance of sports in present times is that sports bring people together.
 - v. Sports are a substitute for war because sports allow groups of people to compete for supremacy without violence and bloodshed.
- B.** Ancient
Together
- C.**
- i. considerably
 - ii. relevant
 - iii. reduce

11. Read through passage given below and answer the questions that follow:

Every night you dream four or five times between times of deep sleep. Usually you cannot remember your dreams, but sometimes, if you feel too hot or if you have a cold and cannot breathe well, you might have bad dreams. They might give you a fright, but a bad dream cannot hurt you. During deep sleep, if you feel worried about something, your mind may cause you to talk. Most of us do this now and then. But some people do much more. Perhaps you know someone who gets out of bed and walks around while sleeping. This should not be dangerous. Usually the person returns to bed. But one night, in England, a young football player had a bad dream. He shouted, then he jumped out of bed, ran through the room, jumped out of the window, and fell into the garden eighteen feet below. Then he ran into the road, woke up and stopped, very surprised, but not hurt.

QUESTIONS

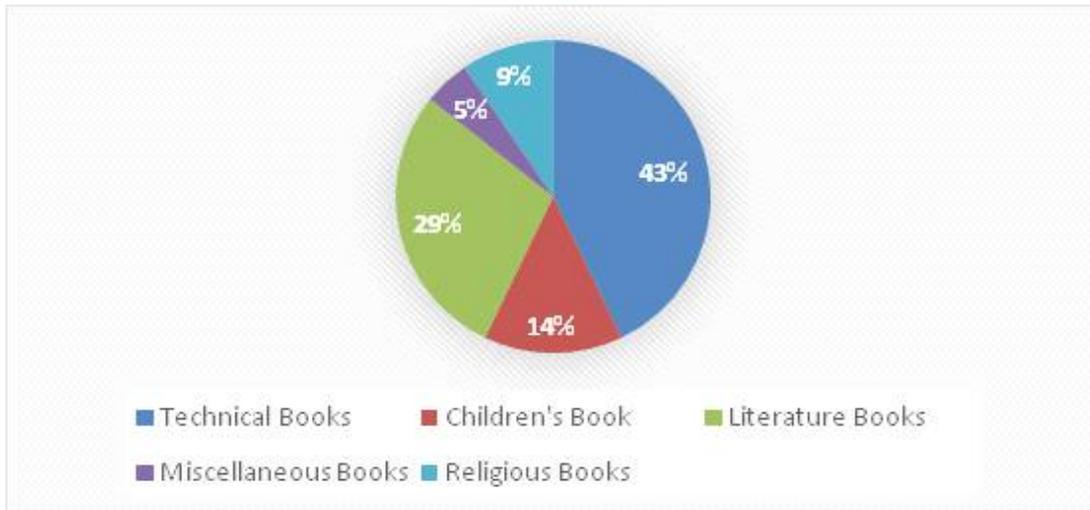
- A. i. When do people dream?
ii. If you are worried, what might you do while sleeping?
iii. When do we generally have bad dreams?
iv. Where did the football player jump from? What distance did he jump? Where did he land up?
v. Where did the football player wake up?
- B. Find words in the passage which have the following meanings:
i. Most often
ii. A sudden feeling of fear
iii. Anxious or unhappy
- C. Mention the root words from which the following words are derived:
i. Dangerous ii. Hot iii. might

ANSWER KEYS

- A. (i) People dream between times of deep sleep.
(ii) If we are worried, we might talk and even walk while sleeping.
(iii) If we feel too hot or if we have a cold and cannot breathe well, we generally have bad dreams.
(iv) The football player jumped from the window and fell into the garden eighteen feet below.
(v) The football player woke up when he ran into the road.
- B. i. Usually ii. Fright iii. worried
- C. i. Danger ii. heat iii. May

Information Transfer (Reading of graphs/charts/tables)

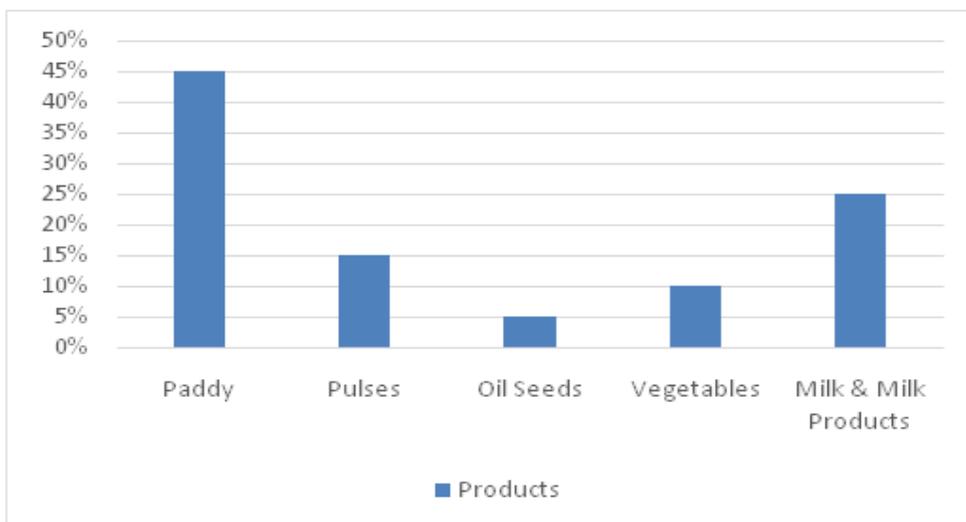
1. The following is pie-chart on the types of books exhibited in a Book Fair at Angul in December 2018. Write a paragraph in about 70 words interpreting the data in the chart.



ANSWER KEYS

The pie-chart shows various types of books exhibited in a Book Fair at Angul in December, 2018. 30% of these are books on literature, 45% are technical books, 15% are children books, 10% are religious books. Only 5% are on miscellaneous subjects. Technical books are the highest in number in the exhibition followed by the books on literature.

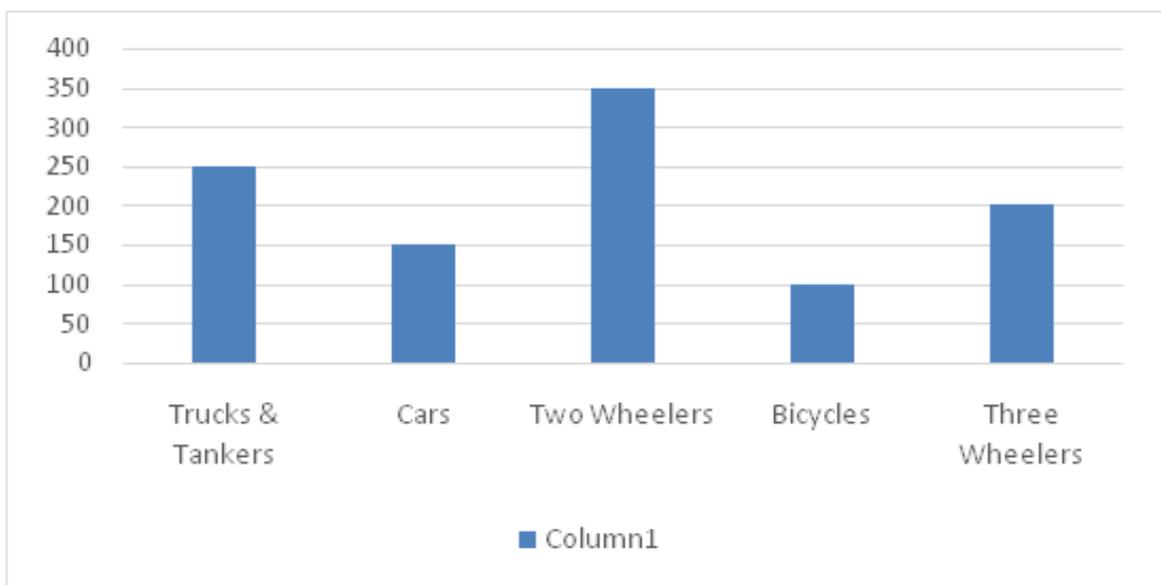
2. The following is pie-chart on the types of books exhibited in a Book Fair at Angul in December 2018. Write a paragraph in about 70 words interpreting the data in the chart.



ANSWER KEYS

The diagram shows what a marginal farmer of Odisha produces for his living. 45% of his produce is paddy, 15%... 10 % ... 5%.... 25%... Most of his income comes from cultivation of paddy. The next best source of his income is from ...

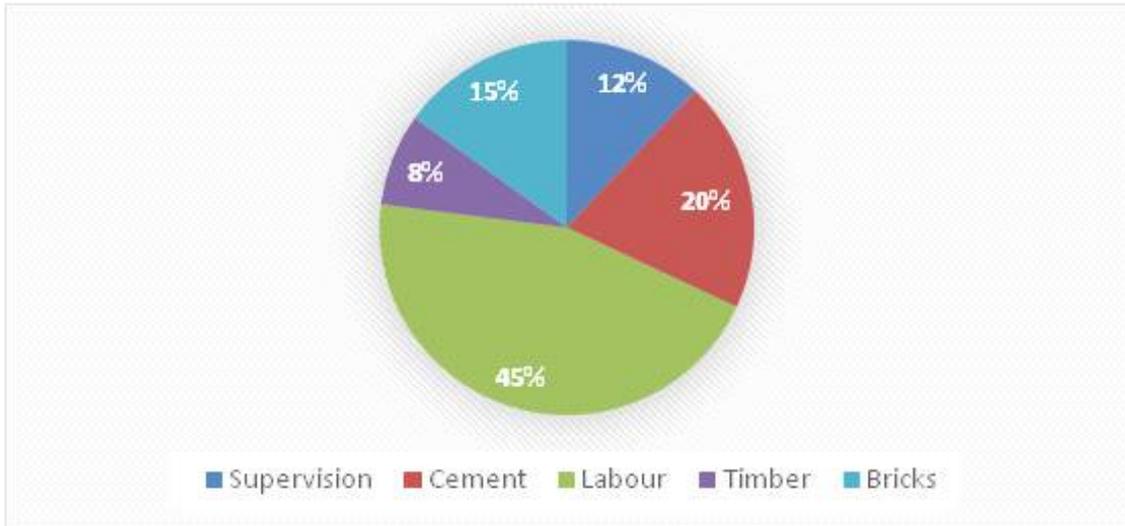
3. **The chart below gives information on the road accidents in Odisha in the year 2021. Write a paragraph in about 70 words on the information given.**



ANSWER KEYS

The road accidents in Odisha, hail to different types of vehicles. The present chart highlights the type of road accidents in the state in the year 2012. Most of the accidents have taken place by the two-wheeler vehicles which are 350 in number. Next to it are the trucks and tankers which have caused 250 road accidents. Three-wheelers have been responsible for 200 accidents and the cars have been responsible for 150 accidents. Compared to all these there are only 100 accidents in case of bicycle. It appears due to the carelessness of the engine propelled bend vehicles huge number of road accidents happen.

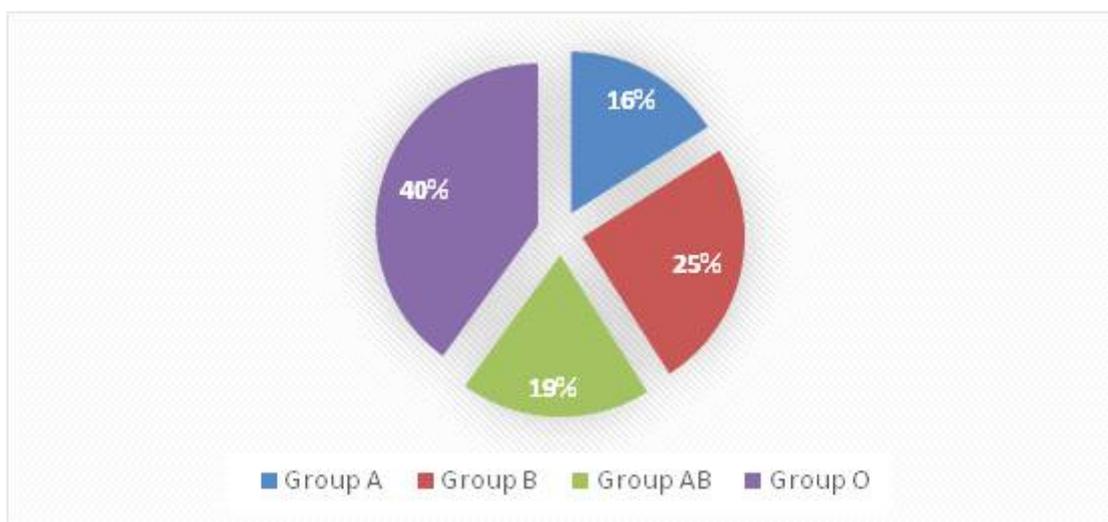
4. The following is a pie chart on the cost of construction materials of a building. Write a paragraph in about 70 words interpreting the data in the chart:



ANSWER KEYS

The construction of a building requires a huge cost and its cost has to be properly planned under different heads. There are broadly five heads under which the cost of construction can be distributed. First, the cost of material is to be decided. 15% of the cost is to be set aside for bricks, 20% for cement and 8% for timber. The major cost goes for labour which is about 45% of the total cost. The rest 12% is for supervision of the quality of the construction and its completion.

5. The pie chart below shows the percentage of blood types for a group of 100 people. Write a paragraph in about 70 words interpreting the data in the chart.

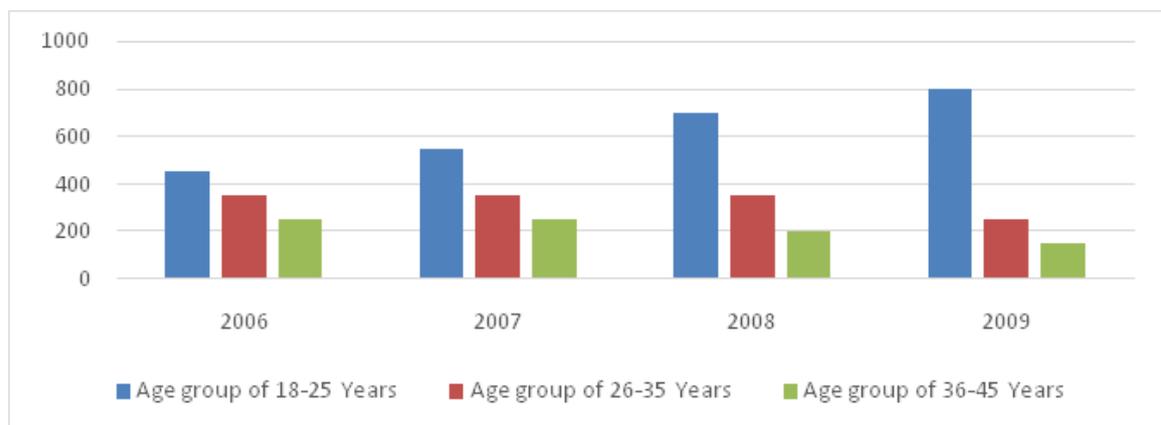


ANSWER KEYS

A group of individuals can be classified according to whether their blood contains certain antigens or not. The compatibility of the group determines whether or not blood transfusion can be carried out between donor and patient.

There are four main groups (O, A, B, and AB) and various sub-groups. The groups are determined by laws of heredity. In a group of a hundred people, 40% of the people have blood group O in their body. 25% of them have blood group B in their body. Out of them 19% have group AB and 16% have group A in their body. Thus, the majority of them have blood group O and only a minority of them have blood group A.

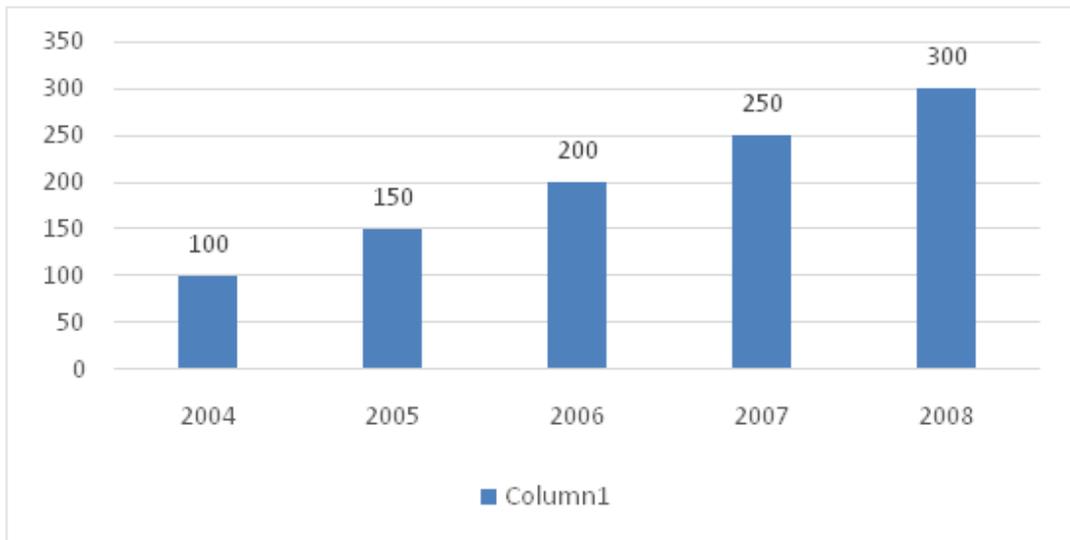
6. **The following graph shows the number of road accidents caused by scooterists/motorcyclists of 03(three) different age groups during the last four years. Write a paragraph interpreting the information contained in it:**



ANSWER KEYS

From the diagram, it is clearly known that the number of road accidents caused by scooterists and motorcyclists of the age group of 18-25 years increased consistently during the years from 2006 to 2009 and the number of accidents was the highest. The number of road accidents caused by scooterists and motorcyclists in the age group of 26-35 years was less than those caused by the people of the age group of 18-25 years. The number of accidents caused by the people of the age group of 36-45 was the minimum and in 2009 the number of accidents was considerably less.

7. Write a paragraph interpreting the information contained in the following graph:

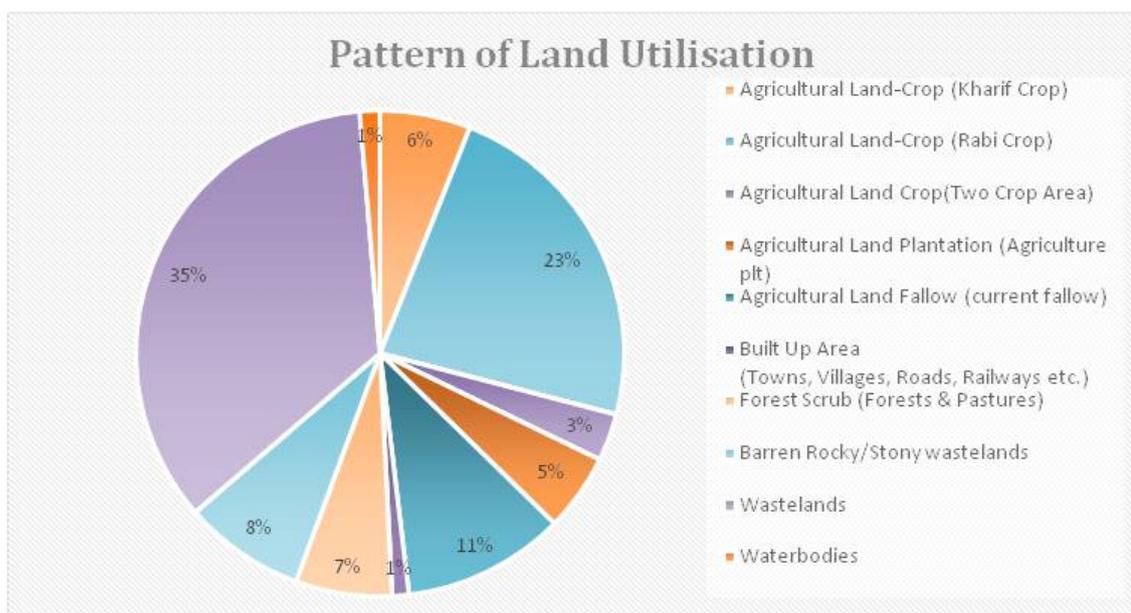


ANSWER KEYS

Number of people killed in road accidents.

The column diagram shows the number of people killed in road accidents in five years from 2004 to 2008. Just 100 people were killed in road accidents in the year 2004. The number increased dramatically every year between 2004 and 2008. The number of people killed peaked to maximum 300 in 2008. Each year the number of deaths steadily rose by 50, culminating by 300 in the year 2008.

8. Write a paragraph interpreting the information contained in the following graph:



ANSWER KEYS

- i. The available land is classified into two main parts on the basis of its use, viz. (i) agricultural land and (ii) non-agricultural land.
- ii. Agricultural land (also agricultural area) denotes the land suitable for agricultural production, both crops and livestock. It includes net sown area, current fallows and land under miscellaneous trees, crops and groves. Agricultural land in India totals a little over 50 per cent of the total geographical area in the country. This is the highest among the large and medium-sized countries of the world.
- iii. This indicates:
 - a. The influence of favorable physical factors (like size, extent of plains and plateaus, etc.) and
 - b. The extension of cultivation to a large proportion of the cultivable land.
- iv. But, because of the large population of the country, the per capita arable land (i.e. land suitable for agriculture) is low: 0.16 hectares against the world average of 0.24 hectares. About 15 per cent of the sown area is multi-cropped.
- v. While, most of the multi-cropped area is irrigated, only one-fourth of the gross cropped area is irrigated. The security provided by the irrigation facilities is a major factor in intensive application of labour and other inputs to obtain high yields.
- vi. Non-agricultural land includes: (i) land under forests and permanent pastures, (ii) land under other non-agricultural uses (towns, villages, roads, railways, etc.) and (iii) land classified as cultivable waste as well as barren and uncultivated land of mountain and desert areas.

DICTIONARY REFERENCE SKILLS

Dear students, your teachers might have told you how to use a dictionary for reference in order to know the meaning of words which you come across during reading of texts. To look up the meaning of difficult words and their usages are very much essential for language learning. You should remember the following steps while referring to a dictionary:

1. Words are listed alphabetically in a dictionary... the parts of speech of words are generally indicated in abbreviations such as n (noun) v(verb) adj(adjective) adv(adverb) etc... when a word has more than one meaning, there the meaning are numbered in the same entry or the word is entered separately for each meaning with a raised number against it.
2. Most dictionaries give you examples of the usage of a word in short phrases or in whole sentences. The examples are generally printed in italics. See below:

babble /'bæb(ə)l/ *noun* 1. a little sound made by water as it flows ○ *the babble of the stream* 2. the sound of people talking together ○ *a babble of voices in the next room*
■ *verb* 1. (of water) to make a sound as it flows ○ *We sat on the grass by a babbling brook.* 2. to speak in a confused way ○ *She babbled a few words and collapsed.* ○ *What's he babbling on about?*

① **ability** /ə'bilɪti/ *noun* 1. the force or capacity to do something ○ *She has many abilities but singing isn't one of them.* (NOTE: The plural in this meaning is abilities.) □ *I'll do it to the best of my ability I'll do it as well as I can* 2. the fact of being clever ○ *a person of great or outstanding ability*

In the market, so many good dictionaries are available but for you Advance Learner's Dictionary of Current English or The Longman Dictionary of Contemporary English is usually recommended as you'll find them handy, authentic and user-friendly. Since, time has changed and you're more conversant with internet, mobile phones, you can also look up the meaning of a difficult word and its usages by downloading any English Dictionary App (Ex: Wordweb) anywhere and anytime.

For practice, here are certain examples:

1. A dictionary gives the following meanings for the word 'scale'. Match each meaning with its corresponding sentence given below:

Meanings:

- a. The size or extent of something
- b. A range of numbers used for assessment
- c. An instrument for weighing things
- d. To climb to the top of something steep
- e. To remove the coating

Sentences:

- i. The vendor uses a pair of scales to measure potatoes.
- ii. Ms. Paul was the first women to scale Mount Everest
- iii. Phailin caused devastations on a large scale
- iv. They scale the fish before frying it
- v. The college makes use of ten-point scale to evaluate student's performance.

Answers: a-iii, b-v, c-i, d-ii, e-iv

2. A dictionary gives the following meanings for the word 'leave'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) to go away from someone or something
- (b) to stop doing something
- (c) to stop working for an organization
- (d) absence from work with permission
- (e) permission

Sentences:

- (i) She did not take our leave and went away.
- (ii) She went to her village on leave.
- (iii) She does not want to leave her mother.
- (iv) She has threatened to leave us half way through the work.
- (v) Leave the work for tomorrow.

Answers: a-iii, b-v, c-iv, d-ii, e-i

3. A dictionary gives the following meanings for the word 'drive'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) to move or control a vehicle
- (b) to inspire to do something
- (c) a journey by a vehicle
- (d) the ground between the house and the road
- (e) a great effort to achieve something

Sentences:

- (i) Midas was driven by greed for gold.
- (ii) He started a drive to amass gold.
- (iii) He drove his chariot to a temple.
- (iv) The drive from the palace to the temple took him a day.
- (v) He parked the vehicle on the drive to the inn.

Answers: a-iii, b-i, c-iv, d-v, e-ii

4. A dictionary gives the following meanings for the word 'ground'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) solid surface of the earth
- (b) a piece of land used for a particular purpose
- (c) reasons
- (d) to prevent a plane from flying
- (e) to impart good knowledge or training

Sentences:

- (i) The Air Force grounded the alien plane.
- (ii) The professor grounded his pupils in mathematics.
- (iii) The boy was excused on the grounds of his tender age.
- (iv) He slipped from the ladder and fell to the ground.
- (v) Cadets are marching to the parade ground.

Answers: a-iv, b-v, c-iii, d-ii, e-i

5. A dictionary gives the following meanings for the word 'drop': Match each meaning with its corresponding sentence given below:

Meanings:

- (a) A small round mass of liquid
- (b) a reduction
- (c) to fall
- (d) to become weaker
- (e) to send a letter

Sentences:

- (i) The bottle dropped and broke to pieces.
- (ii) Drop a postcard to me about your choice of a career.
- (iii) A heavy shower of rain caused a drop-in temperature.
- (iv) She shed a few drops of tears on the grave of her
- (v) His voice dropped to a whisper.

Answers: a-iv, b-iii, c-i, d-v, e-ii

6. A dictionary gives the following meanings for the word 'return'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) to come or go back
- (b) to change back
- (c) to give back
- (d) official return or statement
- (e) Profit on an investment

Sentences:

- (i) Small investments get quick return.
- (ii) After death animal bodies return to dust.
- (iii) He submitted his return of income to the Income Tax officer.
- (iv) I shall return home by evening.
- (v) When will you return the book to me?

Answers: a-iv, b-ii, c-v, d-iii, e-i

7. A dictionary gives the following meanings for the word 'leap'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) to jump high or a long way
- (b) to move or to do something suddenly and quickly
- (c) to increase suddenly and by large
- (d) a long or jump high amount
- (e) a sudden large change or increase in something

Sentences:

- (i) Gold leapt in value in national market.
- (ii) A dolphin leapt out of water.
- (iii) He became suddenly rich due to a leap in profit.
- (iv) She leapt out of bed to answer the door bell.
- (v) He took a flying leap to catch the ball

Answers: a-ii, b-iv, c-i, d-v, e-iii

8. A dictionary gives the following meanings for the word 'cover'. Match each meaning with its corresponding sentence given below:

Meanings:

- (a) to place a thing on something to hide it.
- (b) to spread over the surface of something. (c) to include
- (d) a place that provides shelter from bad weather.
- (e) outside of a book or a magazine.

Sentences:

- (i) Her face was on the cover of every magazine.
- (ii) Every one ran for cover when it started to rain.
- (iii) Snow covered the ground.
- (iv) She covered her face with her hands.
- (v) The survey covers all aspects of the business.

Answers: a-iii, b-iv, c-v, d-ii, e-i

9. A learners' dictionary gives the following meanings for the entry 'account'. Match each meaning with its corresponding sentence:

Meanings

- (a) (n) Statement of money
- (b) (n) Counting; calculation
- (c) (v) Give statement about conduct
- (d) (n) Report; description; narrative
- (e) (n) Reason; cause

Sentences

- (i) The errant policeman was asked to account for his conduct
- (ii) Newspaper accounts are not always reliable
- (iii) Don't on any account leave the baby alone in the house
- (iv) He is quick at accounts
- (v) I have an account with the SBI

Answers: a-v, b-iv, c-i, d-ii, e-iii

REPORT WRITING

1. Format of a newspaper report

- i. **Headline:** A descriptive title which is expressive of the contents of the report.
- ii. **By line:** Name of the person writing the report along with the designation. It is generally given in the question. Remember, the candidate is not supposed to mention his/her personal details in the answer.
- iii. **Place and date of reporting**
- iv. **Opening paragraph:** It includes expansion of the headline. It needs to be short as it is a general overview of the report.
- v. **Account of the event in detail:** It is generally written in two parts: First, complete account of what happens in its chronological sequence (preferably) and second, any steps by the Govt/ NGO.
- vi. The entire reporting should be free from ambiguity, factual, impartial and informative.
- vii. **Concluding paragraph:** your observation.

2. Format of a magazine report

- i. **Address**
- ii. **Heading:** A descriptive title which is expressive of the contents of the report.
- iii. **By line:** Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.
- iv. **Opening paragraph (introduction):** It may include the '5 Ws' (WHAT, WHY, WHEN and WHERE along with WHO was invited as the Chief Guest).
- v. **Account of the event in detail:** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.
- vi. **Conclusion:** This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how the event wound up.

- 1. On behalf of the NSS unit of your college, draft a report in about 200 words on the campaign regarding the awareness of using helmets by commuters on the occasion of 'Road Safety Week' to be submitted to the principal.**

ANSWER KEYS

To

Date: 01 May 2018

The Principal

S.C.S College, Puri

Sir,

As you know, our college NSS team had organized an awareness camp during the road safety week. As the head of the awareness campaign and the NSS unit of the college, I am submitting the following report on the said campaign.

The road safety week was observed from 24th April to 30th of April 2018. Our college NSS team took this opportunity to carry out a campaign to make the commuters aware of some important traffic rule and safety measures to be taken while driving and walking on the road.

Our team had carried out campaigns in different locations of the city. We had put messages on traffic rules, how to avoid accidents and the benefits of wearing helmets and seatbelts at different traffic points. We also talked to many bikers and made them aware of the benefits of wearing helmets. Helmets protect our heads from getting hurt if we fall down from the vehicle. It reduces the risk of serious head injury which may lead to paralysis or even death.

Many of the commuters, the traffic police and the general public were happy with our approach. They listened to us attentively and appreciated our efforts. Owing to our team's hard work, college's support and people's encouragement, our campaign was a great success.

Yours faithfully,

Kumar Birla

2. **Assuming that you're the secretary of a Sports club. Write a report in about 200 words, on the activities of the club during the previous year and programmes for the coming year, to be read out in the annual meeting of the club.**

ANSWER KEYS

Annual Report of Netaji Sports Club

Respected Chief Guest, Esteemed Invitees,
Dear Members of the Club, Ladies and Gentlemen.

I take immense pleasure in reading out the annual report of our sports club for the year 2016-17.

The club organized competitions in football, badminton, volleyball and cricket among its members. The best players were picked to be awarded prizes at the annual function. Inter-club competitions were held in cricket and football. Players from different clubs of the district were invited to participate in the competitions. Experienced referees and umpires were requested to conduct the matches. Competitions in indoor games like chess, carrom, and table-tennis were also organized. The club celebrated the Independence Day and the International Yoga Day.

The club plans to conduct inter-district competitions in chess and football in the coming year. It also intends to honor two famous cricketers of the state. The local MLA has sanctioned two lakhs to prepare the football field of the club. In the coming year that work is to be completed with all sincerity.

The club extends its gratefulness to the local MLA for gracing this year's annual function as chief guest and for sanctioning rupees two lakhs for the preparation of the football field. I on behalf of all the club members thank all who have made the function a success by participating in it.

Sd/-
Secretary
Netaji Sports Club

3. You're a news reporter of an English Daily published in your city. Write a report in about 200 words on the bad, potholed roads in your locality, for publication in the newspaper.

ANSWER KEYS

From
Prasanna Kumar Patra,
Staff Reporter, Angul

Angul:
23 February 2019

To
The Chief Editor,
The Telegraph,
Bhubaneswar

Topic: Potholed roads in Angul

Roads Decay Where Industries Grow

The condition of several roads in the city of Angul is deplorable and invites urgent repair for public safety. The principal road from the City Bus Stop connecting the National Highway has been in bad condition for a year and the Government has not paid any attention to the public inconvenience. The college road leading up to the weekly market place has grown rough as the pitch and concrete substances at many spots have been removed from the surface of the road. The potholes on these roads are visibly bare and open.

The travelers are prone to life-risk. The roads from the central market place stretching in different directions such as Amlapada, Sikshakpada, Hemsurpada, Giranga and the Railway Station bear dangerous instances of small and big accidents due to ditches and potholes. The worst of all is the station Roads narrowed between encroached slums and the heaps of rubbish on both sides. The road in front of the High School and Hospital has the pools of dirty water and silt from the overflowing drains. There grows a public resentment against the Government for its attitude of apathy and indifference. In this situation, people feel it hard to accept that ours is a welfare state.

Signature

Staff Reporter

4. **The Principal of your college has been receiving many complaints from students about the poor food & service provided by the college canteen. He has appointed you the head of a team of students to inquire into these complaints. Draft a report with suitable suggestions.**

ANSWER KEYS

From

Satish Mukherjee
Class Representative
2nd Year Science

Date: 22 December, 2014

To

The Principal
F.M College, Balasore

Sub: Report about the College Canteen

Sir,

As directed by you, as the head of the students' team I submit the following report about the college canteen.

The college has a canteen facility for the students and members of the staff. There are provisions for refreshment and lunch. There are often complaints regarding the quality of food and service provided by the canteen. As per your instruction I enquired into the matter with a team of students. We talked to the students, the members of the staff, the canteen owner and the workers.

It is found that the complaints are genuine. But the canteen owner pointed out that many students did not pay regularly after consuming the food stuffs. Moreover, the place of food preparation is so small that proper cleanliness is not being maintained. There is no water supply to the canteen. Also, the workers complained that they did not get regular payment.

It is recommended that the canteen must be provided with a proper cooking space. Regular payment of the consumers should be ensured. Moreover, there should be a supervisor from the college to look into the day to day problem of the canteen. An advisory committee may be constituted for quality control.

With Regards,

Yours faithfully,
Satish Mukherjee

5. **As the Secretary of the College Cultural Society, prepare a report of the important activities of the college during the year to be published in the college magazine.**

ANSWER KEYS

Report of Activities 2015-16

Elections to the College Cultural Society were held on 3rd August 2015 and the following office bearers were elected:

Secretary: Kailash Patra

Assistant Secretary: Himanshu Das

Secretary Drama Association, Anjali Patnaik

Secretary Athletics, Bijaya Tappo

Class representatives:

1st Year: Hemant Nanda

2nd Year: Kabir Mohanty

The office-bearers took oath of office on 10th August 2015.

Independence Day was celebrated on 15th August 2015 with flag hoisting in the morning and patriotic song competition in the evening. The union celebrated the Ganesh Puja and the Saraswathi Puja with pomp and grandeur. This year, debate, essay and short-story competitions were conducted. The College Union took active part in the youth festival celebrations organized by the state government, and our participants won twenty five out of forty prizes in various competitions. As usual, the Union brought out two issues of the wall magazine in November and February.

The Cultural Society celebrated the Annual Day on 5th December 2015 with the Hon'ble Minister of Mass Education as Chief Guest. The members of the Cultural Society presented a chorus and a one-act play on this occasion.

Let me take this opportunity to thank our esteemed principal, respected Advisor and the Associate Advisor, our revered teachers, my dear members of the executive and all the members of the Union for their help and cooperation.

Kailash Patra

Secretary,

Mahanadi College, Cuttack

6. **You are Director of Research, Quality Marketing Agency, Bhubaneswar. You have been asked by the Managing Director, Home Products (India) Ltd. to conduct a market survey through opinion poll to test the public's acceptance of a new mosquito-repellent which the company plans to manufacture. Write a report to be submitted to the Managing Director informing him of the findings of your survey and your recommendations.**

ANSWER KEYS

Bhubaneswar
29 March 2019

To Mr. G.C Samantaray
Managing Director
Green Products India Ltd.
Berhampur

Dear Mr. Samantaray,

As requested by you, vide your letter No. MD/NS/2233 dated 2.2.2019, we have carried out a market survey to test the public's acceptance of the new mosquito repellent which your company plans to manufacture.

We conducted an opinion poll covering 1000 families in the coastal districts of Odisha. Forty percent of these families use mosquito repellents, but most of them are unhappy with that the existing products in the market. They find the electronic repellents are too expensive while the coil-based ones emit too much smoke. The preference is for a less expensive products, preferably one that produces no smoke. Our study suggests that there may be a good market for a new repellent, provided these requirements are kept in mind.

We recommend that your company should concentrate on manufacturing an improved kind of smoke-free mosquito-coil, preferably one that produces a pleasant fragrance.

Yours sincerely.

R.S. Patnaik

Director of Research Quality Marketing Agency.

7. A Report on the Free Eye Camp

ANSWER KEYS

Our club organized a three-day free eye camp in the Auditorium of ... College from... (date) to... (date) at ... (place). More than 100 people came from nearby villagers to attend the camp for their eye-checkup. Out of them 40 were women and 05 were children. Ten members of the club worked as volunteers to help the patients, maintain discipline, and assist the doctors and nurses attending on the patients.

A team of prominent eye specialists headed by Dr.....of Medical College and Hospital, treated the patients. They provided spectacles and other medicines to the patients on the spot. It was a very useful camp for the poor and elderly patients who are unable to go to the hospital for their treatment.

The camp was successfully organized under the guidance of Dr., CMO, District Headquarters Hospital, Sriand Sri.

The Camp was coordinated by Sri..... the Vice President of the club.

.....
Secretary
..... club,.....

ADDITIONAL QUESTIONS:

1. Your NGO had gone to help the flood victims in an area. As a member of the NGO, write a report on your activities to be published in the bulletin of your organization.
2. Write a report in about 200 words on your visit to the spot of a train accident to be published in the national daily you represent.
3. A programme on 'Keep the Environment Clean' has been organized by the college in a village nearby. Write a report on it to be published in your college magazine.
4. As a new reporter you've visited a village which had been devastated by a herd of elephants. Write a report on the extent of loss of lives and property for your newspaper.
5. The crops in your area have been damaged on account of drought. Make a report of the situation to be sent to a newspaper.
6. You bought a TV which has not been working properly from the beginning. The after-sales service has been irregular and unsatisfactory. Write a letter of complaint to the manufacturers, asking them to replace the set.
7. You are the Secretary of a club that organized an eye-camp in your village. Draft a report, in about 200 words, on the eye-camp, which will be read out by you during the Club's Annual Function.

ESSAY WRITING

1.

The India of My Dreams

Outline: Emotionally united – physically integrated – National wealth – poverty – tradition – unity in diversity - Conclusion

The India of my dreams is an India which is materially prosperous, spiritually awakened, emotionally united and physically integrated. Even after fifty-seven years of independence, it is a matter of shame that more than fifty percent of the people are below poverty line, unable to get two square meals a day. It is true that the national wealth has considerably increased during the last fifty-seven years. But has this wealth gone into uplifting the conditions of the poor? Unfortunately, all the surplus wealth has gone into the pockets of those who have always been wealthy. The India of my dreams is an India where there is equitable distribution of wealth, where everyone enjoys the fundamental right of a healthy and comfortable life.

The rich and lofty spiritual tradition of India is gradually being eroded today with people too busy is running after material gains and comforts. The younger generation of Indians is hardly aware of the great Indian epics and scriptures that once upon a time acted as a great source of inspiration and guidance to lead a happy and peaceful life. The India of my dreams will be an India where every young person will be made aware of India's rich spiritual tradition. This will definitely help Indian in finding a place of pride in the world.

Today India suffers from a number of divisive forces. There are religious fanatics and there are also groups who want India to be physically disintegrated. The India of my dreams will be an India that would instill in the minds and hearts of each Indian that India's greatest virtue is its unity in diversity, and that India's territorial and geographical unity absolute and unassailable. There should be no place for communalism and regionalism. Curse of untouchability will not be there. There will be no caste-prejudices. In each corner of India, peace and harmony will reign supreme. Every citizen will get basic necessities: food, shelter, sanitation.

2.

Global Warming

Outline: What it is – causes of global warming – harmful effects – preventive measures – conclusion

Global warming is the increase in the average temperature of the atmosphere and oceans.

Causes: Gases like carbon dioxide, methane, nitrous oxide, Sulphur hexafluoride, ozone, CFCs and water vapor trap some of sun's energy within our atmosphere and increase the temperature of Earth's surface. This effect is called the 'greenhouse effect'. Decreased albedo over Earth's surface also causes a rise in temperature by absorption of more sunlight. Albedo is the surface reflectivity of sun's radiation. Currently Earth's albedo is about 0.30, i.e. 30% of sun's energy is radiated back into space.

Effects: Due to global warming, most small glaciers in India have totally melted down while the big glaciers have decreased in size, which has affected the ability to irrigate crops and has reduced stream flows needed to keep dams and reservations replenished.

Forest fires: Rising global temperature may cause forest fires that release more stored carbon into the atmosphere than the carbon cycle can reabsorb and also reduces forest area on the planet.

Spread of disease: Global warming is

expected to extend to the favorable zones for vectors conveying infectious diseases such as dengue fever and malaria.

Solutions for Global warming:

- We should choose the least-polluting, most efficient vehicle that meets our needs; choose alternatives like walking, or public transport.
- We should turn off the light when we leave a room. Keep our air-conditioning and heating systems properly maintained by changing air filters and keeping air conditioner coils clean.
- We should choose renewable sources of energy.
- In addition to storing carbon, trees planted in and around urban areas and residences can provide the much-needed shade in the summer and reduce energy bills.

3.

Hazards of Deforestation

Outline: Introduction – causes of deforestation –
consequences – preventive measures – conclusion

Deforestation is the demolition of the forests by the human beings. In the last century, our earth was covered with the forests everywhere. But now-a-days only a small forest cover exists. Deforestation is one of the big environmental and social issues around the globe.

Increasing human population and the growing needs of man for land for agricultural, industrial, residential, commercial and such other purposes involve permanent forest removal. Humans are cutting plants for building houses and household materials, for fuel, paper, match sticks, for agricultural expansion, for livelihood. Of course, humans aren't totally to blame for this whole thing. Natural disasters such as wildfires, hurricanes, landslides, tsunamis and earthquakes can cause forest depletion.

Deforestation increases greenhouse gas emissions, disrupts the water cycle, increases soil erosion and decreases the natural beauty of an area. Human life and health is affected by climate imbalance, increasing global warming, soil erosion, floods, biodiversity extinction, decreasing level fresh oxygen and increasing carbon dioxide gas and many more.

Deforestation is very necessary stop in order to run the life as usual in better way. The best solution to deforestation is to curb the felling of trees by employing a series of rules and laws to govern it. There should be simple and easy ways to make common people aware about the causes and effects of deforestation. Population should be controlled to lessen the need of forests cutting. Whenever any plant is cut, there should be rules for replanting the plants in the place of old one.

Trees have been around for millions of years, even longer than humans. They give life, food and shelter to every human being and animal. They provide oxygen for people to breathe and absorb carbon dioxide and pollutant gases that harm human health and the atmosphere. They reduce heat by providing shade. Let us plant a tree to combat deforestation.

4.

Your Ideal Cricket Hero

Outline: (Importance of sports the sports person you like his/her achievements - why you like him/her - conclusion)

Sports contributes significantly to a healthy lifestyle. Sports leads to a well-balanced mental and physical growth and tones up muscles and strengthen bones. For the growing children, sports play a very essential part in developing their body and mind.

My favorite sports person is Mahendra Singh Dhoni. He is one of the most popular cricketers and one of the most successful cricket captains in the world. Born in Jharkhand he was passionate about sports. Soon, he started impressing people around with his wicket keeping styles and aggressive batting and made it into junior and senior state team. His talent and consistency got him into a place in the national team.

M.S Dhoni soon became the permanent wicket keeper batsman for India. He won many matches for India and was an excellent finisher. He was selected to lead team India in 2007. Under the leadership of M.S Dhoni, India was the top team in Test ranking for eighteen months starting December 2009, won the World Cup in 2011 and the World Twenty twenty under his captaincy debut in 2007.

Dhoni has been the recipient of many awards. He was selected as the ICC One day International Player of the Year award in 2008 and 2009. He won prestigious Rajiv Gandhi Khel Ratna award, Padmasri and Padmabhooshan Awards. The Indian Territorial Army conferred the honorary rank of Lieutenant Colonel to Dhoni on 1 November 2011. He is the second Indian cricketer after Kapil Dev to receive this honor.

I like MS Dhoni because he is a role model for all youngsters. He always demonstrates how to handle pressure situation and earned the name Captain Cool. He is one of the fastest wicket keepers in the world. His helicopter shot which he often uses in twenty-twenty matches is amazing.

5.

Swachh Bharat Abhiyan

Outline: Introduction – a nationwide campaign – participation of people – promotion – nomination of personalities.

Swachh Bharat Abhiyan is a nationwide cleanliness campaign run by the government of India and initiated by the Prime Minister, Narendra Modi on 2nd of October in 2014 on 145th birth anniversary of Mahatma Gandhi. This campaign has been launched to fulfil the aim of cleanliness all over India. The Prime Minister has requested the people of India to participate in the Swachh Bharat Mission and promote others to do the same for leading our country as a best and clean country of the world. This campaign was first initiated by Narendra Modi himself by cleaning the road while going to launch the campaign.

The campaign of Swachh Bharat is a biggest ever cleanliness drive of the India during the launch of which around 3 million government employees and students from schools and colleges participated. On the day of launch, Prime Minister has nominated the names of nine personalities of India to initiate the campaign in their own areas and own decided dates as well as promote the campaign to common public. He also had requested to all nine personalities to invite other nine people from their own end individually to participate in this event as well as continue this chain of inviting nine people until the message reaches to each and every Indian.

He also requested that every Indian should take this campaign as a challenge and try his/. her best to make this campaign a successful campaign ever. The chain of nine people is like the branching of a tree. He requested common people to take part in this event and upload the video or images of cleanliness over internet on various social media websites like Facebook, Twitter, etc. so that other people may get and motivated to do the same in their own area. In this way India can be a clean country.

Additional Topics for essay writing:

1. A Place of Historical Importance
2. Smart Schools
3. COVID 19 and it's Challenges
4. The Book you like Most
5. Women in Public Life (Role of Women in our Society)
6. Advertisements
7. Television and Modern Life
8. Energy Crisis
9. The Menace of Terrorism
10. Your Hobby
11. The Career of your Choice
12. Science, a Boon or a Bane
13. Corruption in Public Life
14. Tourism
15. Water is Life
16. My Village, My Life

NOTE MAKING & SUMMARIZING

Dear Students ! you might have studied about note making and summarizing in your text book, Invitation to English - Book 3. There, you have been given some guidelines and exercises for practice. Hope you have done your job. Here, you are given a simplified version along with some exercises for practice.

Note Making and Summarizing both aim at testing your comprehension skill. Unless you read a passage carefully and understand the details of it, you will not be in a position to make a note and write down the summary of the same.

Usually, in a paragraph some information or ideas are dealt in a systematic manner with emphasis on some key ideas/points/arguments. The same passage is set for note making and summarizing during your examination. What is needed, is just to read , understand and fix the key points and rewrite the passage in short. To enable you to write a summary of the given passage, you are required to first identify the important points and make a note of the same serially & systematically. You are advised not to make any addition or alteration. The note should be as brief as possible: almost a skeleton form of the given passage.

A good note making will automatically lead to a perfect summary writing.

Steps for note making:

1. Read the given passage(s) carefully for two-three times ,try to understand and fix the points/ ideas / arguments laid down by the writer.
2. Make a systematic skeleton framework containing all the ideas from the beginning till the end.
3. Don't add, subtract or leave aside any important point. Avoid repetition.
4. You are not required to interpret or draw conclusion.
5. You may use your own language as far as practicable and use abbreviations wherever necessary.
6. You are at liberty to make a note of the given passage(s) as one single complete unit.
7. After you complete, re-read and revise, make corrections, include any important point which you might have left out inadvertently. Information/data/ statistics should be correctly presented.
8. Make you final draft and give it a title.

Summary:

Summary is an important comprehension skill where you are required to present a shorter version(substance) of the given passage(s) as far as possible in your own language. Unlike precis there is no standardization with regard to number of words.

Theoretically , note making precedes summary writing. So, follow the guidelines, prepare a short note and then elaborate on it (outlines) to make a summary of the given text.

Steps for Summary Writing:

1. Read the given passage and try to understand its content
2. Underline the main points/arguments
3. Ensure that you have included all the important points and excluded repetitions and unimportant arguments/information.
4. Write the summary as a continuous paragraph without splitting unless you feel it is absolutely necessary for clear understanding. The summary must be lucid and written in simpler words for easy understanding.
5. After you complete the draft summary, re visit the same, make corrections if needed and prepare the final summary.
6. The summary should give the impression of an original passage with simpler words in a shorter form.
7. Give a title to the summary.

Make notes in outline form on the main ideas of the passage given below and then prepare a summary basing on the same

Q1. Make notes in outline form on the main ideas of the passage below:

There are four important positions in a business organization necessary to increase profit, create growth in the business, and increase customer satisfaction.

Business manager is the first position needed. The business manager plans, directs, and oversees the business at all locations. He ensures all the rules and regulations of the company are enforced at all locations. He reviews financial statements and other data to measure productivity. He sets goals to improve customer retention, employee satisfaction, productivity, and profit.

Marketing Director is the next important position. He Designs and implements marketing plan for different business locations. He manages customer relations through satisfaction surveys, development activities and special customer events. He also evaluates the brands in the stores by the four Ps: Price, Product, Promotion, and Placement.

The Administrative Assistant is next position. His role is to assist the Business Manager in filing, organizing electronic and manual data, fixing meetings and appointments for the Business Manager.

The fourth position is the Catering Director. The focus of this position is to plan and implement a catering service. He produces a catering service with a high level of customer satisfaction and quality food products.

Answer Key

Important Positions in a Business Organization

There are four important positions in a business organization

(a) Business manager

- i. plans, directs, and oversees business
- ii. ensures all the rules and regulations
- iii. reviews financial statements
- iv. sets goals to improve customer retention, employee satisfaction, productivity, and profit

(b) Marketing Director

- (i) designs and implements marketing plan
- (ii) manages customer relations
- (iii) evaluates the four Ps

(c) Administrative Assistant: assists the Business Manager

(d) Catering Director: plans and implements a catering service

Summarize the above passage basing on the notes you have made.

Important Positions in a Business Organization

There are four important positions in a business organization. The Business manager is the first position. S/he plans, directs, and oversees business, ensures all the rules and regulations, reviews financial statements and sets goals to improve customer retention, employee satisfaction, productivity, and profit. Marketing Director is the next important position. S/he designs and implements marketing plans, manages customer relations and evaluates the four Ps: Price, Product, Promotion, and Placemen t. The third position is the Administrative Assistant who assists the Business Manager. The fourth position is the Catering Director to plan and implement a catering service for the organization.

Q2. Make notes in outline form on the main ideas of the passage below:

Childhood is a vital and powerful experience in each individual's lifetime. It is the most important and impressionable period of learning. Each child deserves a good education, as well as the opportunity to enjoy life, learn new things, and most importantly have fun. Throughout all of the highs and the lows, childhood is remembered forever. Hard labour at an early age can really affect a child's outcome in the future. It does not give children a fair chance to achieve their full potential. But child labour happens much more than many people realize.

There are many reasons why children are being exploited. First of all, older and manipulative adults are taking advantage of children to make a profit for themselves. Secondly, some children are forced to work to support their family. Thirdly, rights of children are not always protected by the nation. Finally, many children are too young to realize that what is happening to them is wrong and illegal. Child labour is a curse for a nation. It must be eliminated as quickly as possible, before many more children get trapped.

Answer Key

Child Labour is a Curse

- (a) Each child deserves
 - (i) a good education
 - (ii) the opportunity to enjoy life
 - (iii) learn new things
 - (iv) have fun
- (b) Hard labour during childhood is harmful
 - (i) can affect a child's future
 - (ii) deprives children a fair chance to achieve their full potential
- (c) Causes of child labour
 - (i) elderly people exploit children to make a profit for themselves
 - (ii) support to family
 - (iii) rights of children are not protected
 - (iv) lack of awareness

Summarise the above passage basing on the notes you have made. Child Labour is a Curse

Each child deserves a good education, the opportunity to enjoy life, learn new things and have fun. But he has to work hard. Hard labour during childhood is harmful as it can affect a child's future and deprives it a fair chance to achieve their full potential. There are many reasons for children being exploited. Elderly people exploit children to make a profit for themselves. Children also work to support their family. Child labour is a curse for a nation. It must be eliminated as quickly as possible.

Q3. Make notes in outline form on the main ideas of the passage below:

Education plays a significant role in complete growth and all-round development of the child. Pre- primary education is very important for the child as it is the first lesson in his life. Preschools offering the pre-primary education are flourishing all over the country. They offer good basic education as well as help to make the child more independent and confident. The parents can rely on the preschools for all-round development of the children. The pre-primary education of the child generally begins at home through parents and grand-parents. But, the picture is changing rapidly. It is not possible in nuclear families. Today, both the parents are working and busy in career. Hence, they prefer to send their children to preschools for pre-primary education. The preschools are safe and have a cheerful atmosphere. The children tend to learn more rapidly due to interaction with other children. The preschools can be called as the best option for the parents.

Answer Key

Role of Pre-primary education

- (a) What Preschools offer
 - (i) pre-primary education
 - (ii) good basic education
 - (iii) helps to make the child more independent and confident

 - (b) Need for Preschools
 - (i) parents are working and busy in career
 - (ii) grand-parents are not available
 - (iii) preschools are safe and have a cheerful atmosphere
 - (iv) children tend to learn more rapidly due to interaction with other children
- Summarise the above passage basing on the notes you have made.

Education plays a significant role in all-round development of the child. Pre-primary education is very important for the child as it offers the first lesson in his life and helps to make the child more independent and confident. It generally begins at home through parents and grand-parents. With the rise of nuclear families preschools offering the pre primary education are flourishing. They are safe and have a cheerful atmosphere children tend to learn more rapidly due to interaction with other children.

Q4. Make notes, in outline form, on the main ideas of the passage given below:

There was a time when only a very few careers were open to women. Teaching, medicine and provided the main openings for educated women. As for illiterate women, the only choice for them was to work as house maids or labourers. Today the picture is entirely different. Women are free to choose any profession they like. No doors are barred for them. Any job for which they may be qualified is available to them. Even careers like politics, administration, law, engineering, flying, journalism, etc. which were considered the monopoly of men are open to them. Thousands of women have adopted these careers and excelled in them. All that a woman needs today is the will to shine in a particular field. Nothing can stand in her way then. The laws of the land protect her right to work. Male chauvinism, though it is still a force to reckon with, does not present an insurmountable obstacle. Since our country has not shed certain prejudices, teaching and medicine remain the most popular professions for women. The cream of our young womanhood opts for one of these careers. The women, who choose these careers, have every chance of making it to the top.

Answer Key

Career Options for Young Women

- (a) career options for young women in the past
 - (i) teaching, medicine and stenography for educated women
 - (ii) work as house maids or manual labour for illiterate women
- (b) careers considered the monopoly of men in the past politics, administration, law, engineering, flying, journalism, etc.
- (c) Important things in the new job scenario
 - (i) to shine in a particular field
 - (ii) laws of the land protect woman's right to work
 - (iii) Male chauvinism is not an insurmountable obstacle

Summarise the above passage using the notes you have made. Career Options for Young Women

In the past young women had limited career options. Educated women opted for teaching, medicine and stenography and illiterate women preferred to work as house maids or as manual labour. Careers in politics, administration, law, engineering, flying, journalism etc were considered the monopoly of men. But the job scenario has changed now. Young women can choose any career in which they have every chance of reaching the top. Laws of the nation also protect woman's right to work. Male chauvinism is not an insurmountable obstacle for them.

Q5. Make notes in outline form on the main ideas of the passage below:

The present generation and the coming generations have to solve three grave problems, namely, population, poverty and pollution if they have to survive. Population has always had the tendency of growing. As long as it is within the limits, it is very welcome. It is a fact that disproportionate growth of population will cancel out development programmes. For instance, if a home is big enough for four people to live in very comfortably and the number of people rises to six, the members have to share discomfort. Population growth, if left unchecked, will automatically allow absolutely no impact on the development of the country in any sphere. Poverty is a growing problem. Poverty usually means a very low standard of living. People who are poor cannot get the necessities of life and struggle to survive. People who experience poverty are either overcome by unfortunate circumstances or are unwilling to work. Pollution is the rise of contaminants in the natural environment. Pollution can take the form of chemical substances or energy, such as noise, heat or light. Growth of industries along with urbanization has caused environmental pollution. Pollution is a silent killer also.

Answer Key

Problems for Humanity

- (a) Population problem
 - i. disproportionate growth of population is a growing problem
 - ii. cancels out development programmes
 - iii. if left unchecked, will allow no the development in any sphere.
- (b) Poverty
 - i. a very low standard of living
 - ii. the poor cannot get the necessities of life, struggle to survive
 - iii. is due to unfortunate circumstances or unwillingness to work
- (c) Pollution
 - i. rise of contaminants in the natural environment
 - ii. chemical substances and noise, heat or light are pollutants
 - iii. caused by growth of industries and urbanization

Answer key

Problems for Humanity

Humanity has to solve three grave problems - population, poverty and pollution- for survival. Disproportionate growth of population is a growing problem. It cancels out development programmes and if left unchecked, it will allow no the development in any sphere. Poverty amounts to a very low standard of living. The poor cannot get the necessities of life and struggle to survive due to unfortunate circumstances or unwillingness to work. Pollution is the rise of contaminants in the natural environment. Pollutants like chemical substances and noise, heat or light are caused by growth of industries and urbanization. Pollution is a silent killer. Humans have to tackle these problems in order to survive.

Q6. Make notes in outline form on the main ideas of the passage below:

There are a lot of people who dream of having two things in their lives, money and success. But people who earn a lot of money may not be successful and people who are successful may not be rich. We have to first of all think from what they get all this money. Is it just thrift or deceit? We cannot regard people who peddle arms or plunder others by using force as successful because they harm humanity. On the other hand, medical researchers or scientists who spend their lifetime on studies are successful people because their findings can save a lot of lives and help a lot of people to survive but they are seldom rich. There are some people who effectively earn a lot of money and are successful at the same time. But this success is not related to money they earn but related to their achievements. For example, an entrepreneur can earn a lot of money and he is a very successful person. His success does not have any relation with the money he earns but with the contributions he makes to improve his country and help the citizens to have a good life. However, we have to understand that earning a lot of money cannot absolutely lead to success but success can lead in most cases to earning a lot of money.

Answer Key

Money and Success

- (a) People dream of money and success
- (b) Rich but not successful
 - (i) arms peddler
 - (ii) terrorists
- (c) Successful but not rich
 - (i) medical researchers
 - (ii) scientists
- (d) Both successful and rich entrepreneurs
- (e) How is money related to success:
 - (i) earning money cannot lead to success
 - (ii) success may lead to earning a lot of money

Summarize the above passage basing on the notes you have made. Money and Success

A lot of people dream of having money and success. But money and success seldom go together. For example, arms peddlers and terrorists are rich but not successful because they harm humanity. Medical researchers and scientists are successful but not rich. Only entrepreneurs are both successful and rich if they contribute to improve the country and help the citizens to have a good life. Thus, we see earning money cannot lead to success but success may lead to earning a lot of money.

Q7. Make notes in outline form on the main ideas of the passage below:

All books are divisible into two classes, the books of the hour, and the books of all time. Mark this distinction-it is not one of quality only.

It is not merely the bad book that does not last, and the good one that does. It is a distinction of species. There are good books for the hour, and good ones for all time; bad books for the hour, and bad ones for all time. I must define the two kinds before I go further.

The good book of the hour, then, - I do not speak of the bad ones - is simply the useful or pleasant talk; of some person whom you cannot otherwise converse with, printed for you. Very useful often, telling you what you need to know; very pleasant often, as a sensible friend's present talk would be. These bright accounts of travels; good-humored and witty discussions of questions; lively or pathetic story-telling in the form of novels; firm fact-telling, by the real agents concerned in the events of passing history; - all these books of the hour, multiplying among us as education becomes more general, are a peculiar characteristic and possession of the present age; we ought to be entirely thankful for them, and entirely ashamed of ourselves if we make no good use of them.

Answer Key

Good Use of Books

- (a) Two kinds of books
 - (i) good books for the hour, and ones for all time
 - (ii) bad books for the hour, and bad ones for all time
- (b) The good book of the hour
 - (i) bright accounts of travels
 - (ii) good-humoured and witty discussions of questions
 - (iii) lively or pathetic story-telling as in novels
 - (iv) firm fact-telling as in history
- (c) We should make good use of good books.

Summarize the passage above basing on the notes you have made. Good Use of Books

There are two kinds of books - good and bad. Some books are good for the hour, and some are good for all time. Some books are bad for the hour, and some are bad for all time. The good books of the hour present bright accounts of travels, good humoured and witty discussions of questions, lively or pathetic story-telling as in novels and firm fact telling as in history. We should make good use of these books.

Q8. Make notes in outline form on the main ideas of the passage given below:

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and the exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do and is not tempted to hurry over any part. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing, and after a sound night's rest rises early next morning in good health and spirit for the labours of a new day.

Answer Key

Benefits of Early Rising

- (a) Advantages of early rising
 - (i) it gives us good start to our day's work
 - (ii) the work done at the time is generally well done as the mind is fresh

- (b) Advantages for the early riser
- he can do more work than other men
 - he finds time to take some exercise
 - he need not hurry over any part of his work
 - he has a long interval of rest in the evening
 - he can get several hours of sleep before midnight
 - he rises early next morning in good health and spirit

Summarize the passage using the notes you have made. Benefits of Early Rising

Early rising has several advantages. It gives us good start to our day's work. the work done at the time is generally well done as the mind is fresh. An early riser can do more work than other men. He finds time for exercise. He need not hurry over any part of his work. He has a long interval of rest in the evening. He can get several hours of sleep before midnight. He rises early next morning in good health and spirit.

Q9. Make notes in outline form on the main ideas of the passage given below:

Man, by nature, loves traveling. He has inborn curiosity to know the unknown, see the unseen and feel what he has never felt. Poets and writers realize the value of travel and go out to other lands in search of novel experiences. That travel broadens the mind cannot be denied. Those who remain within the confines of their homes are cut off from the outside world. As a result, they develop a narrow outlook on life. But those who travel come into contact with various types of people whose ways of life are completely different from theirs. They see things with their own eyes and have a better understanding of the affairs of the world. The impressions that they receive while they travel remain fresh in their minds for many years, and all false impressions and ideas are removed from their minds. Thus, they are able to see things in their proper perspective and make correct judgments and decisions. And being able to make correct decisions is a valuable part of education. The presence of a great variety of books, newspaper, the radio, television and browsing the internet today obviates the need for travel to acquire knowledge. One would study in the comfort and privacy of one's own home and absorb all the knowledge that one desires. But there are many things which books cannot describe effectively. They have to be seen and felt. Therefore, travel is an important means of education.

Answer Key

Benefits of Travelling

- (a) A valuable part of education
- one of the means to satisfy curiosity for the unknown
 - broadens the mind and removes narrow outlook on life
 - offers opportunity for direct contact with places, people and affairs
- (b) Substitutes for travelling
- books, newspaper, the radio, television and the internet
- (c) These are poor substitutes for travelling Summarize the passage using the notes you have made.

Benefits of Travelling

Man has natural love for traveling. Travelling is a part of education. It is one of the means to satisfy curiosity for the unknown. It broadens the mind and removes narrow outlook on life. It offers opportunity for direct contact with places, people and affairs. Reading books and newspaper, listening to the radio and watching the television and browsing the internet poor substitutes for travelling. Poets and writers realize the value of travel and go out to other lands in search of novel experiences.

Q10. Make notes, in outline form, on the main ideas of the passage given below:

Technology, as the name suggests, is the study of techniques. Today technology has been advancing in leaps and bounds. In fact, each and every aspect in our life is dominated by some technology. Technology has become a part and parcel of our life. We have completely become dependent on technology. For example, calculator was developed for making difficult calculations easy. But today, calculators are used for simple calculations. Even calculators which were not once allowed in entrance examinations are allowed now. Agreed that the calculator gives the correct answer but then this reduces the thinking capability of the man. Man has refrained from doing mental arithmetic. This is, thus, acting as a bane. It is true that technology has been helpful to us in various ways. Computer has been the most outstanding invention ever made by man. Today computers are helpful in a number of ways. One gets information about anything on the earth within seconds using internet. Because of this one does not read books and does not give serious thoughts to anything. Human thinking is, therefore, deteriorating. Advancement of technology may turn man into Frankenstein.

Answer Key

Advancement of Technology

- (a) Technology from calculator to computer is essential today
- (b) Benefits of technology
 - i. calculator makes difficult calculations easy
 - ii. computer and internet are helpful for getting information
- (c) Demerits of technology
 - i. calculator reduces the thinking capability
 - ii. because of calculator mental arithmetic gets ignored
 - iii. because of computer and internet
 - reading of books ignored
 - serious thoughts neglected
 - human thinking deteriorates
- (d) Advancement of technology may turn man into Frankenstein.

Summarize the passage above using the notes you have made. Advancement of Technology
Technology has become essential today. There are several benefits of technology. For example, calculator makes difficult calculations easy. Computer and the internet are helpful for getting information easily. But technology is not without demerits. For example, calculator reduces the thinking capability of man. He cannot do mental arithmetic. Because of computer and the internet man has ignored reading of books and serious thoughts. As a result, human thinking deteriorates. It is feared that because of advancement of technology may turn man into Frankenstein.

Q11. Make notes in outline form on the main ideas of the passage below:

Plastic bags are commonly seen in the market. These bags are available in various sizes and are very useful while shopping. These are light and inexpensive. This is why these are being widely used. However, it is important to understand that use of plastic bags is harmful for the environment. Unlike the cloth and paper bags, plastic bags are non-biodegradable. The waste plastic bags lead to pollution. Since these are extremely light they are easily blown by the wind and scatter far and wide. They do not only pollute our towns and cities but even enter the oceans and become a threat for the marine life. It is a challenge to dispose them off. Used plastic bags stay in the environment for years and contribute to land and water pollution. Therefore, many countries have banned the use of these bags. These countries have replaced plastic bags with paper bags or reusable cloth bags. The government of India has also banned the use of plastic bags in many states. Every individual must take it as his responsibility to stop the use of these bags to make our environment cleaner.

Answer Key

Use of Plastic Bags

- (a) Usefulness
 - i. light and inexpensive
 - ii. useful for shopping
- (b) Harmfulness
 - i. non-biodegradable
 - ii. pollutes land and water
 - iii. a threat to ecology
- (c) Remedy
 - i. Replacing plastic bags with paper bags or reusable cloth bags
 - ii. Banning the use of plastic bags

Summarize the passage using the notes you have made. Use of Plastic Bags

Plastic bags of different sizes are commonly seen in the market. These bags are light and inexpensive and useful for shopping. But they are harmful for the environment because plastic is non-biodegradable, pollutes land and water and it is a threat to ecology. We can overcome the hazards of plastic by replacing plastic bags with paper bags or reusable cloth bags and by banning the use of plastic bags. Everyone must understand the responsibility of making the environment clean.

UNIT - V : GRAMMAR

GRAMMAR IN CONTEXT

Correction of grammatical errors in given passage

1. Rewrite the passage below correcting all the grammatical errors in it:

Prospero and his young daughter Miranda lived on a isolated island. Prospero was once the Duke of Milan but had been driving from power by his wicked brother Antonio. One day Antonio along with his friends were at sea in a ship. Prospero raised a storm by the help of Ariel. Ariel guided Antonio and his friends for safety. He lead Ferdinand, the Prince of Naples, to Prospero's cave. When Ferdinand and Miranda met, both of them fell in love in first sight. Prospero thought that love too easily won may not last long. He muttered, "If he will love my daughter, he will not disobey me." He decided that he will put the lovers to test.

Correction:

Prospero and his young daughter Miranda lived on **an isolated island**. Prospero was once the Duke of Milan but **had been driven** from power by his wicked brother Antonio. One day Antonio along with his friends **was** at sea in a ship. Prospero raised a storm **with the help** of Ariel. Ariel guided Antonio and his friends **to safety**. He **led** Ferdinand, the Prince of Naples, to Prospero's cave. When Ferdinand and Miranda met, both of them fell in love **at first sight**. Prospero thought that love too easily won might not last long. He muttered, "If he **loves** my daughter, he will not disobey me." He decided that **he would** put the lovers to test.

2. I agree that to read is a dying habit. A lot have been already written for how television is rapidly stealing a march over reading. The sale of books is diminishing, while the launching of a new television channels has become a regular affair. That itself speaks volumes about what way we are headed.

Correction:

I agree that **reading** is a dying habit. A lot **has** already been written about how television is rapidly stealing a march over reading. The sale of books is diminishing, while launching of **new** television channels has become a regular affair. That itself speaks volumes about **which** way we are heading.

3. Rewrite the passage below correcting all the grammatical errors in it:

The head cook of a hotel had two assistant cook. They were walking up and down the beach in a Sunday. They found a old lamp. As they rubbed the lamp, a genie appears before them. The genie told them that he will grant one wish each. One of the assistant cook said that he would like to be in America with a lot of money. The other assistant cook said that he wish to be in Tokyo with a lot of money. Their wishes were grant by the genie and they vanished. The genie asked the head cook what was his wish. The head cook said that he wants both of them back in the hotel on Monday.

Correction:

The head cook of a hotel had two assistant **cooks**. They were walking up and down the beach **on** a Sunday. They found **an** ancient lamp. As they rubbed the lamp, a genie **appeared** before them. The genie told them that he **would** grant one wish each. One of the assistant **cooks** said that he would like to be in America with a lot of money. The other assistant cook said that he **wished** to be in Tokyo with a lot of money. Their wishes were **granted** by the genie and they vanished. The genie asked the head cook what his wish **was**. The head cook said that he **wanted** both of them back in the hotel on Monday.

4. Rewrite the passage below correcting all the grammatical errors in it:

Once a couple were going on a vacation to Colombo. Colombo was one of the most fashionable city for them. The man reached the destination first as his wife has been away. His wife telephoned to him that she will meet him the next day. When he reached his hotel, he sent a email to his wife. But he had typed a wrong address in mistake. An old lady whose husband had passed out received the mail. She saw this note on the screen: "Dearest, everything are ready for your reception tomorrow. I am wait for you." She screamed and was fainted.

Correction:

Once a couple **was** going on a vacation to Colombo. Colombo was one of the most fashionable **cities** for them. The man reached the destination first as his wife **had been** away. His wife telephoned to him that she **would meet** him the next day. When he reached his hotel, he sent **an** email to his wife. But he had typed a wrong address **by** mistake. An old lady whose husband had **passed away** received the mail. She saw this note on the screen: "Dearest, everything is ready for your reception tomorrow. I **am waiting** for you." She screamed and **fainted**.

5. Rewrite the passage below correcting all the grammatical errors in it:

To drive under the influence of drink have been a offence in this Country since 1936. Why do we need a new law and new tests for detecting drivers who has drunk more than they should. The simple answer is that, we needed to be much more precise and accurate about measuring the. effects of drinking in driving. It is a fact that alcohol on the blood stream affect the reflexes and impair judgement. It's another fact, well establish from accident statistics gathered over the years that drinking by drivers play a part in nearly 20,000 fatal and serious accidents every year. All of we must thinks how to prevent such things.

Correction:

To drive under the influence of **drinks has** been **an** offence in this country since 1936. Why do we need a new law and new tests for detecting the drivers who **have** drunk more than they **should**? The simple answer is that we **need** to be much more precise and accurate about measuring the effects of drinking **on** driving. It is a fact that alcohol in the bloodstream **affects** the reflexes and impairs judgement. It's another fact, **well-established** from the accident statistics gathered over the years, that drinking by drivers play a part in a nearly 20,000 **fatal serious** accidents every year. All of **us** must think how to prevent such things.

6. One night it was rain cats and dogs. A scorpion crawled to our house and stung my mother. She could not but cried in pain. Neighbours called to us. They uttered the name of God a hundred time to paralyse the Evil One. They feared if the scorpion moved, the poison may move in mother's blood. They looked for the scorpion by candles and lanterns. They cast giant shadow on the mud walls. It was not founded. They quietly sat around mother while she continued to groaning with pain. Father was applied a mixture of powders and herbs on her bitten toe. Then he not only put a little paraffin on the toe and also lit it with a match to burn the poison away. I said to mother, "How you feel ?" After twenty hours the pain subsides. Mother said, "Thank God! The scorpion bit her and spared my children."

Correction:

One night it **was raining** cats and dogs. A scorpion crawled to our house and stung my mother. She could not but **cry** in pain. **The** neighbours called **on** us. They uttered the name of God a hundred **times** to paralyse the Evil one. They feared if the scorpion moved, the poison **might** move in Mother's blood. They looked for the scorpion **with** candles and lanterns. They cast giant **shadows** on the mud walls. It was not **found**. They quietly sat around Mother while she **continued groaning** with pain. Father **applied** a mixture of powders and herbs on her bitten toe. Then he not only put a little paraffin on the toe, but also lit it with a match to burn the poison away. I said to Mother, 'How **do** you **feel**?' After twenty hours the pain **subsided**. Mother said, 'Thank God! The scorpion bit **me** and spared my children.'

7. The government constituted a committee on the matter of representation of student members in an University administration and the committee meet in the first week of every month. One of the members is the Vice Chancellor of the University who presides over the deliberation. Very often important persons of the town invite to take part in the discussions. Sometimes the student representatives forget the norms of decency and propriety become violent and lose sane. At times the police makes entry to the campus to control the situation. Sometimes a member objects on any proposal with his justification. Once the objections are compiled the proposals turns to a resolution.

Correction:

The **government has constituted** a committee on the matter of representation of student members in **the** university administration and the committee will meet in the first week of every month. One of the **members** is the Vice Chancellor of the university who presides over the deliberation. Very often important persons of the town **are invited** to take part in the discussions. Sometimes the student representatives forget the norms of decency and propriety, become violent and lose **sanity**. At times the police **make** entry **into** the campus to control the situation. Sometimes a member objects **to some** proposal with his justification. Once the objections are **complied with**, the **proposal** turns **into** a resolution.

8. On a large hospital there were several operating theatres, and in a teaching hospital there are often seats where medical students may sit and have watched the surgeon in work. The first necessity about an operating theatre have been cleanliness. The surgeons and nurses change her shoe to entering and all wear mask; the latter prevented the air which they

breathe out from contaminating the open wound in the patient's body. For the same purpose, the surgeon first scrubs his hands on hot running water use a special soap and spirit, and dry them on a sterilized towel.

Correction

In a large hospital, there are several operating theatres, and in a teaching hospital there are often seats where medical students may sit and **watch** the surgeon **at work**. The first necessity for an operating theatre **is** cleanliness. The surgeons and nurses change **their** shoes before entering and **everybody wears** a mask; the latter **prevent** the air which they breathe out from contaminating the open wound in the patient's body. For the same purpose, the surgeon first scrubs his hands **with** hot running water, **uses** a special soap and spirit, and **dries** them with a sterilized towel.

9. The use of computers is grow rapidly. In developed countries computers are use everywhere, from homes to workplaces. One of the wonder of computer science is the robot. The robot is a automatic computerised machine. If it will be used cleverly, a robot can perform the work of many men put together. The computer is going to take charge for the future civilization. Computers may cause harm to people if they are misuse. Bogus messages and computer viruses cause a lot of worries, aren't they? Anonymous e-mail threats sometimes creates tension. Scientists heavily depend with computers.

Correction:

The use of computers is **growing rapidly**. In developed countries computers are **used** everywhere, from homes to workplaces. One of the **wonders** of computer science is the robot. The robot is **an** automatic computerised machine. If it **is** used cleverly, a robot can perform the work of many men put together. The computer is going to take charge **of** the future civilization. Computers may cause harm to people if they are **misused**. Bogus messages and computer viruses cause a lot of worries, **don't** they? Anonymous e-mail threats sometimes **create** tension. Scientists heavily depend **on** computers.

10. One of the many source of revenue for the country is tourism. We have a lot of tourist attraction, from beautiful beaches and cool mountain retreats. People from foreign countries must be expose to what we could offer. We can do this in holding exhibitions overseas. The mass media too can play a important role. The media offer a alternative mode of advertise the country to the world. If tour operators will offer attractive packages, tourists will be definitely lure. Foreign people should be offer a glimpse into our culture and tradition.

Correction:

One of the many **sources** of revenue for the country is tourism. We have a lot of tourist attractions from beautiful beaches **to** cool mountain retreats. People from foreign countries must be **exposed** to what we **can** offer. We can do this **by** holding exhibitions overseas. The mass media too can play an important role. The media offer an alternative mode of **advertising** the country to the world.

If tour operators **offer** attractive packages, tourists will be definitely **lured**. Foreign people should be **offered** a glimpse into our culture and tradition.
