

Q.No. 1-5: Read the following Passage carefully

1. The house — the only one in the entire valley — sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho — who knew his fields intimately — had done nothing else but see the sky towards the north-east. “Now we’re really going to get some water, woman.”

(A Letter to God)

Now, answer the following questions

1. What could be seen from the crest of the low hill?
2. Why had Lencho been watching the north-east sky throughout the morning?
3. What was the only thing the earth needed?
 - A) Sunshine
 - B) A downpour or at least a shower
 - C) A cool breeze
4. What did the flowers in the cornfield promise?
 - A) A good harvest
 - B) Heavy rainfall
 - C) Flood in the valley
5. Who knew the fields intimately?
 - A) The woman
 - B) Lencho
 - C) The neighbour

Answers

1. The river and the field of ripe corn dotted with flowers.
2. He was hoping for rain from that direction.
3. B) A downpour or at least a shower.
4. A) A good harvest
5. B) Lencho

2. With a satisfied expression he regarded the field of ripe corn with its flowers, draped in a curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys, exposing themselves to the rain, ran out to collect the frozen pearls. “It’s really getting bad now,” exclaimed the man. “I hope it passes quickly.” It did not pass quickly. For an hour the hail rained on the house, the garden, the hillside, the cornfield, on the whole valley. The field was white, as if covered with salt. *(A Letter to God)*

Now, answer the following questions

1. What did the hailstones look like when they fell?
2. For how long did the hail rain on the valley?
3. Who ran out to collect the frozen pearls?
A) The boys B) The neighbours C) The farmers
4. Which natural force began to blow suddenly?
A) A strong wind B) A cool breeze C) A dust storm
5. In what condition did the field appear after the hail stopped?
A) Green and shining
B) White as if covered with salt
C) Yellow with corn

Answers

1. New silver coins / frozen pearls.
2. For an hour.
3. A) The boys
4. A) A strong wind
5. B) White as if covered with salt

3. A few moments later we all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings. It was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected. Only moments before, the highest generals of the South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their loyalty. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me. Finally, a chevron of Impala jets left a smoke trail of the black, red, green, blue and gold of the new South African flag.

The day was symbolised for me by the playing of our two national anthems, and the vision of whites singing ‘Nkosi Sikelel –iAfrika’ and blacks singing ‘Die Stem’, the old anthem of the Republic. Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart.

(A Long Walk to Freedom)

Now, answer the following questions

1. What did the narrator look at?
2. What does 'formation of jets' really signify?
3. 'lifted our eyes in awe'... The word 'awe' means...
A) surprise
B) respect
C) repentance
4. What does the demonstration signify?
A) Loyalty to democracy.
B) Obedience to aristocracy.
C) Mistrust to rule of natives.
5. The day was important because...
A) two versions of the song were sung.
B) South African national anthem was sung.
C) they knew the meaning of the lyrics very well.

Answers

1. South African jets, helicopters, troop carriers in formation.
2. Display of precision, military force, loyalty to democracy.
3. B) respect
4. A) Loyalty to democracy.
5. A) two versions of the song were sung.

4. But then I slowly saw that not only was I not free, but my brothers and sisters were not free. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress, and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk. I am no more virtuous or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited freedoms I was allowed when I knew my people were not free. Freedom is indivisible; the chains on anyone of my people were the chains on all of them, the chains on all of my people were the chains on me.

(A Long Walk to Freedom)

Now, answer the following questions

1. What did the narrator realise gradually?
2. The narrator joined African National Congress. What was the outcome of that?
3. 'I saw that it was not just my freedom that was curtailed'... What does the word 'curtailed' mean?
A) consented B) reduced C) increased
4. The sole reason for the transformation in the young man is...
A) the need for power. B) psychological satisfaction. C) urge for liberty.
5. What is the essence of the passage?
A) The wish to be successful in career.
B) The problems in leading a race.
C) The transformation of a leader.

Answers

1. That not only he, but all black people were not free.
2. His hunger for personal freedom became a greater hunger for his people's freedom.
3. B) reduced
4. C) urge for liberty.
5. C) The transformation of a leader.

5. His parents and his brothers and sister had landed on this green flooring ahead of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger, and he could not rise, exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther. He was floating on it, and around him his family was screaming, praising him and their beaks were offering him scraps of dogfish. *(First Flight)*

Now, answer the following questions

1. Who landed on the green floor ahead of seagull?
2. What did his family do when seagull reached them?
3. Why did not seagull flap his wings again ?
A) because he was tired
B) because he was afraid
C) because he was drowsy
4. What was Offered by the family?
A) Jelly fish B) Dog fish C) Star fish
5. How did the young seagull feel when his legs sank into green sea?
A) felt happy B) afraid C) confused.

Answers

1. His parents, brothers, and sister.
2. They screamed, praised him, offered him scraps of dogfish.
3. A) because he was tired
4. B) Dog fish
5. B) afraid

6. 'I should call Paris Control soon,' I thought. As I looked down past the nose of the aeroplane, I saw the lights of a big city in front of me. I switched on the radio and said, "Paris Control, Dakota DS 088 here. Can you hear me? I'm on my way to England. Over." The voice from the radio answered me immediately: "DS 088, I can hear you. You ought to turn twelve degrees west now, DS 088. Over." I checked the map and the compass, switched over to my second and last fuel tank, and turned the Dakota twelve degrees west towards England. 'I'll be in time for breakfast,' I thought. A good big English breakfast! Everything was going well —

(Black Aeroplane)

Now, answer the following questions

1. What was the name of the narrator's aeroplane?
2. What are the instructions given by the Paris control room?
3. Why did the narrator want to go home ?
 - A) To spend the holidays with his family
 - B) He wanted to bring his family to his place
 - C) There was his need to the family
4. What is the narrator's destination.?
 - A) France
 - B) England
 - C) Paris
5. What did narrator want to have in England?
 - A) breakfast
 - B) lunch
 - C) dinner

Answers

1. Dakota DS 088.
2. Turn twelve degrees west.
3. Not explicitly stated in passage; but from context, likely A) To spend holidays.
4. B) England
5. A) breakfast

7. Mr. Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it was supposed to be on An Incurable Chatterbox. I handed it in, and Mr Keesing had nothing to complain about for two whole lessons. However, during the third lesson he'd finally had enough. Anne Frank, as punishment for talking in class, wrote an essay entitled "Quack, Quack, Quack, Said Mistress Chatterbox." The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. - (From *the Dairy of Anne Frank*)

Now, answer the following questions

1. Why did Mr. Keesing assign Anne a second essay?
2. What was the title of Anne's third punishment essay?
3. How many lessons passed before Mr. Keesing punished Anne again?
A) one B) two C) three
4. What does the title "Quack, Quack, Quack said Mistress Chatterbox" suggest about Keesing's attitude?
A) Annoyed B) playful C) sad
5. What state was the speaker's ingenuity nearly in?
A) Exhausted B) growing C)Beginning

Answers

1. She continued talking in class.
2. "Quack, Quack, Quack, Said Mistress Chatterbox."
3. B) two
4. A) Annoyed
5. A) Exhausted

8. Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and Bolinas are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential.

(A Baker from Goa)

Now, answer the following questions

1. What are the two occasions in which bol and bread are very essential ?
2. Who can be very important for a village in Goa ?
3. What are must for Christmas as well as other festivals ?
A) Baker's furnace B) Sandwiches C) Cakes and bolinhas
4. On which of the following occasions the lady of the house must prepare sandwiches ?
A) Her daughter's marriage
B) Christmas
C) Her daughter's engagement
5. According to the passage which of the following is absolutely essential in the village?
A) Party or a feast B) Christmas and other festivals C) Baker's furnace

Answers

1. Marriage gifts (bol) and feasts/parties.
2. The baker.
3. C) Cakes and bolinhas
4. C) Her daughter's engagement
5. C) Baker's furnace

9. Birds, bees and butterflies are there to give you company. Macaques, Malabar squirrels, langurs and slender loris keep a watchful eye from the tree canopy. I do, however, prefer to step aside for wild elephants.

The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus. The monks, in red, ochre and yellow robes, are amongst the many surprises that wait to be discovered by visitors searching for the heart and soul of India, right here in Coorg. *(Coorg)*

Now, answer the following questions

1. Which animals keep a watchful eye from the tree canopy ?
2. What does the climb to the Brahmagiri hills bring you into ?
3. The speaker says he prefers to step aside for
A) Langurs B) Bees and Butterflies C) Wild Elephants
4. Which of the following is the sixty-four – acre island ?
A) Nisargadhama B) Bylakuppe C) Brahmagiri hills
5. According to the passage Coorg presents many surprises to be discovered for the visitors searching for.....
A) Buddhist monks
B) The heart and soul of India.

Answers

1. Macaques, Malabar squirrels, langurs, slender loris.
2. Panoramic view of the entire misty landscape of Coorg.
3. C) Wild Elephants
4. A) Nisargadhama
5. B) The heart and soul of India.

10. “Tea was first drunk in China,” Rajvir added, “as far back as 2700 B.C.! In fact words such as tea, ‘chai’ and ‘chini’ are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage.” The train clattered into Mariani junction. The boys collected their luggage and pushed their way to the crowded platform. Pranjol’s parents were waiting for them. Soon they were driving towards Dhekiabari, the tea-garden managed by Pranjol’s father . An hour later the car veered sharply off the main road. They crossed a cattle-bridge and entered Dhekiabari Tea Estate. (*Tea from Assam*)

Now, answer the following questions

1. Who were the two friends mentioned in the passage ?
2. When and where was tea first drunk ?
3. In the sixteenth century in Europe ,tea was drunk more as
 - A) Medicine
 - B) Beverage
 - C) Both medicine and beverage
4. The train stopped in
 - A) Mariani junction
 - B) Dekiabari
 - C) China
5. Who was working as the manager of a tea estate ?
 - A) Rajvir
 - B) Pranjol
 - C) Pranjol’s father

Answers

1. Rajvir and Pranjol.
2. In China, as far back as 2700 B.C.
3. A) Medicine
4. A) Mariani junction
5. C) Pranjol's father

11. Mijbil, as I called the otter, was, in fact, of a race previously unknown to science, and was at length christened by zoologists *Lutrogale perspicillata maxwelli*, or Maxwell's otter. For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning, and during the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings. I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. This, I was to learn, is a characteristic of otters; every drop of water must be, so to speak, extended and spread about the place; a bowl must at once be overturned, or, if it will not be overturned, be sat in and splashed in until it overflows. Water must be kept on the move and made to do things; when static it is wasted and provoking. (*Mijbil the Otter*)

Now, answer the following questions

1. What was the scientific name given to Mijbil's species?
2. How did Mijbil behave on the second night?
3. How did Mijbil behave during the first twenty-four hours?
A) Aggressive and noisy B) Aloof and indifferent C) Playful and joyful
4. What did the narrator make for Mijbil?
A) A bathtub B) A belt and lead C) A food bowl
5. What do otters love to do with water according to the narrator?
A) Drink it quietly
B) Keep it still in bowls
C) Move it around and play with it

Answers

1. *Lutrogale perspicillata maxwelli* / Maxwell's otter.
2. Came onto the narrator's bed and slept in the crook of his knees.
3. B) Aloof and indifferent
4. B) A belt and lead
5. C) Move it around and play with it

12. The days passed peacefully at Basra, but I dreaded the prospect of transporting Mij to England, and to Camusfearna. The British airline to London would not fly animals, so I booked a flight to Paris on another airline, and from there to London. The airline insisted that Mij should be packed into a box not more than eighteen inches square, to be carried on the floor at my feet. I had a box made, and an hour before we started, I put Mij into the box so that he would become accustomed to it, and left for a hurried meal.

When I returned, there was an appalling spectacle. There was complete silence from the box, but from its airholes and chinks around the lid, blood had trickled and dried. I whipped off the lock and tore open the lid, and Mij, exhausted and blood-spattered, whimpered and caught at my leg. He had torn the lining of the box to shreds; when I removed the last of it so that there were no cutting edges left, it was just ten minutes until the time of the flight, and the airport was five miles distant. I put the miserable Mij back into the box.

(Mijbil the Otter)

Now, answer the following questions

1. Why did the narrator dread transporting Mij to England?
2. What shocking sight did the narrator see when he returned?
3. Why had blood trickled from the box?
 - A) Mij was injured by the lining
 - B) Mij fought with another animal
 - C) The box fell on the ground
4. What did the narrator do before leaving for a meal?
 - A) Fed Mij well
 - B) Put Mij inside the box
 - C) Took Mij for a walk
5. How far was the airport when the narrator checked the time?
 - A) Ten miles
 - B) Five miles
 - C) Two miles

Answers

1. Airlines wouldn't fly animals; he had to arrange complex travel.
2. Blood had trickled from the box; Mij was injured.
3. A) Mij was injured by the lining
4. B) Put Mij inside the box
5. B) Five miles

13. Valli devoured everything with her eyes. But when she started to look outside, she found her view cut off by a canvas blind that covered the lower part of her window. So she stood up on the seat and peered over the blind.

The bus was now going along the bank of a canal. The road was very narrow. On one side there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue, blue sky. On the other side was a deep ditch and then acres and acres of green fields — green, green, green, as far as the eye could see. Oh, it was all so wonderful!

Suddenly she was startled by a voice. “Listen, child,” said the voice, “you shouldn’t stand like that. Sit down.”
(Madam Rides the Bus)

Now, answer the following questions

1. Why did Valli stand up on the seat?
2. What did the voice suddenly tell Valli to do? Top of Form
3. How did Valli manage to see the outside view despite the obstruction?
 - A) She shouted for the conductor’s help.
 - B) She stood up on the seat.
 - C) She looked through a small hole.
4. The bus was travelling along the bank of a geographic feature, what was it?
 - A) A large river
 - B) A deep ditch
 - C) A canal
5. What was visible on the side opposite the canal?
 - A) Distant mountains and the blue sky
 - B) Palm trees and grassland
 - C) A deep ditch and extensive green fields

Answers

1. To see over the canvas blind covering the lower part of the window.
2. To sit down and not stand.
3. B) She stood up on the seat.
4. C) A canal
5. C) A deep ditch and extensive green fields

14. The Buddha answered, "I want a handful of mustard seed." And when the girl in her joy promised to procure it, the Buddha added, "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend."
- Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.
- (The Sermon at Benares)*

Now, answer the following questions

1. Why did the Buddha ask Kisa Gotami to bring mustard seeds?
2. From what kind of house was Kisa Gotami supposed to collect the mustard seed?
3. What condition did the Buddha put for the mustard seed?
 - A) It must come from a house where no one has died
 - B) It must be fresh
 - C) It must be given by a monk
4. What did people do when Kisa Gotami go from house to house?
 - A) They ignored her
 - B) They scolded her
 - C) They pitied her and offered mustard seeds
5. What did people say when she asked if anyone had died in their family?
 - A) "No, no one has ever died."
 - B) "Only a child has died."
 - C) "Alas, the living are few, but the dead are many."

Answers

1. To teach her a lesson about death being universal.
2. From a house where no one had lost a child, husband, parent, or friend.
3. A) It must come from a house where no one has died
4. C) They pitied her and offered mustard seeds
5. C) "Alas, the living are few, but the dead are many."

15. The Buddha said, “The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals when born are always in danger of death. As all earthen vessels made by the potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall into the power of death; all are subject to death. *(The Sermon at Benares)*

Now, answer the following questions

1. What does the Buddha say about the life of mortals in this world?
2. Why does the Buddha compare living beings to ripe fruits?
3. What comparison does the Buddha use to show the danger of death?
A) Flowing water
B) Burning fire
C) Ripe fruits that may fall anytime
4. What happens to all who have been born?
A) They become mortal B) They avoid suffer C) They avoid old age
5. Who is under the power of death, according to the passage?
A) Only the old
B) Only unwise
C) Both the young and the wise

Answers

1. It is troubled, brief, combined with pain, and ends in death.
2. Because ripe fruits can fall early, mortals are always in danger of death.
3. C) Ripe fruits that may fall anytime
4. A) They become mortal
5. C) Both the young and the wise

16. LOMOV : It's cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is, I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married. Brr... It's cold!
- Natalya : Stepanovna is an excellent housekeeper, not bad-looking, well-educated. What more do I want? But I'm getting a noise in my ears from excitement. [Drinks] And it's impossible for me not to marry. In the first place, I'm already 35 — a critical age, so to speak. In the second place, I ought to lead a quiet and regular life. I suffer from palpitations, I'm excitable and always getting awfully upset; at this very moment my lips are trembling, and there's a twitch in my right eyebrow. But the very worst of all is the way I sleep. I no sooner get into bed and begin to go off, when suddenly something in my left side gives a pull, and I can feel it in my shoulder and head... I jump up like a lunatic, walk about a bit and lie down again, but as soon as I begin to get off to sleep there's another pull! And this may happen twenty times...
- (The Proposal)*

Now, answer the following questions

1. How did Lomov feel about himself?
2. What qualities did Lomov find in Natalya?
3. Why was it impossible for Lomov not to marry?
 - A) He would be young enough if he did not marry.
 - B) He reached a critical age for marriage.
 - C) He will not find anyone to help him financially.
4. Which of the following is not felt by Lomov?
 - A) palpitation
 - B) twitch in the right eye-brow
 - C) trembling ribs
5. Pick out a word from the passage which means 'mad person.'
 - A) housekeeper
 - B) palpitation.
 - C) lunatic.

Answers

1. Cold, trembling, nervous as if facing an exam.
2. Excellent housekeeper, not bad -looking, well -educated.
3. B) He reached a critical age for marriage.
4. C) trembling ribs
5. C) lunatic

17. Lomov: [excited] You see, honoured Natalya Stepanovna... the fact is, I've made up my mind to ask you to hear me out... Of course you'll be surprised and perhaps even angry, but a... [aside] It's awfully cold!

Natalya : What's the matter? [pause] Well?

Lomov : I shall try to be brief. You must know, honoured Natalya Stepanovna, that I have long, since my childhood, in fact, had the privilege of knowing your family. My late aunt and her husband, from whom, as you know, I inherited my land, always had the greatest respect for your father and your late mother. The Lomovs and the Chubukovs have always had the most-friendly, and I might almost say the most affectionate, regard for each other. And, as you know, my land is a near neighbour of yours. You will remember that my Oxen Meadows touch your birchwoods.

(The Proposal)

Now, answer the following questions

1. In the passage, What does Lomov really want to tell Natalya?
2. What kind of relation did the Lomovs and the Chubukovs cherish?
3. 'I've made up my mind to ask you'... what does the underlined portion mean?
A) abandoned B) worried C) decided
4. Lomov inherited the land from his relatives. Who were they?
A) Lomov's grandfather. B) Aunt and her husband. C) Chubukov's daughter.
5. What reference becomes a matter of quarrel later?
A) My Oxen Meadows. B) Oxen Meadows. C) Your birchwoods.

Answers

1. He wants to propose marriage.
2. Friendly, affectionate regard.
3. C) decided
4. B) Aunt and her husband.
5. A) My Oxen Meadows

Q.No. 6-10: Read the following stanza carefully

1. The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued.

(Dust of Snow)

Now, answer the following questions

6. What is the rhyme scheme of the poem ?
7. What effect did the snow have on the poet's mood ?
8. What does the word "*rued*" mean in the poem?
A) Remembered B) Regretted C) Repeated
9. What kind of tree is the hemlock tree?
A) A poisonous tree B) A flowering tree C) A fruit tree
10. How are crow and hemlock tree similar ?
A) Both resemble positivity
B) Both resemble negativity
C) Both are awesome

Answers

1. Rhyme scheme: abab cdcd
2. Changed his mood from sad to happy.
3. B) Regretted
4. A) A poisonous tree
5. B) Both resemble negativity

2. Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

(Fire and Ice)

Now, answer the following questions

6. Why does the poet agree with those who favour fire?
7. What feeling does the poet connect with ice?
8. What does the word "*perish*" mean in the poem?
 - A) To live long
 - B) To die or be destroyed
 - C) To grow strong
9. What does the poet mean by saying that "ice would suffice"?
 - A) Ice can also destroy the world
 - B) Ice can make the world beautiful
 - C) Ice can cool the world
10. Which human emotions are compared to fire and ice in the poem?
 - A) Desire and hate
 - B) Love and peace
 - C) Anger and joy

Answers

1. Because desire (fire) can cause destruction.
2. Hate
3. B) To die or be destroyed
4. A) Ice can also destroy the world
5. A) Desire and hate

3. Some say the world will end in fire

Some say in ice.

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice,

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.

(Fire and Ice)

Now, answer the following questions.

6. Why does the poet mention both fire and ice as destructive forces?
7. What does the poem suggest about human emotions?
8. Which two qualities of human nature are highlighted in the poem?
 - A) Desire and hatred
 - B) Love and kindness
 - C) Peace and patience
9. Which quality of ice makes it suitable for destruction according to the poet?
 - A) Its coldness and hatred
 - B) Its speed and energy
 - C) Its beauty and calmness
10. What lesson does the poet convey through the poem?
 - A) Human emotions can destroy the world
 - B) Nature is stronger than humans
 - C) Fire and ice can balance life

Answers

1. Both can cause destruction, representing extreme human emotions.
2. That human emotions (desire, hate) can lead to ruin.
3. A) Desire and hatred
4. A) Its coldness and hatred
5. A) Human emotions can destroy the world

4. But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.
He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars

(A Tiger in the Zoo)

Now, answer the following questions

6. He is locked in a concrete cell. Who does 'he' refer to?
7. Where was 'his strength' locked ?
8. Why does 'he' ignore visitors?
- A) He is unable to notice them.
B) He does not like them.'
C) He was busy moving in the cage.
9. What proves that the tiger awake late in the night ?
- A) He stalkes in the cage
B) He ignores visitors
C) He hears the last voice and patrolling cars
10. The phrase 'stare' means...
- A) look at stars. B) look fixedly. C) look angrily.

Answers

1. Tiger
2. Behind bars
3. B) He does not like them.
4. C) He hears the last voice and patrolling cars
5. B) look fixedly

5. The true Chameleon is small,
A lizard sort of thing;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree, '
Tis the chameleon you see.

(How to Tell Wild animals)

Now answer the questions

6. What is the other animal similar to Chameleon ?
7. What does a chameleon not have?
8. When is it possible to identify a chameleon according to the stanza?
A) we cannot identify a chameleon
B) when it eats
C) if there is nothing on the tree.
9. chameleon has a significant feature of.....
A) changing its colour to blend in with the surroundings.
B) it can fly very fast. C) it is too tiny.
10. How is a true Chameleon ?
A) small B) single C) huge

Answers

1. Lizard
2. Ears or wings
3. C) if there is nothing on the tree.
4. A) changing its colour to blend in with the surroundings.
5. A) small

6. And no one buys a ball back. Money is external.

He is learning, well behind his desperate eyes,

The epistemology of loss, how to stand up

Knowing what every man must one day know

And most know many days, how to stand up.

(The Ball Poem)

Now answer the questions

6. What is the meaning of epistemology of loss?

7. "Money is external" Explain this phrase?

8. What should every man know one day?

A) to overcome the grief over loss B) how to earn money C) how to play ball

9. The boy's eyes are desperate because.....

A) he lost the game B) he lost his lovable thing C) he lost his way

10. "how to stand up" what does this mean?

A) how to stand perfectly B) how to overcome the sad situation C) how go up.

Answers

1. The understanding/knowledge of loss.

2. Money is not significant

3. A) to overcome the grief over loss

4. B) he lost his lovable thing

5. B) how to overcome the sad situation

7. Did you finish your homework, Amanda?

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

I am an orphan, roaming the street.

I pattern soft dust with my bare feet.

The silence is golden, the freedom is sweet.

(Amanda)

Now, answer the following questions.

6. What three tasks, is Amanda asked about in this stanza?
 7. In her imagination, how does Amanda describe herself?
 8. What does Amanda do with her bare feet in her imagination ?
 - A) she kickts the soft dust
 - B) she makes patterns on the dust
 - C) she remove the soft dust
 9. "The silence is golden, the freedom is sweet" — The poetic device is:
 - A) simile
 - B) metaphor
 - C) personification
 10. Why does Amanda imagine being an orphan, and what does it symbolize?
 - A) her desire for freedom
 - B) her desire for having more friends
 - C) her desire for wanting new clothes
-

Answers

1. Finishing homework, tidying room, cleaning shoes.
2. As an orphan roaming the street.
3. B) she makes patterns on the dust
4. B) metaphor
5. A) her desire for freedom

8. Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!

There is a languid, emerald sea,

Where the sole inhabitant is me—a mermaid, drifting blissfully. *(Amanda)*

Now, answer the following questions.

6. What habit is Amanda asked to stop doing in the first line?

7. What do you mean by hunch shoulders?

8. What do the repeated instructions to Amanda show about the speaker's behaviour?

A) Caring B) nagging C) pampering

9. What kind of place does Amanda imagine in her mind?

A) Busy street B) Emerald sea C) Drifting

10. What does Amanda imagine herself as ?

A) Mermaid B) mother C) a whale

Answers

1. Biting nails

2. Raising or bending shoulders forward in a slouch.

3. B) nagging

4. B) Emerald sea

5. A) Mermaid

9. I sit inside, doors open to the veranda
writing long letters
in which I scarcely mention the departure
of the forest from the house.
The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms.

(The Trees)

Now , answer the following questions .

6. Where does the poet sit ?
7. What is the poet doing ?
8. What does the poet scarcely mention in her long letters ?
A) open doors .
B) Departure of the forest from the house .
C) Departure of the forest from her mind .
9. What is fresh according to the poet ?
A) The night B) The moon C) The sky
10. What reaches like a voice into the room ?
A) The smell of leaves B) The smell of lichen C) The smell of leaves and lichen

Answers

1. Inside, doors open to the veranda
2. Writing long letters
3. B) Departure of the forest from the house.
4. A) The night
5. C) The smell of leaves and lichen

10. My head is full of whispers
which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak.

(The Trees)

Now , answer the following questions .

6. Why is the poet's head full of whispers ?
7. What change do you find in the first two lines ?
8. Who rushes to meet the trees stumbling forward ?
A)The night B) The wind C) The glass
9. In the given stanza, which of the following has a crown ?
A)The night B) The Oak C) The wind
10. Why is the glass breaking ?
A) Because the trees are stumbling forward
B) Because the poet didn't like glass doors
C) Because the glass is weak.

Answers

1. Because thoughts/ideas are forming about the trees moving.
2. Whispers now → will be silent tomorrow.
3. B) The wind
4. B) The Oak
5. A) Because the trees are stumbling forward

11. The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then moves on.

(Fog)

6. How does the fog come, according to the poet?
7. What does the fog look at while sitting?
8. What does the poet compare the fog to?
A) A dog B) A cat C) A bird
9. What does the fog do after sitting for some time?
A) It becomes thicker B) It moves on C) It turns into rain
10. The phrase "silent haunches" refers to—
A) Quiet legs like a cat B) Noisy movements C) Fast running

Answers

1. On little cat feet
2. Over harbour and city
3. B) A cat
4. B) It moves on
5. A) Quiet legs like a cat

12. The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then moves on.

(Fog)

6. How does the poet say the fog arrives?
7. What does the fog look at ?
8. The fog is compared to a—
A) Cat B) Dog C) Lion
9. “Silent haunches” suggests that the fog is—
A) Noisy B) Quiet C) Dangerous
10. What does the fog finally do?
A) Moves on B) Falls like rain C) Becomes thicker

Answers

1. On little cat feet
2. Harbour and city
3. A) Cat
4. B) Quiet
5. A) Moves on

13. Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio daggers on his toes.
Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

(The Tale of Custard the Dragon)

Now, answer the following questions.

6. Who was as brave as a barrel full of bears?
7. What did Ink and Blink chase down the stairs?
8. What did Custard the dragon want?
A) To fight bravely B) A nice safe cage C) New sharp teeth
9. Mustard was as brave as
A) A lion B) A tiger in a rage C) A dragon
10. Which line shows Custard's lack of courage?
A) "But Custard cried for a nice safe cage"
B) "Ink and Blink chased lions down the stairs"
C) "Mustard was as brave as a tiger in a rage"

Answers

1. Belinda
2. Lions
3. B) A nice safe cage
4. B) A tiger in a rage
5. A) "But Custard cried for a nice safe cage"

14. Belinda paled, and she cried Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.
But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm,
He went at the pirate like a robin at a worm. *(The Tale of Custard the Dragon)*

Now, answer the following questions.

6. Which pet fled with a terrified yelp?
7. Why do you think pets react with fear?
8. How did Mustard react?
 - A) He growled bravely
 - B) He hid behind Belinda
 - C) He fled with a terrified yelp
9. Where did Ink go?
 - A) Into the garden
 - B) To the bottom of the household
 - C) Under the bed
10. What did the little mouse Blink do?
 - A) Mouse holed strategically
 - B) Jumped onto the pirate
 - C) Ran in circles

Answers

1. Mustard
2. Because a pirate appeared.
3. C) He fled with a terrified yelp
4. B) To the bottom of the household
5. A) Mouse holed strategically

15. "But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair."

(For Anne Gregory)

Now, answer the following questions.

6. What does the speaker say she can get to change her appearance?
7. What colours does the speaker mention as alternatives to her yellow hair?
8. Which colour is not mentioned as an option in the poem?
A) Brown B) Black C) Carrot
9. The speaker wants young men to love her for:
A) Her wealth B) Herself alone C) Her beauty
10. The tone of the speaker's words show that she.....
A) Wants to hide her identity
B) Wants genuine love
C) Fears changing her looks

Answers

1. Hair-dye
2. Brown, black, carrot
3. (None missing, all three listed)
4. B) Herself alone
5. B) Wants genuine love

16. “Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair.”

(For Anne Gregory)

Now, answer the following questions.

6. Who, according to the poet, will be thrown into despair?
7. What are described as “honey-coloured ramparts”?
8. The poet suggests that the young man loves the girl mainly for her:
A) Kindness B) Beauty C) Yellow hair
9. The tone of the lines is:
A) Celebratory B) Warning C) Angry
10. The poet implies that the girl is valued more for her:
A) Qualities B) Friends C) Appearance

Answers

1. A young man
2. Her hair
3. C) Yellow hair
4. B) Warning
5. C) Appearance

Q.No. 11-15: Read the following passage carefully

1. I looked down again at the little dog. That was the trouble. Tricki's only fault was greed. He had never been known to refuse food; he would tackle a meal at any hour of the day or night. And I wondered about all the things Mrs Pumphrey hadn't mentioned. "Are you giving him plenty of exercise?" "Well, he has his little walks with me as you can see, but Hodgkin, the gardener, has been down with lumbago, so there has been no ring-throwing lately." I tried to sound severe: "Now I really mean this. If you don't cut his food right down and give him more exercise, he is going to be really ill. You must harden your heart and keep him on a very strict diet."

(A Triumph of Surgery)

Choose the appropriate answer from the options given;

11. Why did the narrator call Tricki's greed a trouble?
A) It made him overeat and fall sick
B) It made him bark all night
C) It made him dislike his owner
12. Which habit of Tricki showed his greed?
A) Refusing to sleep
B) Eating at any time of the day or night
C) Playing too much in the garden
13. Who was unable to play ring-throwing with Tricki?
A) Mrs Pumphrey
B) Hodgkin, the gardener
C) The narrator
14. What did the narrator warn Mrs Pumphrey?
A) By suggesting a control diet for Tricki
B) By appreciating Pumphrey's love for Tricki
C) By writing her a letter on how to look after Tricki.
15. Where did Mrs Pumphrey take Tricki for walks?
A) Around her garden
B) To the nearby park
C) To the market

Answers

1. A) It made him overeat and fall sick
2. B) Eating at any time of the day or night
3. B) Hodgkin, the gardener
4. A) By suggesting a control diet for Tricki
5. A) Around her garden

2. I watched their progress with growing concern. Tricki was tottering along in his little tweed coat; he had a whole wardrobe of these coats — for the cold weather and a raincoat for the wet days. He struggled on, drooping in his harness. I thought it wouldn't be long before I heard from Mrs Pumphrey. The expected call came within a few days. Mrs Pumphrey was distraught. Tricki would eat nothing. Refused even his favourite dishes; and besides, he had bouts of vomiting. He spent all his time lying on a rug, panting. Didn't want to go for walks, didn't want to do anything. I had made my plans in advance. The only way was to get Tricki out of the house for a period. I suggested that he be hospitalised for about a fortnight to be kept under observation.

(A Triumph of Surgery)

Choose the appropriate answer from the options given;

11. Why was the narrator watching Tricki with concern?
A) Because Tricki looked weak and tired
B) Because Tricki barked loudly
C) Because Tricki ran too fast
12. Which type of clothes did Tricki have for cold weather?
A) Cotton shirts B) Tweed coats C) Woollen hats
13. Who was very upset when Tricki stopped eating?
A) Mrs Pumphrey B) The narrator C) Hodgkin, the gardener
14. How long did the narrator plan to keep Tricki under observation?
A) For one week B) For about a fortnight C) For a month
15. What did Tricki do all day when he became ill?
A) He lay on a rug, panting
B) He played in the garden
C) He barked at visitors

Answers

1. A) Because Tricki looked weak and tired
2. B) Tweed coats
3. A) Mrs Pumphrey
4. B) For about a fortnight
5. A) He lay on a rug, panting

3. Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!
- One evening he came home with a small bundle of notes, saying he had just sold a book to a publisher. At night, I saw him tuck the money under the mattress.
- I had been working for Anil for almost a month and, apart from cheating on the shopping, had not done anything in my line of work. I had every opportunity for doing so. Anil had given me a key to the door, and I could come and go as I pleased. He was the most trusting person I had ever met.
- (The Thief's Story)*

Choose the appropriate answer from the options given;

11. From the passage, we understand that Anil...
- A) was a rich merchant.
 - B) was a successful writer.
 - C) was an upcoming writer.
12. What kind of a person was Anil?
- A) Spend-as-you-earn
 - B) Save-as-you-earn
 - C) Learn-as-you-earn
13. What does the bundle of notes tell us?
- A) Anil got money from his friends.
 - B) Anil got money from a publishing firm.
 - C) Anil got money for matured insurance.
14. What is the narrator's 'line of work'?
- A) Making money from shopping.
 - B) Stealing money occasionally.
 - C) Preparing food for Anil.
15. Anil kept 'money under mattress'. Why did the narrator mention this?
- A) He had a vague plan of committing an act of stealing.
 - B) He wanted to show that Anil was a careless person.
 - C) He wanted to keep the trust that Anil had in him.

Answers

1. C) was an upcoming writer.
2. A) Spend -as-you-earn
3. B) Anil got money from a publishing firm.
4. B) Stealing money occasionally.
5. A) He had a vague plan of committing an act of stealing.

4. When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more trouble than help. And I did not want to make anyone curious by staying at one of the small hotels near the station. The only person I knew really well was the man I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money, but for the loss of trust.

(The Thief's Story)

Choose the appropriate answer from the options given;

11. What does 'the deserted platform' mean?
A) A platform by the side of a desert.
B) A platform with dessert vendors.
C) A platform with hardly any people.
12. Where did the narrator go that night?
A) To a nearby hotel.
B) To a friend's house
C) Through the bazaar.
13. In his career, the thief did one of the following. Choose the correct one.
A) He studied men's appearance.
B) He studied the faces of the robbed.
C) He compared the rich and the poor.
14. Who accepted 'loss' from the following.
A) The poor man. B) The rich man. C) The greedy man.
15. What perhaps would be a greater loss for Anil?
A) Loss of hard- earned money.
B) Loss of a good companion and cook.
C) Loss of trust.

Answers

1. C) A platform with hardly any people.
2. C) Through the bazaar.
3. B) He studied the faces of the robbed.
4. A) The poor man.
5. C) Loss of trust.

5. Fowler jumped at the sudden knocking at the door. Ausable just smiled. "That will be the police," he said. "I thought that such an important paper as the one we are waiting for should have a little extra protection. I told them to check on me to make sure everything was all right." Max bit his lip nervously. The knocking was repeated. "What will you do now, Max?" Ausable asked. "If I do not answer the door, they will enter anyway. The door is unlocked. And they will not hesitate to shoot." Max's face was black with anger as he backed swiftly towards the window. He swung a leg over the sill. "Send them away!" he warned. "I will wait on the balcony. Send them away or I'll shoot and take my chances!" The knocking at the door became louder and a voice was raised. "Mr Ausable! Mr Ausable!"

(The Midnight Visitor)

Choose the appropriate answer from the options given;

11. Who is the secret agent in the story?
A) Max B) fowler C) Ausable
12. Who knocked the door actually?
A) Waiter B) police C) Max
13. What should be given an extra protection?
A) police B) Fowler C) the paper which they are waiting for
14. Where did Max want to wait?
A) In the hall B) in the balcony C) at the window
15. How did Max feel on hearing the door knock?
A) Happy B) nervous C) relaxed

Answers

1. C) Ausable
2. Not police, but likely waiter; but options given: B) police (trick)
3. C) the paper which they are waiting for
4. B) in the balcony
5. B) nervous

6. The voice went on, “You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you would better see a doctor, if you’re serious about your work. I heard you from the top of the house just now.” It was a quiet, kindly voice, but one firmness in it. A woman was standing in the doorway and Sherry was rubbing against her. She was young, quite pretty and was dressed in red. She walked to the fireplace and straightened the ornaments there.

(A Question of Trust)

Choose the appropriate answer from the options given;

11. Who was standing close to the woman?
A) Sherry B) Harry C) Jerry
12. What colour was the woman’s dress?
A) Blue B) Black C) Red
13. Where did the woman walk after entering the room?
A) to the window B) to the fireplace C) to the kitchen
14. Why does the voice suggest seeing a doctor?
A) for fun B) to cure the problem C) to meet
15. How can the voice be described based on the text?
A) Harsh B) Kindly C) Silent

Answers

1. A) Sherry
2. C) Red
3. B) to the fireplace
4. B) to cure the problem
5. B) Kindly

7. The safe was not going to be hard to open. After all, he had lived with locks and safes all his life. The burglar alarm was poorly built. He went into the hall to cut his wire. He came back and sneezed loudly as the smell of the flowers came to him again.
- How foolish people are when they own valuable things. Horace thought. A magazine article had described his house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe!. *(A Question of Trust)*

Choose the appropriate answer from the options given;

11. What smell made Horace sneeze loudly?
A) Perfume B) Flowers C) Paint
12. What object was hidden behind the painting?
A) Locker B) Safe C) Switchboard
13. What does Horace's confidence about the safe show?
A) Fear B) Expertise C) Doubt
14. Why did Horace think people were foolish?
A) They trusted servants
B) They revealed house details publicly
C) They left doors open
15. What does the poorly built alarm suggest about the house's security?
A) Strong B) Weak C) Moderate

Answers

1. B) Flowers
2. B) Safe
3. B) Expertise
4. B) They revealed house details publicly
5. B) Weak

8. 1.Griffin, the scientist, had carried out experiment after experiment to prove that the human body could become invisible. Finally he swallowed certain rare drugs and his body became as transparent as a sheet of glass — though it also remained as solid as glass. Brilliant scientist though he was, Griffin was rather a lawless person. His landlord disliked him and tried to eject him. In revenge Griffin set fire to the house. To get away without being seen he had to remove his clothes. Thus it was that he became a homeless wanderer, without clothes, without money, and quite invisible — until he happened to step in some mud, and left footprints as he walked! *(Foot prints without Feet)*
11. Griffin is a
- A) Writer B) Scientist C) police man
12. What kind of a person was Griffin ?
- A)Transparent person
B) Kind hearted person
C) Lawless person
13. What happened to the body of Griffin when he swallowed certain rare drugs ?
- A)It became as transparent as a sheet of glass
B) It remained as solid as glass
C) Both A&B
14. To get away without being seen Griffin had to
- A) Conduct an experiment
B) Become a homeless wanderer
C) Remove his clothes
15. What was the revenge Griffin took over his land lord?
- A) He set fire to the house
B) He did not pay the rent
C) He left some footprints in the house.

Acti

Answers

1. B) Scientist
2. C) Lawless person
3. C) Both A&B;
4. C) Remove his clothes
5. A) He set fire to the house

9. The feeling among the neighbours was that the trouble was caused by witchcraft. But witchcraft or not, when news of the burglary at the clergyman's home became known, the strange scientist was strongly suspected of having had a hand in it. Suspicion grew even stronger when he suddenly produced some ready cash, though he had admitted not long before that he had no money. The village constable was secretly sent for. Instead of waiting for the constable, Mrs Hall went to the scientist, who had somehow mysteriously appeared from his empty bedroom. "I want to know what you have been doing to my chair upstairs," she demanded. "And I want to know how it is you came out of an empty room and how you entered a locked room."
- (Foot prints without Feet)*

Choose the appropriate answer from the options given;

11. What was the feeling among the neighbours ?
A) There was no trouble in the village
B) The trouble was caused by witchcraft
C) The scientist was a humble man
12. Where did the burglary take place ?
A) At the clergyman's home
B) At the scientist's bedroom
C) In the locked room
13. The suspicion grew even stronger on the scientist when
A) He admitted that he had no money
B) He succeeded in his experiments
C) He suddenly produced some ready cash.
14. The scientist mentioned in the passage was
A) Mrs Hall B) Mr Jaffers C) Mr Griffin
15. Which of the following did Mrs Hall want to know from the scientist ?
A) How did he come out of an empty room ?
B) How did he come out of a locked room ?
C) Why didn't he pay the rent ?

Answers

1. B) The trouble was caused by witchcraft
2. A) At the clergyman's home
3. C) He suddenly produced some ready cash.
4. C) Mr Griffin
5. A) How did he come out of an empty room?

10. In his senior year, he went a step further. He grew cells from a monarch's wing in a culture and showed that the cells would divide and develop into normal butterfly wing scales only if they were fed the hormone from the gold spots. That project won first place for zoology at the International Fair. He spent the summer after graduation doing further work at the army laboratory and at the laboratory of the U.S. Department of Agriculture. The following summer, after his freshman year at Harvard University, Ebright went back to the laboratory of the Department of Agriculture and did more work on the hormone from the gold spots. Using the laboratory's sophisticated instruments, he was able to identify the hormone's chemical structure.

A year-and-a-half later, during his junior year, Ebright got the idea for his new theory about cell life. It came while he was looking at X-ray photos of the chemical structure of a hormone.

When he saw those photos, Ebright didn't shout, 'Eureka!' or even, 'I've got it!' But he believed that, along with his findings about insect hormones, the photos gave him the answer to one of biology's puzzles: how the cell can 'read' the blueprint of its DNA. DNA is the substance in the nucleus of a cell that controls heredity. It determines the form and function of the cell. Thus DNA is the blueprint for life.

(The making of a scientist)

Choose the appropriate answer from the options given;

11. What did Ebright grow in a culture during his senior year?
A) Cells from a monarch's wing
B) Bacteria from soil
C) Human skin cells
12. Which field did Ebright win first place for at the International Fair?
A) Chemistry B) Zoology C) Physics
13. Where did Ebright work during the summer after his graduation?
A) NASA laboratory
B) Army laboratory and U.S. Department of Agriculture
C) Medical Research Institute
14. What helped Ebright identify the chemical structure of the hormone?
A) Basic microscopes
B) Sophisticated foods
C) Simple hand lenses
15. According to the passage, DNA is—
A) a part of the butterfly wing
B) the blueprint for life
C) a type of insect hormone

Answers

1. A) Cells from a monarch's wing
2. B) Zoology
3. B) Army laboratory and U.S. Department of Agriculture
4. C) Sophisticated instruments (not in options directly) → but closest: "sophisticated instruments" implies advanced tools.
5. B) the blueprint for life

11. Then in the seventh grade he got a hint of what real science is when he entered a county science fair — and lost. “It was really a sad feeling to sit there and not get anything while everybody else had won something,” Ebright said. His entry was slides of frog tissues, which he showed under a microscope. He realised the winners had tried to do real experiments, not simply make a neat display.

Already the competitive spirit that drives Richard Ebright was appearing. “I knew that for the next year’s fair I would have to do a real experiment,” he said. “The subject I knew most about was the insect work I’d been doing in the past several years.”

So he wrote to Dr Urquhart for ideas, and back came a stack of suggestions for experiments. Those kept Ebright busy all through high school and led to prize projects in county and international science fairs.

For his eighth grade project, Ebright tried to find the cause of a viral disease that kills nearly all monarch caterpillars every few years. Ebright thought the disease might be carried by a beetle. He tried raising caterpillars in the presence of beetles. “I didn’t get any real results,” he said. “But I went ahead and showed that I had tried the experiment.

This time I won.

(The Making of a Scientist)

Choose the appropriate answer from the options given;

11. What was Ebright’s entry in the seventh-grade science fair?
A) A model of a butterfly
B) Slides of frog tissues
C) A project on beetles
12. Why did Ebright lose the science fair?
A) His project was incomplete
B) He displayed only slides without real experiments
C) He did not attend the fair
13. Whom did Ebright write to for ideas in new experiments?
A) His science teacher B) Dr Urquhart C) His classmates
14. What did Ebright try to investigate in his eighth-grade project?
A) How butterflies fly
B) The cause of a viral disease in monarch caterpillars
C) The growth of frog tissues
15. What did Ebright finally achieve in his eighth-grade project?
A) He won the science fair
B) He discovered a new virus
C) He proved the disease was carried by beetles

Answers

1. B) Slides of frog tissues
2. B) He displayed only slides without real experiments
3. B) Dr Urquhart
4. B) The cause of a viral disease in monarch caterpillars
5. A) He won the science fair

12. When she seated herself for dinner opposite her husband who uncovered the tureen with a delighted air, saying, "Oh! the good potpie! I know nothing better than that..." she would think of elegant dinners, of shining silver; she thought of the exquisite food served in marvellous dishes. She had neither frocks nor jewels, nothing. And she loved only those things. *(The Necklace)*

Choose the appropriate answer from the options given;

11. What dish was in the tureen?
A) Soup B) Potpie C) Roast chicken
12. How did the husband react when he opened the tureen?
A) He frowned B) He ignored it C) He showed delight
13. What did she think about during dinner?
A) Trips to the village
B) Elegant dinners and silver
C) Simple home cooking
14. What did she lack that made her unhappy?
A) Books and paintings B) Frocks and jewels C) Friends and family
15. What kind of food did she dream of?
A) Fast food
B) Spicy homemade dishes
C) Exquisite food served in marvellous dishes

Answers

1. B) Potpie
2. C) He showed delight
3. B) Elegant dinners and silver
4. B) Frocks and jewels
5. C) Exquisite food served in marvellous dishes

13. The next day she took herself to her friend's house and related her story of distress. Mme Forestier went to her closet, took out a large jewel-case, brought it, opened it, and said, "Choose, my dear." She saw at first some bracelets, then a collar of pearls, then a Venetian cross of gold and jewels of admirable workmanship. She tried the jewels before the glass, hesitated, but could neither decide to take them nor leave them. Then she asked, "Have you nothing more?"

(The Necklace)

Choose the appropriate answer from the options given;

11. Why did the woman visit her friend?
A) To borrow money
B) To share her distress and seek help
C) To invite her to a party
12. What did Mme Forestier offer her?
A) Clothes B) Perfumes C) A jewel-case to choose from
13. Which of these items did she see first in the case?
A) Earrings B) Bracelets C) Rings
14. What did she do with the jewels?
A) Sold them
B) Tried them before the glass
C) Put them back immediately
15. What was her final question to Mme Forestier?
A) "can I take two?" B) "is this real gold?" C) "Have you nothing more?"

Answers

1. B) To share her distress and seek help
2. C) A jewel -case to choose from
3. B) Bracelets
4. B) Tried them before the glass
5. C) "Have you nothing more?"

14. “Have you nothing more?” Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer’s household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla’s marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.
- (*Bholi*)

Choose the appropriate answer from the options given;

11. How many children did Ramlal have?
A) Five B) Six C) Seven
12. Who was the youngest child in the family?
A) Radha B) Mangla C) Bhola
13. What made it easy to find bridegrooms for Radha and Mangla?
A) They were educated
B) They were good-looking and healthy
C) They lived in the city
14. What was the condition of the household?
A) Poor and struggling
B) Middle-class
C) Prosperous with plenty to eat and drink
15. What had Ramlal done for his sons?
A) Got them married
B) Sent them to work in the fields
C) Sent them to study in the city

Answers

1. C) Seven
2. C) Bholi
3. B) They were good -looking and healthy
4. C) Prosperous with plenty to eat and drink
5. C) Sent them to study in the city

15. OMEGA : It appears to contain pictures of Earthlings. IOTA : There seems to be some sort of code.
- THINK-TANK : (sharply interested) Code? I told you this was important. Describe the code.
- OOP : It's little lines and squiggles and dots — thousands of them alongside the pictures.
- THINK-TANK : Perhaps the Earthlings are not as primitive as we have thought. We must break the code.
- NOODLE : Forgive me, your Cleverness, but did not the chemical department give our space people vitamins to increase their intelligence?
- THINK-TANK : Stop! A thought of magnificent brilliance has come to me. Space people, our chemical department has given you vitamins to increase your intelligence. Take them immediately and then watch the sandwich. The meaning of the code will slowly unfold before you.

(The book that saved the earth)

Choose the appropriate answer from the options given;

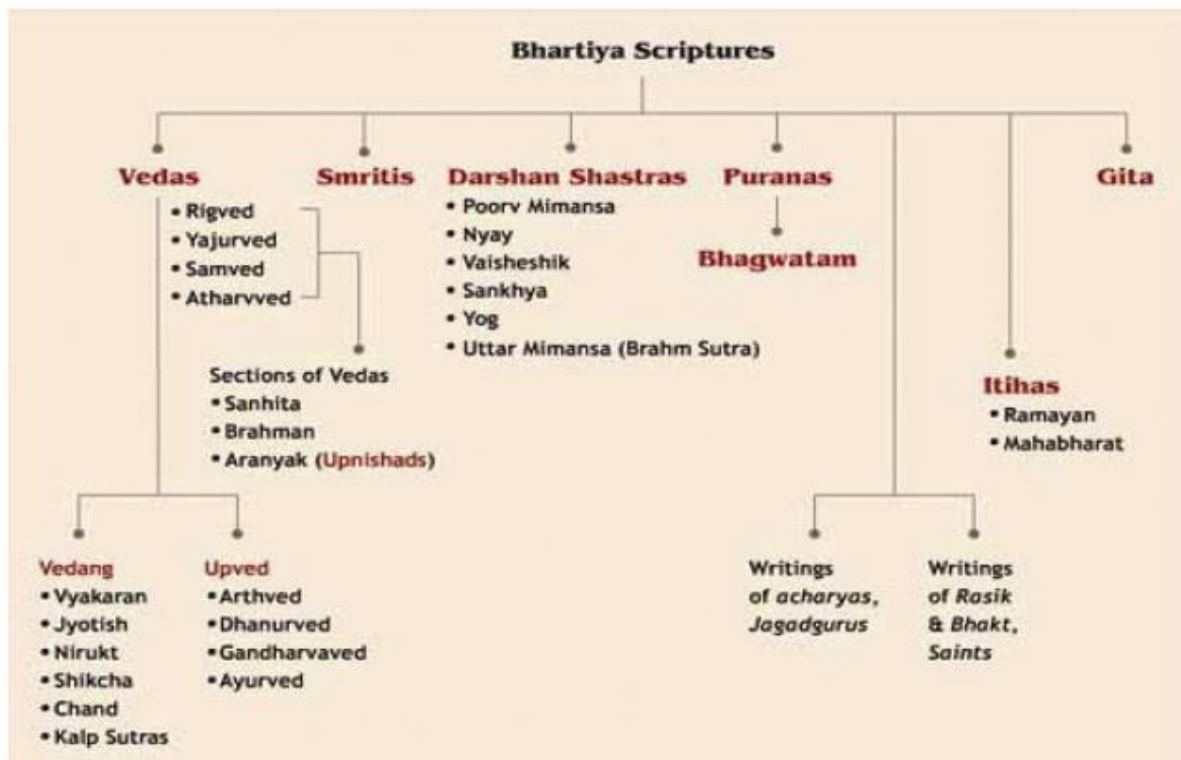
11. What makes Think-Tank suddenly more interested in the book?
A) It contains maps B) It contains a code C) It contains food recipes
12. How does Oop describe the code?
A) Long paragraphs of text B) Numbers and equations C) Lines, squiggles and dots
13. What does Think-Tank conclude about Earthlings after seeing the code?
A) They are dangerous B) They may not be as primitive
C) They are friendly
14. What does Noodle remind Think-Tank about?
A) Their space mission B) Vitamins given by the chemical department
C) Their communication device
15. What does Think-Tank ask the crew to do?
A) Return to Mars B) Destroy the book
C) Take vitamins and study the book

Answers

1. B) It contains a code
2. C) Lines, squiggles and dots
3. B) They may not be as primitive
4. B) Vitamins given by the chemical department
5. C) Take vitamins and study the book

Q.No. 16: Study Skills

1. Observe the following tree diagram.



Now, answer the following.











- i. What does the tree diagram convey?
- ii. What are the main types of Bharatiya scriptures?
- iii. The other name of Uttar Mimamsa is.....
- iv. What are vedas sub divided into?
 - a) Smritis and Puranas.
 - b) Dharma Sastras and Itihasas.
 - c) Vedangas and Upvedas.
- v. Choose the correct statement from the following.
 - a) There are five Upavedas.
 - b) Upanishads are also called as Aranyakas.
 - c) Bhagawatham is drawn from Vedas.

Answers

- i. Classification of Bharatiya scriptures.
- ii. Vedas, Smritis, Darshan Shastras, Puranas, Gita.
- iii. Brahm Sutra
- iv. c) Vedangas and Upvedas (subdivisions of Vedas)
- v. b) Upanishads are also called as Aranyakas.

2. Observe the following bar graph.

HIGHEST SLUM POPULATIONS

Maharashtra		118 lakh
Andhra Pradesh		102 lakh
West Bengal		64 lakh
Uttar Pradesh		62 lakh
Tamil Nadu		58 lakh
Madhya Pradesh		57 lakh
Karnataka		33 lakh
Rajasthan		21 lakh
Chhattisgarh		19 lakh
Delhi		18 lakh

Now answer the following questions.

- What does the bar graph convey?
- Which state/territory has the least number of slum populations?
- Maharashtra hasof slum population.
- Which two territories have the least number of slum population?
 - Delhi and Chandigarh.
 - Maharashtra and Tamilnadu.
 - Andhra Pradesh and Delhi
- Choose the correct statement from the following.
 - Madhya pradesh has the highest slum population
 - Andhra Pradesh occupies 5th place
 - Karnataka has 33 lakh slum population

Answers

- Slum populations in Indian states.
- Delhi (18 lakh)
- 118 lakh
- Delhi and Chandigarh (but Chandigarh not shown; likely Delhi and Chhattisgarh? Actually Chhattisgarh 19 lakh, Rajasthan 21 lakh, so least is Delhi 18 lakh. So "Delhi and ..." maybe error.) Given options: a) Delhi and Chandigarh (but Chandigarh not in graph), so likely none correct exactly. But pick a if we assume.
 - c) Karnataka has 33 lakh slum population (true).

Q.No. 17: Read the following passage carefully

1. Mrs. Thomas lived alone in a small house. One day, she slipped in the kitchen and hurt her ankle. She could not stand up or call anyone. Her neighbour, Anita, heard a noise and rushed to check. She found Mrs. Thomas on the floor and immediately helped her sit up. Anita called a doctor and stayed with her until the pain reduced. Mrs. Thomas felt grateful for Anita's timely help. She blessed Anita for being a kind neighbour.

Now, arrange the following jumbled sentences into a meaningful order. $5 \times 1 = 5$

- a) Anita stayed with her until she felt better.
- b) Mrs. Thomas slipped in the kitchen and hurt her ankle.
- c) She helped Mrs. Thomas and called a doctor.
- d) Mrs. Thomas felt grateful for the help.
- e) Anita rushed inside after hearing a noise.

Answers

b → e → c → a → d

Q.No. 17: Read the following passage carefully

2. The school organised a drawing competition for all classes. Raghav loved drawing but had never entered a competition before. He decided to try this time. He drew a colourful picture of a village scene. The judges liked his creativity. During the assembly, his name was announced as the winner. Raghav felt proud and excited. His friends congratulated him happily. Raghav thanked his art teacher for motivating him.

Now, arrange the following jumbled sentences into a meaningful order. $5 \times 1 = 5$

- a) His friends congratulated him on his success.
- b) Raghav drew a beautiful village scene.
- c) The school announced a drawing competition.
- d) Raghav won the competition during the assembly.
- e) The judges appreciated his creativity.

Answers

c → b → e → d → a

Q.No. 18: Combine the following sentences using 'who/whom/whose/which

1. Revathi is suffering from headache. Her eyes were red and swollen. (Whose)
2. I went to Agra. The Taj Mahal is located there.(where)
3. He is the new principal. I worked with him before. (whom)
4. I have two brothers. They are working as architects. (who)
5. Everybody went to the party. They enjoyed it very much. (who)
6. The boy didn't do his homework. The teacher punished him. (who)
7. Bring me the file. The file is on the table. (which)
8. Rohini got an admission into MBA. Her aim is to become a business woman. (whose)
9. I saw a soldier. He had lost an arm. (who)
10. The restaurant serves delicious food. It is located downtown.(that)
11. The doctor is treating my grandmother. She is very experienced. (who)
12. The car is very fast. I bought it last week. (that)
13. I met the artist. He painted the portrait. (who)
14. She invited the doctor. She consulted him last month. (whom)
15. Riya is the student. She won the science quiz.(who)
16. The engineer visited our school. He designed the new bridge. (who)
17. I met a writer yesterday. He lives in London. (who)
18. The nurse looked after the elderly man. She works the night shift. (who)
19. The scientist made a great discovery. His theory changed modern physics. (whose)
20. I spoke to the artist. Her paintings were displayed in the national gallery. (whose)

Answers

1. Revathi, **whose** eyes were red and swollen, is suffering from a headache.
2. I went to Agra, **where** the Taj Mahal is located.
3. He is the new principal **whom** I worked with before.
4. I have two brothers **who** are working as architects.
5. Everybody **who** went to the party enjoyed it very much.
6. The boy **who** didn't do his homework was punished by the teacher.
7. Bring me the file **which** is on the table.
8. Rohini, **whose** aim is to become a businesswoman, got admission into MBA.
9. I saw a soldier **who** had lost an arm.
10. The restaurant **that** is located downtown serves delicious food.
11. The doctor **who** is treating my grandmother is very experienced.
12. The car **that** I bought last week is very fast.
13. I met the artist **who** painted the portrait.
14. She invited the doctor **whom** she consulted last month.
15. Riya is the student **who** won the science quiz.
16. The engineer **who** designed the new bridge visited our school.
17. I met a writer yesterday **who** lives in London.
18. The nurse **who** works the night shift looked after the elderly man.
19. The scientist **whose** theory changed modern physics made a great discovery.
20. I spoke to the artist **whose** paintings were displayed in the national gallery

Q.NO:19: Change the following sentence into Passive Voice

1. His family was offering him scraps of dogfish.
2. The voice from the radio answered me immediately.
3. They have constructed a new building.
4. Mother seagull brought the food.
5. The family praises the seagull for his first flight.
6. She has written poems.
7. They had completed the project work.
8. Sriram received a letter from his friend.
9. Students must submit the assignments by tomorrow.
10. Children complete the homework in time
11. My sister has drawn this portrait.
12. Veera babu registered his name for the show.
13. The post master gathered money.
14. The people had elected the new government.
15. His parents taught them how to skim.
16. The sight of the food maddened him.
17. He answered her with another scream.
18. My sister has drawn this portrait.
19. The post master gathered money.
20. Veera babu registered his name for the show.

Answers

1. He was being offered scraps of dogfish by his family. (or)
Scraps of dogfish were being offered to him by his family.
2. I was immediately answered by the voice from the radio.
3. A new building has been constructed by them.
4. The food was brought by the mother seagull.
5. The seagull is praised by the family for his first flight.
6. Poems have been written by her.
7. The project work had been completed by them.
8. A letter was received by Sriram from his friend.
9. The assignments must be submitted by tomorrow by the students. / The assignments must be submitted by the students by tomorrow.
10. The homework is completed in time by the children.
11. This portrait has been drawn by my sister.
12. His name was registered for the show by Veera Babu.
13. Money was gathered by the postmaster.
14. The new government had been elected by the people.
15. They were taught how to skim by his parents. / How to skim was taught to them by his parents.
16. He was maddened by the sight of the food.
17. She was answered with another scream by him.
18. This portrait has been drawn by my sister
19. Money was gathered by the postmaster.
20. His name was registered for the show by Veera Babu.

Q.NO:20: Change the following into reported speech

1. He said, "I am going out now".
2. Ravi said, "I can't live on my salary".
3. She said, "My young brother wants to be a teacher".
4. The man said, "We have been here for two years".
5. She said, "I have just got a job on an oil-rig".
6. He said, "I am living with my parents at present".
7. They said, "We'll wait for you if you're late".
8. My brother said, "I hate getting up on dark mornings".
9. He said, "I wish I had something to eat".
10. He said, "I usually take my dog out for a walk".
11. She said, "I have news for your brother".
12. My mother said, "Who has been using my bike?"
13. The doctor said, "Do you want to see me?"
14. She said, "Who did you give money to?"
15. The tourist said, "How long does it take to get there?"
16. Father said, "Please don't do anything dangerous".
17. My friend said, "Go apply for the job".
18. She said, "Fasten your seat belts".
19. My father said, "Remember to ensure your luggage".
20. He said, "Why don't you cut your hair"?
21. She said, "Why aren't you taking the exams"?
22. I said, "What are you going to do with your old mobile?"

Answers

1. He said that he was going out then.
2. Ravi said that he couldn't live on his salary.
3. She said that her younger brother wanted to be a teacher.
4. The man said that they had been there for two years.
5. She said that she had just got a job on an oil rig.
6. He said that he was living with his parents at that time.
7. They said that they would wait for me if I was late.
8. My brother said that he hated getting up on dark mornings.
9. He said that he wished he had something to eat.
10. He said that he usually took his dog out for a walk.
11. She said that she had news for my brother.
12. My mother asked who had been using her bike.
13. The doctor asked if I wanted to see him/her.
14. She asked who I had given money to.
15. The tourist asked how long it took to get there.
16. Father told/advised/requested me not to do anything dangerous.
17. My friend told me to go and apply for the job.
18. She told me to fasten my seat belt.
19. My father told me to remember to ensure my luggage.
20. He asked why I didn't cut my hair.
21. She asked why I wasn't taking the exams.
22. I asked what he/she was going to do with his old mobile.

LEVEL-2 : SHINING STAR**Q.NO:21: Fill in the blanks with a suitable preposition given in the bracket;**

1. Valli was curious _____ the people and things she saw on the street. (about, of, with)
2. She stood _____ the doorway watching the activities outside. (in, at, on)
3. Valli longed to ride _____ the bus just once. (on, in, by)
4. The bus came roaring _____ the street with a loud smile. (down, over, through)
5. Valli refused to talk _____ strangers on the bus. (to, with, at)
6. The conductor burst _____ laughter when Valli said she was eight years old. (into, with, in)
7. Valli sat quietly _____ her seat during the whole journey. (in, on, at)
8. She looked _____ the window to watch the scenery. (out of, at, from)
9. The sight of the dead cow filled Valli _____ sadness. (with, of, by)
10. Valli returned home safely _____ her bus ride. (after, during, before)
11. 1.Rita gave me a welcoming cup coffee. (of,off,in)
12. 2.She appeared delighted the gift . (by,with,to)
13. 3.During our childhood Goa ,the baker used to be our friend.
14. 4.Cakes and bolinhas are a must Christmas. (for,to,by)
15. 5.Coorgi homes have a tradition hospitality. (for,to,of)
16. 6.Numerous walking trails in this region are a favourite..... trekkers. (for,to,with)
17. 7. Tibetan settlementnearby Bylakupp (at, on, in)
18. He is afraid _____ the dark. (of, from, with)
19. She is interested _____ learning French. (in, on, with)
20. The book belongs _____ Ravi. (with, for, to)

Answers

1. Valli was curious **about** the people and things she saw on the street.
2. She stood **in** the doorway watching the activities outside.
3. Valli longed to ride **on** the bus just once.
4. The bus came roaring **down** the street with a loud smile.
5. Valli refused to talk **to** strangers on the bus.
6. The conductor burst **into** laughter when Valli said she was eight years old.
7. Valli sat quietly **in** her seat during the whole journey.
8. She looked **out of** the window to watch the scenery.
9. The sight of the dead cow filled Valli **with** sadness.
10. Valli returned home safely **after** her bus ride.
11. Rita gave me a welcoming cup **of** coffee.
12. She appeared delighted **with** the gift.
13. During our childhood **in** Goa, the baker used to be our friend.
14. Cakes and bolinhas are a must **for** Christmas.
15. Coorgi homes have a tradition **of** hospitality.
16. Numerous walking trails in this region are a favourite **with** trekkers.
17. Tibetan settlement is **at** nearby Bylakuppe.
18. He is afraid **of** the dark.
19. She is interested **in** learning French.
20. The book belongs **to** Ravi.

LEVEL-2 : SHINING STAR**Q.NO:22: (EDITING) Edit the following passage.**

1. Lencho was a farmer who had deeply (a) faith in God. He watched the sky all day and hoped the rain come (b) soon. When the hailstones destroyed the crop, he felt that his family is (c) left with nothing. He decided to write a letter, asking God for hundreds (d) pesos.

a) b) c) d)

Answers

a) deep b) would come c) was d) a hundred

2. Mandela said that courage mean (a) not the absence of fear but the triumph over it. On the day of his inauguration, he were (b) filled with hope for his country. He believed that no one is born hating (c) another person. People must learn to love, because love comes nature (d) to the human heart.

a) b) c) d)

Answers

a) means/meant b) was c) to hate d) naturally

3. The young seagull was afraid to fly, even though his brothers and sister has (a) already learnt. He felt that his wings was (b) too weak to support him. His mother tried to encourage him, but he refusal (c) to move from the ledge. At last, hunger forced him to take the leap's (d) that changed everything.

a) b) c) d)

Answers

a) had b) were c) refused d) leap

4. Anne wrote that she feel (a) lonely even in a crowd of people. She believed that paper had more patience (b) than humans. When her teacher punished her for talking, she made a plan to improvement (c) herself. She wanted to become a writer and hoped her diary would be publish (d) one day.

a) b) c) d)

Answers

a) felt b) patience c) improve d) published

5. Coorg is a lands (a) of rolling hills and thick forests. The people of Coorg are bravery (b) and hospitalble. Tourists whom (c) visit this region often feel welcome by its natural beautiful(d).

a) b) c) d)

Answers

a) land b) brave c) who d) beauty

6. The narrator first saw Mijbil, the otter, and felt an instant connect(a) with him. Mijbil quickly learns(b) to adjust to life in London. He played to(c) anything he could find and often created mischief around the house. Travel (d)with him on the plane was a real challenge.

a) b) c) d)

Answers

a) connection b) learned c) with d) Travelling

7. Valli was an eight-year-old girl who loved explore the world outside. She careful (a) saved (b) her money to bought (b)a bus ticket for a one-way trip. During the ride, she observed everything with amusement. The sight for (c) the dead cow, however, made her feel quiet (d) upset.

a) b) c) d)

Answers

a) carefully b) buy c) of d) quite

(Note: Serial no 8 is missig in the book)

9. The Buddha explained that dead (a)is a law of nature, and no one can avoid it. He toll (b) Kisa Gotami that searching for a house untouched by sorrow were (b) useless. Only after meeting much(d) families did she realise the truth.

a) b) c) d)

Answers

a) death b) told c) was d) many

10. Lomov arrives (a) at Chubukov's house to propose to Natalya. Instead of discussing marriage, them (b) argued about the meadows. Their quarrel became too (c) silly that even Chubukov tried to calm them down. In the end, the proposed (d) happened in a very comical manner.

a) b) c) d)

Answers

a)arrived b) they c) so d) proposal

11. During festival (a) gatherings ,the women went to town with the foods(b);outside catering was unheard at (c).The poorer members of the community never know (d) who had paid for what.
- a) b) c) d)

<p style="text-align: center;">Answers</p> <p>a) festival b) food c) of d) knew</p>
--

12. Today ,Araku coffee was (a) a brand that works with 517 villages or (b) 10,986 farmers all of whom (c) are estate owners and entrepreneurs with a stake in a (d) business.
- a) b) c) d)

<p style="text-align: center;">Answers</p> <p>a) is b) and c) who d) the</p>

13. Mandela said that courage mean (a) not the absence of fear but the triumph over it. On the day of his inauguration, he were (b) filled with hope for his country. He believed that no one is born hating (c) another person. People must learn to love, because love comes nature (d) to the human heart.
- a) b) c) d)

<p style="text-align: center;">Answers</p> <p>a) means/meant b) was c) to hate d) naturally</p>
--

Q.NO:23: (ARTICLES) Fill in the blanks with suitable articles a/an/the

1. Mandela took oath as _____ first Black President of South Africa.
2. It was _____ day of joy for the entire nation.
3. He spoke about _____ courage of ordinary people.
4. The ceremony took place in _____ Union Buildings amphitheatre.
5. Mandela said that _____ country needs strong leaders.
6. He mentioned _____ twin obligations of every individual.
7. Apartheid created _____ society full of fear and hatred.
8. Mandela believed that courage is _____ triumph over fear.
9. He thanked _____ international leaders who attended the ceremony.
10. South Africa had achieved _____ long-awaited freedom.
11. Mandela remembered _____ heroes who sacrificed their lives.
12. He raised _____ vision of a new, peaceful nation.
13. The apartheid system was _____ harsh reality for decades.
14. Mandela considered freedom _____ basic right of all people.
15. The people sang _____ national anthem with pride.
16. I bought _____ umbrella because it was raining.
17. He wants to become _____ engineer in the future.
18. My brother met _____ honest policeman yesterday.
19. She ate _____ apple before leaving home.
20. They visited _____ museum last weekend.
21. We saw _____ elephant near the river.
22. She is looking for _____ new job.
23. I lost _____ pen you gave me.
24. He wrote _____ letter to his friend.
25. Meera has _____ idea for the competition.
26. They booked _____ hotel near the airport.
27. Rohan bought _____ pair of shoes.
28. He needs _____ hour to finish the project.
29. The teacher gave us _____ assignment yesterday.
30. We are planning to watch _____ movie tonight.

Answers					
1. the	6. the	11. the	16. an	21. an	26. a
2. a	7. a	12. a	17. an	22. a	27. a
3. the	8. the	13. a	18. an	23. the	28. an
4. the	9. the	14. the	19. an	24. a	29. an
5. the	10. a	15. the	20. a	25. an	30. a

Q.NO:24: (USED TO/WOULD) Change the following into repeated action in the past using 'would/used to'

1. They played board games on rainy days.
 2. Raju believed in his teacher for her empathy towards him.
 3. They had family dinners together every Sunday.
 4. He played piano every evening after dinner.
 5. Ten years ago, there was a large park on this site.
 6. When Kiran was young, he loved sleeping on the weekends.
 7. We played tennis every Sunday, when we lived abroad.
 8. Sameera was a very messy as a child, but now she is very neat and tidy.
 9. This place had full of cottages, when I was young.
 10. There were no street lights in this area, when I came five years ago.
 11. We went on pilgrimage every year till 2005.
 12. He greeted Maxwell happily whenever he returned home.
 13. He chased the rubber ball across the room every afternoon.
 14. Mijbil bit Maxwell's finger gently whenever he wanted to play.
 15. He created new games on his own every day.
 16. Mijbil explored every corner of the house whenever Maxwell left him free.
 17. The children gathered under the big tree after school.
 18. My father read the newspaper every morning.
 19. The old man fed the birds in the park every evening.
 20. Our teacher told us a short story every Friday.
-

Answers

1. They **used to play** board games on rainy days.
They **would play** board games on rainy days.
2. Raju **used to believe** in his teacher for her empathy towards him.
3. They **used to have** family dinners together every Sunday.
4. He **used to play** piano every evening after dinner.
He **would play** piano every evening after dinner.
5. Ten years ago, there **used to be** a large park on this site.
6. When Kiran was young, he **used to love** sleeping on the weekends.
7. We **used to play** tennis every Sunday, when we lived abroad.
We **would play** tennis every Sunday, when we lived abroad.
8. Sameera **used to be** a very messy as a child, but now she is very neat and tidy.
9. This place **used to be** full of cottages, when I was young.
10. There **used to be** no street lights in this area, when I came five years ago.
11. We **used to go** on pilgrimage every year till 2005.
We **would go** on pilgrimage every year till 2005.
12. He **used to greet** Maxwell happily whenever he returned home.
He **would greet** Maxwell happily whenever he returned home.
13. He **used to chase** the rubber ball across the room every afternoon.
He **would chase** the rubber ball across the room every afternoon.
14. Mijbil **used to bite** Maxwell's finger gently whenever he wanted to play.
Mijbil **would bite** Maxwell's finger gently whenever he wanted to play.
15. He **used to create** new games on his own every day.
He **would create** new games on his own every day.
16. Mijbil **used to explore** every corner of the house whenever Maxwell left him free.
Mijbil **would explore** every corner of the house whenever Maxwell left him free.
17. The children **used to gather** under the big tree after school.
The children **would gather** under the big tree after school.
18. My father **used to read** the newspaper every morning.
My father **would read** the newspaper every morning.
19. The old man **used to feed** the birds in the park every evening.
The old man **would feed** the birds in the park every evening.
20. Our teacher **used to tell** us a short story every Friday.
Our teacher **would tell** us a short story every Friday.

Q.NO:25: Combine the following sentences with noun modifiers.

1. Mijbil slept in a box. It was made of cardboard.
2. Mijbil escaped from the box. It was loosely fastened.
3. The narrator met an official. He was surprised to see an otter.
4. Mijbil walked around the room. It was filled with toys.
5. The otter explored the flat. It was spacious and bright.
6. Mijbil became a companion. He was loyal and playful.
7. I saw a building. It was tall and beautiful.
8. She bought a dress. It was simple and elegant.
9. We met a girl. She was hardworking and polite.
10. They visited a waterfall. It was large and breathtaking.
11. He adopted a dog. It was a German Shepherd
12. She has a Laptop. It is an Apple Laptop.
13. They moved in to a house. It was quite and comfortable.
14. She cooked a meal. It was delicious and healthy.
15. She planted a tree. It was young and delicate.

Answers

1. Mijbil slept in a **cardboard box**.
2. Mijbil escaped from the **loosely fastened box**.
3. The narrator met a **surprised official**.
4. Mijbil walked around the **toy –filled room**.
5. The otter explored the **spacious and bright flat**.
6. Mijbil became a **loyal and playful companion**.
7. I saw a **tall and beautiful building**.
8. She bought a **simple and elegant dress**.
9. We met a **hardworking and polite girl**.
10. They visited a **large and breath-taking waterfall**.
11. He adopted a **German Shepherd dog**.
12. She has an **Apple laptop**.
13. They moved into a **quiet and comfortable house**.
14. She cooked a **delicious and healthy meal**.
15. She planted a **young and delicate tree**.

LEVEL-2 : SHINING STAR

Q.NO:26: Give the suitable advise for the situation given below.

1. Your classmate comes late to school every day. Advise him to reach school on time.
2. Your cousin wastes water while brushing. Advise him to close the tap while brushing.
3. Your sister leaves her books scattered. Advise her to keep her books properly.
4. Your friend eats too much junk food. Advise him to eat healthy food.
5. Your neighbour throws garbage on the road. Advise him to use a dustbin.
6. Your classmate talks during lessons. Advise him to listen carefully in class.
7. Your friend avoids doing homework. Advise him to complete his homework regularly.
8. Your brother plays video games for long hours. Advise him to take regular breaks.
9. Your cousin drives a bike without a helmet. Advise him to wear a helmet while riding.
10. Your sister stays awake till late at night. Advise her to sleep early.
11. Your friend doesn't wash hands before eating. Advise him to wash his hands before meals.
12. Your brother keeps losing his belongings. Advise him to take care of his things.
13. Your neighbour burns leaves in the yard. Advise him to stop burning leaves.
14. Your classmate copies during exams. Advise him to write the exam honestly.
15. Your friend skips breakfast. Advise him to eat breakfast every day.
16. Your cousin wastes electricity at home. Advise him to switch off appliances when not needed.
17. Your brother watches too much TV. Advise him to reduce his TV time.
18. Your sister leaves the tap open after using it. Advise her to close the tap after use

Answers

1. You **should reach** school on time every day.
2. You **should close** the tap while brushing.
3. You **should keep** your books properly arranged.
4. You **should eat** healthy food instead of junk food.
5. You **should use** a dustbin to keep the environment clean.
6. You **should listen** carefully in class without talking.
7. You **should complete** your homework regularly.
8. You **should take** regular breaks while playing video games.
9. You **should** always **wear** a helmet while riding a bike.
10. You **should sleep** early to stay fresh.
11. You **should wash** your hands before eating.
12. You **should take** care of your belongings.
13. You **should stop** burning leaves to avoid pollution.
14. You **should write** exams honestly.
15. You **should eat** breakfast every day.
16. You **should switch** off appliances when not in use.
17. You **should reduce** your TV time.
18. You **should close** the tap after use.

LEVEL-2 : SHINING STAR

Q.NO: 27: Read the following paragraph and write the synonyms of the underlined words, choosing the words given in the box

mountain, reacted, ground, invited, making, giving

1. The woman who was preparing (a)supper, replied, (b)"Yes, God willing". The older boys were working in the field, (c) while the smaller ones were playing near the house until the woman called (d)to them all, "Come for dinner".

Answers
a) making b) reacted c) ground d) invited

middle, started, guessed, coming, big, going

2. Lencho had predicted, (a)big drops of rain began (b)to fall. In the north-east huge (c) mountains of clouds could be seen approaching, (d)

Answers
a) guessed b) started c) big d) coming

motive, shouted, came back, happiness, dragged, toil

3. The man went out for no other reason (a)than to have the pleasure (b)of feeling the rain on his body, and when he returned, (c)he exclaimed, (d)"These aren't raindrops falling from the sky, they are new coins.

Answers
a) motive b) happiness c) came back d) shouted

persisted, grief, gale, completely, forgiving, regular

4. Not a leaf remained (a) on the trees. The corn was totally (b)destroyed. The flowers were gone from the plants. Lencho's soul was filled with sadness. (c) When the storm (d) had passed, he stood in the middle of the field.

Answers
a) persisted b) completely c) grief d) gale

staffs, job, superior, assisted, gave, forest

5. One of the employees, (a)who was a postman and also helped (b)at the post office, went to his boss (c)laughing heartily and showed him the letter to God. Never in his career(d) as a postman had he known that addre

Answers
a) staffs b) assisted c) superior d) job

eager, cheerful, huge, noticed, entered, finished

6. Valli was extremely curious (a) about the bus ride. She stood at the doorway for many hours and watched (b) the bus come and go. The conductor, a jolly (c) man, smiled at her every time. The bus looked big (d) and bright as it rolled down the road.

Answers

a) eager b) noticed c) cheerful d) huge

beautiful, shocked, grinned, journey, laughing, thinking,

7. As the bus moved forward, Valli stared outside with delight. The fields looked lovely (a) and full of colour. Suddenly she saw a young cow running in front of the bus, and everyone started giggling (b). But later, when she saw the cow lying dead on the road, she felt deeply upset (c) during her ride (d).

Answers

a) beautiful b) laughing c) shocked d) journey

refused, invited, replied, excited, relied , moaned

8. The conductor asked (a) Valli to come and sit in a seat he had kept for her. But she declined (b) politely and remained standing. When he teased her by calling her “Madam,” she happily answered (c). She was truly thrilled (d) by the experience of her first bus

Answers

a) invited b) refused c) replied d) excited

weeping, suffering, wandered, frightened, firstly, requesting

9. After seeing her dead son, Kisa Gotami went from house to house, seeking (a) medicine to bring him back to life. The people felt sorry for her but could not help. She roamed (b) through the streets in deep despair. Her eyes were swollen from crying (c) all night. Many told her that death is common to all, but she was too terrified (d) to understand.

Answers

a) requesting b) wandered c) weeping d) frightened

depart, realised, sorrow, ordinary, sermon, occupied

10. When Kisa Gotami reached the Buddha, she understood (a) that her request was impossible. The Buddha asked her to bring a mustard seed from a house where no one had ever died. She went to many homes and found that every family had experienced grief (b). She discovered that death is an everyday (c) event in human life, and no one can escape (d) it.

Answers

a) realised b) sorrow c) ordinary d) depart

calmly, pain, universal, returned, written , ominous

11. After hearing the truth, Kisa Gotami sat quietly (a) and reflected on the Buddha's words. She realised that her suffering (b) was not unique. Death is common (c) to all living beings. She finally went back (d) to the Buddha and accepted his teaching.

Answers
a) calmly b) pain c) universal d) returned

pattern, dropped, inspiring, frustration, excellent, reverence

12. A few moments later we all lifted our eyes in awe (b) as a spectacular (c) array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings.

Answers
a) b) reverence c) excellent d) pattern

exhaust, injury, fraternity, sober, intense, prejudice,

13. The policy of apartheid (a) created a deep and lasting wound (b) in my country and my people. All of us will spend (c) many years, if not generations, recovering from that profound (d) hurt.

Answers
a) prejudice b) injury c) exhaust d) intense

14. It was only when I began to learn that my boyhood freedom was an illusion (a), when I discovered (b) as a young man that my freedom had already been taken from me, that I began to hunger (c) for it. At first, as a student, I wanted freedom only for myself, the transitory (d) freedoms of being able to stay out at night, read what I pleased and go where I chose.

Answers
a) mirage b) observed c) appetite d) temporary

permitted, selfish, restricted, integral, choice, righteous,

15. I am no more virtuous (a) or self-sacrificing than the next man, but I found that I could not even enjoy the poor and limited (b) freedoms I was allowed (c) when I knew my people were not free. Freedom is indivisible; (d)

Answers
a) righteous b) restricted c) permitted d) integral

convict, vicious, tyrant, twilight, bias, released

16. I knew that the oppressor (a) must be liberated (b) just as surely as the oppressed. A man who takes away another man's freedom is a prisoner (c) of hatred; he is locked behind the bars of prejudice (d) and narrow mindedness.

Answers

a) tyrant b) released c) convict d) bias

respected, possess, chance, fate, peasant, ponder,

17. Lomov: I'm thinking (a) of having a go at the blackcock, honoured (b) Natalya Stepanovna, after the harvest. Oh, have you heard? Just think, what a misfortune (d) I've had! My dog Guess, who you know, has gone lame.

Answers

a) ponder b) respected c) possess d) fate

strong, demon, definitely, neighbour, permit, worthy,

17. CHUBUKOV : Don't excite yourself, my precious (a) one. Allow (b) me. Your Guess certainly (c) has his good points. He's purebred, firm (d) on his feet, has well-sprung ribs, and all that. But, my dear man, if you want to know the truth, that dog has two defects:

Answers

a) worthy b) permit c) definitely d) strong

postpone, ornaments, peculiar, pedigree, decent, gift,

18. I can make you a present (a) of them myself, because they're mine! Your behaviour, Ivan Vassilevitch, is strange (b) to say the least! Up to this we have always thought of you as a good (c) neighbour, a friend; last year we lent you our threshing-machine, although on that account we had to put off (d) our own threshing till November, but you behave to us as if we were gypsies.

Answers

a) gift b) peculiar c) decent d) postpone

disappeared, frequently, well known, thinking, even now, oppressor

19. Our elders are often (a) heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous (b) loaves of bread. Those eaters of loaves might have vanished (c) but the makers are still (d) there.

Answers

a) frequently b) well known c) disappeared d) even now

put to an end, signalling, customary, survive, up to date, put out

20. Those age-old, time tested furnaces still exist(a). The fire in the furnaces has not yet been extinguished(b). The thud and jingle of the traditional(c) baker's bamboo, heralding(d) his arrival in the morning, can still be heard in some places.

Answers
a) Survive b) put out c) customary d) signalling

curious, stories, bravery, ready, friendliness, hatred

21. Coorgi homes have a tradition of hospitality(a), and they are more than willing(b) to recount numerous tales(c) of valour(d) related to their sons and fathers

Answers
a) friendliness b) ready c) stories d) bravery

relaxed, paths, risky action, uncountable, games, harvest

22. The most laidback(a) individuals become converts to the life of high-energy adventure(b) with river rafting, canoeing, rappelling, rock climbing and mountain biking. Numerous (c) walking trails (d) in this region are a favourite with trekkers.

Answers
a) relaxed b) risky action c) uncountable d) paths

ugly, charming, eager, avid, departed, sincere

23. The train pulled out (a) of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent(b) fan of detective stories, but at the moment he was keener(c) on looking at the beautiful (d) scenery.

Answers
a) departed b) avid c) eager d) charming

Spoke, shouted, cheerful, promised, sadly, tradition

24. Ga, ga, ga he cried(a) begging her to bring him some food. Gaw- col- ah, she screamed back derisively. But he kept calling plaintively (b) and after a minute or he uttered (c) a joyful (d) scream.

Answers
a) shouted b) sadly c) spoke d) cheerful

below, in a line , broad, soaring ,pointing , piercing

- 25 He was near the sea now flying straight (a) over it facing (b) straight out over the ocean.
He Saw a vast (c) green sea beneath (d) him.

Answers
a) in a line b) pointing c) broad d) below

praised, sharp, bend, wholly, justly, absolutly

26. Then he completely (a) forgot that he had not always been able to fly and commended (b) himself to dive and soar and curve, (c) shrieking shrilly. (d)

Answers
a) wholly b) praised c) bend d) sharp

reach, assisted, absolutely, petrol, leave, securely,

27. who helped (a) me to arrive (b) there safely (c) without compass or a radio without any more fuel.(d)

Answers
a) assisted b) reach c) securely d) petrol

device, expired, gradually, abruptly, alive, circle

28. The compass was turning round.(a) It was dead (b). it would not work. The other instrument (c)was suddenly (d) dead.

Answers
a) circle b) expired c) device d) abruptly

LEVEL-2 : SHINING STAR

Q.NO: 28: Read the following paragraph and write the antonyms to the underlined words.

1. THE house — the only one in the entire valley — sat on the crest of a low (a)hill. From this height one could see the river and the field of ripe (b) corn dotted with the flowers that always (c)promised a good (d)harvest.

Answers
a) high b) unripe/raw c) never d) bad/evil

2. The woman who was preparing (a)supper, replied, “Yes, God willing”. The older (b)boys were working in the field, while the smaller (c)ones were playing near the house until the woman called to them all, “Come for dinner.”(d)

Answers
a) destroying b) younger c) bigger/greater d) lunch/breakfast

3. Lencho had predicted, (a) big drops of rain began to fall. In the north-east (b)huged mountains of clouds could be seen approaching. The air was fresh (c)and sweet. (d)

Answers
a) unexpected b) south -west c) stale/spoiled d) sour/bitter

4. With a satisfied (a)expression he regarded the field of ripe (b)corn with its flowers, draped in a curtain of rain. But suddenly (c)a strong (d)wind began to blow and along with the rain very large hailstones began to fall.

Answers
a) dissatisfied b) unripe/raw c) gradually d) weak/fragile

5. Valli was always eager to watch the bus that passed through her street. She stood quietly (a) near the doorway, never disturbing (b) anyone. When the conductor greeted her in a jolly (c) way, she tried to look mature and confident(d).

Answers
a) noisily /loudly b) soothing/comforting c) sad/gloomy d) uncertain/doubtful

6. During her first ride, Valli was fearless and looked outside (a) with shining eyes. The scenery was beautiful (b), especially the green fields. But when she later saw the cow lying alive (c) on the roadside, she suddenly grew cheerful (d) no more.

Answers
a) inside b) ugly/plain c) dead d) sad/gloomy

7. The conductor's jokes made the passengers happy (a), and Valli enjoyed the company of the friendly (b) people on the bus. She refused the conductor's offer of a drink because she wanted to stay independent (c). When she reached home, she acted as if nothing interesting (d) had happened

Answers	
a) unhappy/sad	b) unfriendly c) dependent d) boring/dull

8. Kisa Gotami went from house to house, hoping that someone would help her bring (a) her child back to life. But no one could accept (b) her request, because they knew that death is natural. She was certain (c) that the Buddha would guide her. When she finally met him, he spoke in a gentle (d) voice.

Answers	
a) send/take	b) refuse/reject c) uncertain d) rough/harsh

9. The Buddha told her that the truth of life is permanent (a) and cannot be avoided. Kisa realised that her grief was not unique (b). She understood that no one remains strong (c) before death and sorrow (d). Slowly, her mind grew restless as she walked from door to door.

Answers	
a) temporary	b) common/ordinary c) weak/fragile d) joy/happiness

10. After visiting many homes, she saw that every family had faced joy (a) and sorrow alike. She understood that people cannot escape (b) suffering. She returned to the Buddha with a heavy (c) heart, but his words made her feel hopeless (d) no longer.

Answers	
a) sorrow/sadness	b) capture/trap/face c) light/delicate d) hopeful

LEVEL-2 : SHINING STAR

Q.NO: 29: Fill in the blanks with the right form of words given in the brackets.

1. With a _____ (a) (satisfy/satisfied/satisfies) expression he regarded the field of _____ (b) (ripe/ripen/ripened) corn with its flowers, draped in a curtain of rain.
2. The man went out for no _____ (a) (others/another/other) reason than to have the pleasure of _____ (b) (Feel/felt/feeling) the rain on his body,
3. _____ (a) (no/none/not) a leaf remained on the trees. The corn was _____ (b) (total/totally /totally) destroyed.
4. But in the hearts of all who _____ (a) (live/lives/lived) in that solitary house in the middle of the valley, there was a _____ (b) (single/singles/singled) hope: help from God.
5. Lencho was an ox of a man, _____ (a) (work/worked/working) like an animal in the fields, but still he knew how to _____ (b)(write/wrote/written).
6. It was not only a display of pinpoint(a)....(precise/precisely/precision) and military force, but a demonstration of the military's loyalty to democracy, to a new.....(b)....(governance/governing/ government) that had been freely and fairly elected.
7. The day was(a)....(symbol/symbolic/symbolised) for me by the playing of our two national anthems, and the.....(b).....(visionary/ vision/visualise) of whites singing 'Nkosi Sikelel -iAfrika' and blacks singing 'Die Stem', the old anthem of the Republic.
8. That day had come about through the unimaginable sacrifices of thousands of my people, people whose suffering and(courageous/courage/couragely) can never be counted or repaid.
9. No one is born hating another(a)....(personal/person/personal) because of the colour of his skin, or his background, or his(b)....(religion/religious/religionise).
10. I found that I was(a).....(prevention/preventive/prevented) from fulfilling my(b)....(obligations/oblige/obligatory) as a son, a brother, a father and a husband.
11. He felt _____ (a)(certain/certainly/certainty) that his wings never _____ (b)-(support/ supported/supporting) him.
12. The day before, all day long , he had _____ (a) (watched/ watch/watching) the parents flying about with his brother and sister _____ (b)(perfect/ perfecting /perfected) them in the art of flight.
13. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff _____ (a)(taunt/ taunts/taunting) him with his _____ (b)(coward/ cowardly/cowardice).
14. I was happy to go behind the _____ (a)(strange/strangely/strangeness) aeroplane like an _____ (b) obedient/obedience/obediently) child.
15. He turned his aeroplane _____ (a) (slow/slowed /slowly) to the north in front of my Dakota ,so that it would be _____ (b) easier/ easy/ easiest) for me to followed him.
16. I thought of this (a) (say/saying says) on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands.(b) (boring/boredom/ bored) and listless.
17. We don't (a) (seem/seems/seeming) to be able to get any (b) (close/ closing/closer) and that's the problem.

18. Let me put it more (a) (clean/clarity/clearly), since no one will believe that a 13 year-old girl (b) (complete/completely/completed) alone in the world.
19. To enhance the image of this long-awaited friend in my (a) (imagine/image/ imagination), I don't want to jot down the (b) (fact/facts/factum).
20. Valli watched the bus with great _____ (curious, curiosity, curiousness).
21. She saved her money by _____ (avoid, avoiding, avoided) buying peppermints.
22. The conductor spoke to her in a _____ (fun, funny, funnily) manner.
23. Valli looked at the passing scenery with deep _____ (admire, admirable, admiration).
24. When she saw the dead cow, she felt great _____ (sad, sadness, sadly).
25. The bus ride became a truly _____ (memorable, memorise, memory) experience for her.
26. When Kisa Gotami met the Buddha, she sought _____ (teach, teacher, teaching) to understand the truth of life.
27. She realised that death is a _____ (universe, universal, universally) law for all beings.
28. The Buddha asked her to bring a mustard seed from a house _____ (where, whereas, wherein) no one had ever died.
29. This task made her _____ (real, realise, realisation) the suffering in every family.
30. Kisa Gotami walked from door to door in deep _____ (grieve, grief, grieving).
31. She returned to the Buddha with a calmer mind, ready for _____ (guide, guided, guidance).
32. The baker made his (a)(music, musician, musical) entry on the scene with the 'jhang, jhang' sound of his(b)(special, speciality, specially) made bamboo staff.
33. Even today any (a) (person, personality, personel) with a jackfruit-like physical(b) (appear, appearing, appearance)e is easily compared to a baker.
34. The fiercely (a) (independent, independence, independing) people of Coorg are (b) (possible, possibly, possibility) of Greek or Arabic descent.
35. The Coorg (a) (regimentation ,regimenting, regiment) is one of the most(b) (decorated ,decoration, decorating)in the Indian Army,
36. Rajvir had never seen so much (a) (green, greenery, greenish) before. Then the(b) (softly, softness, soft) green paddy fields gave way to tea bushes.

Answers		
1. a) satisfied b) ripe	13. a) taunting b) cowardice	25. memorable
2. a) other b) feeling	14. a) strange b) obedient	26. teaching
3. a) Not b) totally	15. a) slowly b) easier	27. universal
4. a) lived b) single	16. a) saying b) bored	28. where
5. a) working b) write	17. a) seem b) closer	29. realise
6. a) precision b) government	18. a) clearly b) completely	30. grief
7. a) symbolised b) vision	19. a) imagination b) facts	31. guidance
8. courage	20. curiosity	32. a) musical b) specially
9. a) person b) religion	21. avoiding	33. a) person b) appearance
10. a) prevented b) obligations	22. funny	34. a) independent b) possibly
11. a) certain b) support	23. admiration	35. a) regiment b) decorated
12. a) watched b) perfecting	24. sadness	36. a) greenery b) soft

LEVEL-2 : SHINING STAR

Q. NO:30: (Prefix – Suffix) Complete the word with the correct Prefixes and Suffixes given in the bracket

1. The only thing the earth needed was a (down,dawn)—————pour or at least a shower.
2. Throughout the morning Lencho — who knew his fields intimate————(lly,ly) — had done nothing else but see the sky towards the north-east.
3. The conductor was _____ (un, dis) friendly.
4. Valli was _____ (im, un) afraid to travel alone.
5. She stood _____ (in, dis) visible behind the doorway.
6. The bus was _____ (over, full) crowded.
7. The cow was lying _____ (non, un) moving on the road.
8. It was a cheer _____ (ful, fully) moment for her.
9. She looked out with great excite _____ (ment, ments).
10. The conductor showed kind _____ (ness, ful).
11. Valli enjoyed her first bus ride happi _____ (ly, ness).
12. The trip became a memor (able, eble) _____ experience.
13. Death is _____ (un, in) avoidable for all living beings.
14. She walked from house to house, _____ (dis, un) hopeful of finding a mustard seed.
15. The Buddha gave a task that was not _____ (im, un) possible.
16. Her grief made her _____ (ir, un) able to think clearly.
17. The truth of life is _____ (non, in) perman
18. She felt deeply sorrow _____ (less, ful).
19. The Buddha's words were full of kind _____ (ness, ly).
20. Her search became a pain _____ (full, ful) journey through the town.
21. She sought guid _____ (ence, ance) from the Buddha.
22. Every family had a similar suffer _____ (ful, ing).
23. The Buddha told her that nothing is _____ (im, un) changing.
24. No one is _____ (in, un) touched by death.
25. Kisa's grief made her almost _____ (ir, im) rational.
26. The task seemed _____ (mis, un) reasonable to her at first.
27. She was _____ (dis, un) willing to find the truth.
28. I can stillcall the typical fragrance of those loaves.(re,un)
29. He, his family and his servants always looked happy and prosper.....(ous,eous)
30. Marriage gifts are meaning.....(ful,full) without the sweet bread known as the bol.

Answers

- | | | | |
|-----------------|------------------|----------------|---------------|
| 1. downpour | 2. intimately | 3. unfriendly | 4. unafraid |
| 5. invisible | 6. overcrowded | 7. unmoving | 8. cheerful |
| 9. excitement | 10. kindness | 11. happily | 12. memorable |
| 13. unavoidable | 14. unhopeful | 15. impossible | 16. unable |
| 17. impermanent | 18. sorrowful | 19. kindness | 20. painful |
| 21. guidance | 22. suffering | 23. unchanging | 24. untouched |
| 25. irrational | 26. unreasonable | 27. unwilling | 28. recall |
| 29. prosperous | 30. meaningful | | |

LEVEL-2 : SHINING STAR**Q. NO:31: (Wrongly Spelt word) Find the wrongly spelt and write the correct one**

1. Destroy, satisfy, return, sudenly
2. valey, predict, reason, regard
3. remain, resamble, frozen, expression
4. plague, solitary, consience, envelope
5. hailstorm, hert, mailbox, address
6. movad, bus, village, morning
7. passenger, curious, frendly, silence
8. ticket, conductor, jurney, window
9. bright, streets, childern, shops
10. wondered, real, happend, story
11. afraid, snouring, sudden, busstop
12. mouth, money, coins, trouzers
13. chattering, excitement, talk, begger
14. Siezed , momant , soaring , surprise
15. Afraid , downwords , swooped , piece
16. Beleive , aeroplane, obedient , arrive
17. Uttered , dericively , plateau , scrapped
18. Compass, mountines, huge , dreaming
19. Dizzy, seagul, attempt , exercise
20. Spread , maddened, space , terror
21. Destroy, satisfy, return, sudenly
22. valey, predict, reason, regard
23. remain, resamble, frozen, expression
24. plague, solitary, consience, envelope
25. hailstorm, hert, mailbox, address
26. movad, bus, village, morning
27. passenger, curious, frendly, silence
28. ticket, conductor, jurney, window
29. bright, streets, childern, shops
30. wondered, real, happend, story

Answers

- | | | | |
|----------------|---------------|---------------|-------------------|
| 1. suddenly | 2. valley | 3. resemble | 4. conscience |
| 5. heart | 6. moved | 7. friendly | 8. journey |
| 9. children | 10. happened | 11. snoring | 12. trousers |
| 13. beggar | 14. moment | 15. downwards | 16. believe |
| 17. derisively | 18. mountains | 19. seagull | 20. (all correct) |
| 21. suddenly | 22. valley | 23. resemble | 24. conscience |
| 25. heart | 26. moved | 27. friendly | 28. journey |
| 29. children | 30. happened | | |

LEVEL-2 : SHINING STAR**Q. NO:32: (Dictionary Skills) Study the following dictionary entry:****1. Realize : /'ri:əlaɪz/ Verb**

Meanings: 1. To become aware of something.
 2. To understand fully.

Antonym: Ignore / Misunderstand

Other Forms: Realization (noun), Realised (verb)

Sentence: Mandela realised that freedom for some was not freedom for all.

Questions:

1. Identify the noun form of “realize.”
2. Give one meaning.

Answers

- i) **Realization**
- ii) **To become aware of something.**

2. Annoyed : /ə'nɔɪd/ Adjective

Meanings: 1. Slightly angry.
 2. Irritated.

Antonym: Pleased

Other Forms: Annoy (verb), Annoyance (noun)

Sentence: Anne often felt annoyed by the behaviour of the others in the Secret Annex.

Questions:

- i) What is the verb form of “annoyed”?
- ii) Give its antonym.

Answers

- i) **Annoy**
- ii) **Pleased**

3. Respectful : /rɪ'spɛktfəl/ Adjective

Meanings: 1. Showing politeness or respect.
 2. Considerate towards others.

Antonym: Disrespectful

Other Forms: Respect (noun/verb), Respectfully (adv)

Sentence: Mandela was respectful even toward those who imprisoned him.

Questions:

1. Identify the part of speech of “respectfully.”
2. What is the antonym of “respectful”?

Answers

- i) **Adverb**
- ii) **Disrespectful**

4. Solve : /sɒlv/ Verb

Meanings: 1. To find an answer to a problem.

2. To work out a difficulty.

Antonym: Complicate

Other Forms: Solution (noun), Solvable (adj)

Sentence: The pilot solved the problem only because of the mysterious aeroplane.

Questions:

1. What is the noun form of “solve”?

2. Give its antonym.

Answers	
i)	Solution
ii)	Complicate

5. Respect : /rɪ'spekt/ Noun / Verb

Meanings: 1. (Noun) Admiration for someone.

2. (Verb) To show regard or honour.

Antonym: Disrespect

Other Forms: Respectful (adj), Respectfully (adv)

Sentence: Mandela earned the respect of the world for his struggle.

Questions:

1. Identify the part of speech of “respect” in the sentence above.

2. Give the antonym of “respect.”

Answers	
i)	Noun
ii)	Disrespect

LEVEL-2 : SHINING STAR**Q. NO:33: PHRASAL VERBS AND IDIOMATIC EXPRESSIONS**

Break down	Unmindful of	Find out
Pushed to one's limits	Look for	Keep someone going
Go out	Earning my keep	Check out
Fly a flag	Get on at	Fly into a rage
Get on in	Fly along	Run away from
Fly high	Run away with	Fly the coop
Get out of	Quaking in boots	Reach out to
Not to lose heart	Plunge right in	For ages
Gamble on	The joke was on him	
Keep back	Caught my eye	Get along with

He'd had enough	Run out of	Can't bring myself to
Ramble on	Chalk and cheese	Take in
Icing on the cake	Take up	Laugh ourselves silly
Give away	Breaking the ice	Calm down
Put out	Keep going	Put in

1. **break down:** stop working

Ex. Our car broke down on the way.

2. **unmindful of:** not aware of

Ex. The children kept playing, **unmindful of** the teacher's warning.

3. **find out:** to get information, to discover

Ex. I want to **find out** what time the train leaves.

4. **pushed to our limits:** felt that we could not endure the suffering any longer

Ex. When my comrades and I were pushed to our limits, we started our work.

5. **look for** : search

Ex. My brother is searching for a good job.

6. **keep someone going**: to give me strength, motivation,
Ex. The hope of success **keeps him going** when he feels tired.

7. **go out**: to leave home for some purpose
Ex. We decided to **go out** for dinner tonight.

8. **earning my keep**: (earning one's keep): support yourself by working
Ex. I work hard every day, **earning my keep** honestly.

9. **check out**: to leave a hotel after paying the bill / to look at something carefully
Ex. We will check out of the hotel in the morning / I went to the library to check out some books.

10. **fly a flag**: To show support for a country, group, or cause by raising its flag
Ex. Many people **fly a flag** to express their love for their country.

11. **get on at**: to criticise someone
Ex. My teacher always **gets on at** me for being late.

12. **fly into a rage**: to become very angry
Ex: The teacher **flew into a rage** after the students broke the window.

13. **get on in**: to make progress, succeed
Ex. One has to work hard to **get on in** one's life.

14. **fly along**: to move quickly
Ex. The birds were **flying along** the river

15. **run away from**: to escape, avoid
Ex. Don't **run away from** your problems

16. **fly high**: to be very successful / to feel proud of success
Ex. He worked hard for years and now his career is **flying high**.

17. **run away with**: to secretly leave a place with someone / to steal something and escape
Ex. They planned to run away with each other and get married / The thief ran away with my money.

18. **fly the coop**: to escape from somewhere you were not free to leave
Ex. The prisoner **flew the coop** before the guards noticed.

19. **get out of**: to leave, exit / to avoid doing something
Ex. She got out of the car quickly. / Don't get out of your responsibilities.

20. **quaking in its boots**: feeling extremely nervous or afraid
Ex. Our entire class is quaking in its boots.

21. **reach out to** : (to contact or try to help someone)

Ex. The organization **reached out to** poor families.

22. **not to lose heart**: not to give up hope / not to get upset

Ex. The coach told the players **not to lose heart** after their defeat.

23. **plunge right in**: to start doing something immediately

Ex. The swimmers **plunged right in** as soon as they saw the pool.

24. **for ages**: for a long time

Ex. Mr. Keesing was annoyed with me for ages because I talked so much. (or)
They haven't come here for ages.

25. **gamble on**: to take risk in the hope of gaining something.

Ex They **gambled on** their luck and invested all their money

26. **the joke was on him**: If you say that the joke is on a particular person you mean that the person has tried to make someone else look silly but he has made himself/herself look silly instead.

Ex. Mr. Keesing was trying to play a joke on me but I'd make sure the joke was on him.

27. **keep back**: to stay away from something

Ex. The police asked the crowd to **keep back** from the fire

28. **caught my eye**: to get / attract someone's attention

Ex. A beautiful painting caught my eye at the exhibition.

29. **get along with**: have a good relation with

Ex. I get along pretty well with all my teachers.

30. **He'd had enough**: you are fed up with someone or something

Ex. The children had been playing all day and she'd had enough.

31. **run out of** : (to have no more of something)

Ex. They **ran out of** money on their trip.

32. **can't bring myself** : not able to force someone to do something

Ex. He can't bring himself to eat meat after becoming a vegetarian

33. **ramble on**: to talk or write for a long time in a confused or boring way,

Ex. She **rambled on** during her speech, and everyone got bored.

34. **chalk and cheese**: to describe two people or things that are completely different from each other

Ex. City life and village life are **chalk and cheese**.

35. **take in**: to understand, absorb the information

Ex. It was hard to take in all the details at once.

36. **icing on the cake**: Something extra that makes a good situation even better

Ex. The beautiful weather was the **icing on the cake** during our trip.

37. **take up**: to start doing a new activity, work

Ex. She has **taken up** painting as a hobby

Activate V

38. **laugh ourselves silly**: laugh uncontrollably for a long time.

Ex. I laughed myself silly at the joke.

39. **give away**: to donate / to formally hand the bride to the groom

Ex. She **gave away** her old clothes to the poor. / Her father **gave her away** at the wedding ceremony

40. **breaking the ice**: to start a friendly conversation in an uncomfortable situation

Ex. The teacher told a funny story to **break the ice** on the first day of class.

41. **calm down** : make remain quiet

Ex. The teacher told the class to **calm down**.

42. **put out**: to stop burning something

Ex. The firefighters quickly **put out** the fire.

43. **keep going**: to give me strength, motivation,

Ex. The hope of success **keeps me going** when I feel tired.

44. **put in**: to spend time or effort doing something

Ex. She **put in** a lot of hard work to finish the project

LEVEL-2 : SHINING STAR**Q. NO:34: Match the following****1. PART A**

- i) muster up ()
- ii) plunge ()
- iii) skim ()
- iv) devour ()

PART B

- a) eat quickly
- b) gather courage
- c) move lightly over the surface
- d) dive suddenly

Answers**b d c a****2. PART A**

- i) terrified ()
- ii) beckon ()
- iii) soothe ()
- iv) flap ()

PART B

- a) calm
- b) signal with hand
- c) scared
- d) move wings up and down

Answers**C b a d****3. PART A**

- i) descend ()
- ii) vanish ()
- iii) steady ()
- iv) eerie ()

PART B

- a) strange and frightening
- b) go down
- c) disappear
- d) firm / stable

Answers**b c d a****4. PART A**

- i) panic ()
- ii) fuel tank ()
- iii) horizon ()
- iv) relief ()

PART B

- a) the line where sky meets earth
- b) fear suddenly
- c) container for aircraft fuel
- d) comfort after worry

Answers**b c a d****5. PART A**

- i) jot down ()
- ii) brooding ()
- iii) chatterbox ()
- iv) assume ()

PART B

- a) think deeply in a sad mood
- b) talkative person
- c) write quickly
- d) suppose

Answers**C a b d**

6. PART A

- i) ingenious ()
- ii) liable ()
- iii) exaggerate ()
- iv) solitary ()

PART B

- a) likely to happen
- b) creative and clever
- c) alone
- d) overstate / stretch the truth

Answers			
b	a	d	c

7. PART A

- i) had enough ()
- ii) quacking in boots ()
- iii) for ages ()
- iv) kept back ()

PART B

- a) not promoted
- b) long time
- c) reached its limit
- d) frightened

Answers			
c	d	b	a

8. PART A

- i) heart breaking ()
- ii) blocked head ()
- iv) get along with ()
- v) plunge in ()

PART B

- a) to like some one
- b) go straight to the topic
- c) disturbing
- d) stupid person

Answers			
c	d	a	b

9. PART A

- i) hand in ()
- ii) fly high ()
- iii) overdo ()
- iv) not lose heart ()

PART B

- a) not to become hopeless
- b) to do something excessive
- c) be successful
- d) submit to the authority

Answers			
d	c	b	a

10. PART A

- i) muster up ()
- ii) fly the coop ()
- iii) fly along ()
- iv) fly flag ()

PART B

- a) display a flag on a long pole
- b) gather confidence
- c) escape from the place
- d) move quickly

Answers			
b	c	d	a

Q. NO:35-A: Conversation

1. In the lesson, “From the Diary of Anne Frank”, the teacher gives her to write an essay on the topic ‘Chatterbox’. In response to this, Anne Frank writes an essay titled – ‘Quack, Quack, Quack’. Her classmates laugh and Mr. Keesing enjoys it too.

Write a possible conversation between Anne and her classmate after this incident.

Ans:

Anne: I still can't believe everyone laughed so loudly at my essay.

Classmate: Anne, it was hilarious! You really surprised the whole class.

Anne: I was worried Mr. Keesing would scold me this time.

Classmate: Instead, he smiled and enjoyed it more than anyone else!

Anne: I think he finally understood what I was trying to say.

Classmate: Yes, that talking is part of your nature, not mischief.

Anne: At least he stopped asking me to write about chatterboxes.

Classmate: You convinced him with your creativity.

Anne: I really want to be known for my writing, not my talking.

Classmate: Don't worry—your writing talent shines every time.

Anne: Do you think he'll give me more fun topics like this?

Classmate: Maybe! Teachers like students who think differently.

Anne: I enjoyed seeing everyone laugh; it felt nice.

Classmate: It shows how humour and creativity can win hearts.

Anne: Next time I'll try to write something even more interesting.

Classmate: I'm sure you will. I look forward to reading it!

Anne: Thank you for encouraging me.

Classmate: Always, Anne. You deserve it!

2. In the lesson 'Tea from Assam' Pranjol, a youngster from Assam is Rajvir's classmate at school in Delhi. Pranjol's father is the manager of a tea garden in Upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation. Rajvir came over there and enjoyed the scenery very much. Pranjol gave an account of the place and the history of tea in Assam.

Write a possible conversation between Pranjol and Rajvir based on the above context.

Ans:

Rajvir: Pranjol, these tea gardens are so vast!

Pranjol: Yes, Assam has some of the largest tea estates in the world.

Rajvir: The green hills look peaceful and beautiful.

Pranjol: The climate here is perfect for growing tea.

Rajvir: People drank tea here even before the British came?

Pranjol: Yes, tribal communities used tea leaves traditionally.

Rajvir: I never learnt this in school.

Pranjol: That's why I wanted you to come and see it yourself.

Rajvir: I'm excited to visit the tea factory tomorrow.

Pranjol: My father will show you every step of tea-making.

Rajvir: This trip is more educational than textbooks.

Pranjol: And more fun too! You'll remember it forever.

Rajvir: I can't wait to taste fresh tea straight from the garden.

Pranjol: You will, and it tastes much better than store tea.

Rajvir: The rivers, hills, and gardens look like a painting.

Pranjol: That's Assam for you—nature's own masterpiece.

Rajvir: I'm so happy I came. This is unforgettable.

Pranjol: I'm glad. Assam is better enjoyed with friends.

3. In the lesson 'Madam Rides the Bus', Valli finally completed her first bus ride after months of planning she observed every detail of the journey and tried to behave like a grown up. The conductor enjoyed talking to her often joked with her. On her return journey, he continued speaking kindly and tried to make her feel comfortable.

Write a possible conversation between Valli and the conductor during the return trip.

Ans:

Conductor: Little madam, did you enjoy your first bus journey?

Valli: Yes, sir! I observed everything very carefully.

Conductor: You looked so brave and confident.

Valli: I wanted to act like a grown-up even though I was nervous.

Conductor: You managed very well, no trouble at all.

Valli: I didn't want to bother anyone or seem childish.

Conductor: Everyone noticed your courage.

Valli: That makes me happy; I wanted to prove myself.

Conductor: Experience makes everything easier on the way back.

Valli: Yes, now the route feels familiar.

Conductor: You should travel more often, little madam.

Valli: I will! I want to learn from every journey.

Conductor: Curiosity and courage will take you far in life.

Valli: Thank you, sir. I will remember this advice.

Conductor: And you can always ask me if you need help.

Valli: I appreciate it. You made my journey very comfortable.

Conductor: I'm proud of your spirit, young lady.

Valli: Thank you, sir. I feel grown-up today.

4. In the lesson, 'Sermon at Benares', you have read the story of Kisa Gotami. She lost her son. You have seen how the Buddha guided her from grief to understanding the concept of death. Imagine that the Buddha after reading the story. You feel confused and emotional about the idea that death is natural and common to all. The Buddha gently explains the truth of life to Kisa Gotami and clears her doubts one by one.

Write a possible conversation between Kisa Gotami and the Buddha, focussing on the message of the lesson.

Ans:

Kisa: Lord, I went from house to house, but every home had lost someone.

Buddha: That is the truth, Kisa. Death touches all families.

Kisa: I thought only I suffered such pain.

Buddha: Pain is shared by all living beings.

Kisa: Why does losing someone feel so unbearable?

Buddha: Because attachment creates suffering. Letting go brings peace.

Kisa: I kept hoping someone would help me bring my child back.

Buddha: Hope tied to illusions leads to sorrow.

Kisa: So death is not punishment but a natural law?

Buddha: Yes. Everything that is born must eventually pass away.

Kisa: Then I must accept my child's death.

Buddha: Acceptance frees the mind and opens the path to wisdom.

Kisa: But I feel so lonely without him.

Buddha: Understanding the nature of life helps you find inner strength.

Kisa: Thank you, Lord. My heart feels calmer than before.

Buddha: Walk with awareness, Kisa. Peace will always follow.

5. In the lesson 'Sermon at Benares', Kisa Gotami asked for a mustard seed to bring her dead child back. She approached a villager who listened to her with sympathy. He details the losses in his own family and tried to make her understand that death comes to everyone. This moment made her think deeply before she continued her search.

Write a possible conversation between Kisa Gotami and the villager.

Ans:

Kisa: Please, can you give me a mustard seed from a house untouched by death?

Villager: Sister, no such house exists. Every home has suffered loss.

Kisa: But the Buddha asked me to find one.

Villager: He wants you to understand a deeper truth.

Kisa: What truth is that?

Villager: That death touches all families, without exception.

Kisa: Even your family?

Villager: Yes. I lost my father and my brother too.

Kisa: I didn't know others experienced such sorrow.

Villager: Pain is universal; it connects all people.

Kisa: Does accepting this lessen the suffering?

Villager: Yes. Acceptance is the first step to peace.

Kisa: Thank you. Now I understand the Buddha's teachings better.

Villager: May your journey of wisdom continue, sister.

Kisa: I will follow the path carefully from now on.

Villager: That is the right way. True understanding comes with patience.

6. In the lesson 'The Proposal', we have read Lomov and Natalya quarrelling over the ownership of 'Oxen Meadows'. Both of them have their view point and claim on the Meadows. There were heated exchanges about the ownership of the meadows.
Write a possible conversation between Lomov and Natalya in this context. Include the points mentioned in the lesson.

Ans:

Lomov: Natalya Stepanovna, the Oxen Meadows belong to me!

Natalya: That's false! They are clearly part of our estate.

Lomov: My aunt's grandmother gave them to my family decades ago.

Natalya: Your family only used them for grazing. Ownership is ours.

Lomov: I have documents proving my claim.

Natalya: Documents don't change the truth everyone knows.

Lomov: Why are you arguing for no reason?

Natalya: You started the argument the moment you walked in.

Lomov: I actually came here with a different purpose.

Natalya: Well, you ruined everything by claiming our land!

Lomov: You're impossible to talk to!

Natalya: Only when someone challenges our property!

Lomov: I came to propose marriage, not fight.

Natalya: Then speak respectfully instead of quarrelling.

Lomov: Sometimes I don't know how to remain calm around you.

Natalya: You need patience, Lomov, or we'll never agree!

Lomov: Very well, but I still insist my family owns part of it.

Natalya: And I insist it belongs to us. Let's just leave it here.

7. In the lesson 'The Proposal', Lomov and Natalya have a discussion about Guess and Squeezer, two dogs. They discuss their characteristics and features in detail. The qualities are compared and contrasted.

Write a conversation between Lomov and Natalya, with this context in focus.

Ans:

Natalya: Lomov, your dog Guess is old and slow now.

Lomov: He may be old, but he is wise and loyal.

Natalya: Squeezer is young, energetic, and strong.

Lomov: And too fussy! He gets distracted easily.

Natalya: At least he is pure-bred.

Lomov: Guess has experience that Squeezer lacks.

Natalya: Squeezer can win any competition today.

Lomov: Guess won many competitions in his prime.

Natalya: You always underestimate our dog.

Lomov: And you always exaggerate Squeezer's abilities.

Natalya: But Squeezer is faster than Guess.

Lomov: Guess is cleverer and steadier.

Natalya: You defend him blindly, Lomov.

Lomov: And you praise Squeezer blindly.

Natalya: Maybe both dogs are special in their own way.

Lomov: Yes, we can agree on that—though not on which is better.

Natalya: I suppose love for our pets is what matters most.

Lomov: True. Let's leave competitions aside and enjoy them.

Q. NO:35-B: Diary Entry

1. Imagine you are the postmaster in the story “*A Letter to God*.” One morning, while sorting the mail, you came across a strange letter addressed simply to “*God*.” Out of curiosity, you opened it and read the contents. You were deeply moved by Lencho’s faith and innocence. You decided to help him in your own way by collecting money with the help of your colleagues.

Now, write a diary entry describing your thoughts and feelings after reading Lencho’s letter and deciding to help him.

Ans:

Date:

Time:

Dear Diary,

Today, something extraordinary crossed my desk — a letter addressed simply to God. How unbelievable! Yet, the moment I read Lencho’s words, I felt a deep stirring within me. His innocence, his faith, his desperation... everything struck my heart like a divine message.

How could I not respond? How could anyone ignore such pure trust? I immediately decided to help him and gathered whatever money I could with the cooperation of my colleagues. I feel strangely uplifted, almost blessed, to be part of this small miracle.

If only the world had more men like Lencho — perhaps kindness would become easier, and compassion a natural instinct. Tonight, I feel lighter, as though I have performed a duty far greater than my job.

Postmaster

2. In the lesson ‘A Letter to God’ Lencho is a farmer who incurred heavy losses because of the hailstorm. Imagine you are Lencho. The hailstorm has just passed, and destroyed the ripe corn. You and your family are heartbroken. You had worked hard for months, but in a few minutes, everything was gone. Still, you do not lose faith and decide to write a letter to God, asking for help.

Now, write a diary entry expressing your feelings about the destruction of your crops and your faith that God will help you.

Ans:

Date:

Time:

Dear Diary,

My heart feels heavy tonight. The hailstorm has destroyed everything we had — every dream, every hope, every grain of corn that promised survival. Months of labour gone in a few cruel minutes... How helpless we stood, watching the white stones beat down our future.

Yet, I refuse to surrender to despair. God is watching. He knows our suffering. I am certain He will not let my family starve. So, I will write a letter to Him — who else understands the pain of the poor?

Faith is my only strength now. I believe God will open a way for us, for He never abandons those who trust in Him. Even in this darkness, a small flame of hope still burns within me.

Lencho

3. In the lesson, 'A Letter to God', the post master sent some money to Lencho, in the name of God. A few days later, the post master received another letter from Lencho. He eagerly opened it, expecting words of gratitude. Instead, he was shocked to read that Lencho had called the post master and his staff "a bunch of crooks." The post master felt hurt at this. But, he was amazed at Lencho's unshakable faith in God.

Now, Imagine you are the postmaster and write a diary entry expressing your feelings after reading Lencho's second letter.

Ans:

Date:

Time:

Dear Diary,

What an unexpected shock I received today! I opened Lencho's second letter with excitement, expecting gratitude or blessings. Instead, he accused us — the very people who helped him — of being "a bunch of crooks." His words pierced me more deeply than I expected.

At first, I felt hurt. How unjust! How painful to be misunderstood! But the more I think about it, the more amazed I am by his unwavering faith. His trust in God is so absolute that he cannot imagine humans stepping in to help.

Isn't that remarkable? Isn't that the rarest form of belief? His innocence leaves me speechless. Perhaps faith, in its purest form, leaves no space for doubt — not even for gratitude. Today, I learned that goodness must be given without expecting acknowledgment.

Postmaster

4. In the lesson, 'From the Diary of Anne Frank', Anne wrote an essay on the instruction of Mr Keesing, her teacher. Mr Keesing laughed at Anne's clever essay, Anne returned home proudly.

Write a diary entry on Anne's thoughts on how humour helped her to overcome a serious situation.

Ans:

Date:

Time:

Dear Kitty,

I can't stop smiling today! Mr. Keesing finally laughed — really laughed — after reading my essay. It feels so strange and yet so wonderful that humour, my little weapon, could turn his annoyance into amusement. What a victory!

I never imagined that something so serious could dissolve so easily with a touch of wit. Isn't it amazing how laughter softens even the harshest moments? How it bridges distances between people? Today I learned that humour is not just fun — it is strength.

Perhaps this is why I love writing. It gives me the power to transform situations, to comfort my own heart, and sometimes, even to change others. What a gift words can be!

Anne

5. In the lesson 'From the Diary of Anne Frank', grandmother died in January 1942. No one knows how often Anne thought of her grandmother. She loved her a lot.

Write a diary entry sharing Anne's grief and emotions towards her grandmother.

Ans:

Date:

Time:

Dear Kitty,

My heart feels unusually heavy today. I miss Grandma so much... her gentle hands, her warm voice, her kind smile. Why did she have to leave us? Why does life take away the people we love most?

I think of her every day, often in moments when no one sees. Her memories stay with me like soft shadows, comforting yet painful. Sometimes I wish I could go back in time — just to sit beside her once more.

I know she is gone, but her love still surrounds me. Maybe the people we love never truly leave us; they stay alive in our thoughts, in our habits, in the stories we tell ourselves. She remains the light I carry within me.

Anne

6. In the lesson 'Coorg', you have read that Coorg is the smallest district of Karnataka. It is the home to evergreen rainforests, spices and coffee plantations. The author says Coorg is a piece of heaven that must have drifted from the kingdom of God.

Now imagine that you have visited Coorg recently and write diary entry about wonderful things you have seen there in the form of a diary entry.

Ans:

Date:

Time:

Dear Diary,

My visit to Coorg was nothing short of magical. The moment I arrived, the hills wrapped themselves around me like a quiet embrace. The air smelled of coffee, rain, and pure greenery — how refreshing! Truly, Coorg feels like a piece of heaven gently placed on the earth.

The waterfalls sparkled like silver ribbons, and the forests echoed with the songs of birds I had never heard before. The Kodava people fascinated me with their courage, warmth, and unique traditions. Everything felt alive, natural, and absolutely breathtaking.

I wish I could stay longer. The serenity of Coorg touched my soul. Places like this remind me how beautiful the world can be when nature is allowed to speak. I will carry these memories in my heart forever.

(Your Name)

Q. NO:36-A: Letter Writing

1. 'Swatcha Bharat' is being observed seriously for several years in India. The same is followed in Andhra Pradesh also. In schools, sanitizers sanitisers have been supplied to schools to promote cleanliness. Everyone is expected to use sanitisers and wash their hands.

Write a letter to your friend explaining how important this practice is important in the concept of cleanliness& hygiene.

Ans:

Sai Prathusha
10th Class, APMS Kurupam
Andhra Pradesh

Date:

Lasya
10th Class, APMS Pathapatnam
Andhra Pradesh

Dear Lasya,

How are you? I hope you are doing well and studying with dedication. Today, I am writing to share something important that we have been following in our school as part of the Swachh Bharat initiative.

Our school has recently supplied sanitizers in every classroom. We have also been instructed to wash our hands frequently. At first, many of us took it lightly, but soon we understood how essential these habits are. Proper sanitisation prevents infections, keeps our surroundings clean, and protects us from germs that spread diseases. Clean hands reflect a clean mind and disciplined lifestyle.

This practice has made me realise that hygiene is not just a rule—it is a responsibility towards ourselves and society. If every student follows it seriously, our schools will become healthier and cleaner spaces. Let us inspire others too.

Yours lovingly,
Sai Prathusha

2. Nowadays, reading habit among children is going down. It is also true of adults and parents. Most children spend time on mobile phone. They are playing video games and watching videos, reels etc. All this leads to gross loss. Loss of interest in physical exercise, studies and gathering useful information become a death blow to student career.

Imagine you are Naresh. Write a letter to your friend regarding this problem. In the letter, suggest the need striking a balance between the use technology in day-to-day activities carefully and the importance of spending time on books.

Ans:

Naresh
10th Class, APMS Pathapatnam
Andhra Pradesh

Date:

Pandu Rangadu
10th Class, GHS Parvathipuram
Andhra Pradesh

Dear Pandu,

I hope you are fine. I want to discuss a matter that has been worrying me greatly—the falling reading habit among students like us.

Nowadays, children spend hours on mobile phones, playing games and watching reels. This leads to loss of concentration, poor academic performance and reduced physical activity. Books, which once shaped our imagination and knowledge, are being forgotten. Technology is useful, no doubt, but excessive use damages our thinking ability and steals precious time.

We must strike a balance. Let us use mobiles only when needed and dedicate at least one hour daily to reading books, newspapers and storybooks. This will sharpen our mind, enrich our vocabulary and help us grow intellectually. Let us motivate our friends too. A reader today becomes a leader tomorrow.

Your loving friend,
Naresh

3. There were frequent theft's in your locality due to absence of street lights and night patrolling. People in the locality are suffering sleepless nights. People lose their property, lives and valubles.

Write a letter to the station house master about the issue and suggesting to find ways to stop this problem.

Ans:

Sasank Sai
10th Class, APMS Kurupam
Andhra Pradesh

Date:

The Station House Officer,
Town Police Station,
Kurupam

Sir,

I am writing this letter to bring to your notice a serious problem faced by the residents of our locality—frequent thefts at night.

Due to the absence of proper street lighting and lack of night patrolling, thieves move freely, causing fear and sleepless nights among the people. Valuable property, money and household items are being stolen regularly. Elderly people and children are terrified, and the entire colony is living in insecurity.

I request you to take immediate steps to install street lights, increase night patrolling, and deploy police personnel during late hours. These measures will certainly bring peace and safety to our locality. We sincerely hope for quick action.

Yours faithfully,
Sasank Sai

4. Adarsh Kumar, winner of Global student prize 2025, was from a poor family raised by single mother and launched the non-profit Mission mobilising his community bringing real - change and securing land for a government school. He also planted 3,000 trees.

Write a letter to your friend about the achievement and successful journey of Adarsh Kumar highlighting his commitment and dedication towards the goal. Explain how parents take the pride of their upbringing resulting in delights.

Ans:

Nandini
10th Class, APMS Kurupam
Andhra Pradesh

Date:

Divija Sri
10th Class, APMS Saluru
Andhra Pradesh

Dear Divija Sri,

How are you? I am excited to share with you the inspiring success story of Adarsh Kumar, winner of the Global Student Prize 2025.

Adarsh comes from a poor family and was raised by his single mother, yet his determination was extraordinary. He founded the non-profit Mission Mobilising, which helped his community secure land for a government school. He also planted over 3,000 trees, proving his commitment to environmental protection. His achievements are a reflection of his hard work, leadership and compassion for society.

His mother must be incredibly proud of him. It is truly said that strong values and proper upbringing shape great individuals. Adarsh's journey shows that no dream is too big if the dedication is strong. His story has deeply inspired me, and I hope it motivates you as well.

Yours lovingly,
Nandini

Q. NO:36-B:

1. In the lesson 'A Letter to God', Lencho experienced difficulty when the hailstorm destroyed his ripe corn. Difficulties are universal. No one is an exception. Everybody faces difficulties. Have you ever been in great difficulty, and felt that only a miracle could help you? How was your problem solved? You have been asked to speak about the need to lose faith in the face of difficulties.

Write a script for your speech on difficulties for this context and how to deal with such a situation. Use Lencho's episode and your experiences as examples.

Ans:

Respected teachers and my dear friends,

Today, I am here to speak about something we all face—difficulties in life.

In the lesson "A Letter to God," Lencho's entire cornfield was destroyed. His situation was so hopeless that only a miracle could help him. Yet, he did not lose faith. His strong belief gave him courage, and help reached him in an unexpected way.

Friends, difficulties are universal. I too once faced a situation when I lost all hope—but support from my family and faith in myself helped me overcome it. Every problem has a solution if we do not panic. **Our strength comes out when we are in trouble.**

Difficulties shape us, strengthen us, and prepare us for success. We must stay positive, work hard, seek help when needed, and never lose confidence.

Let us remember— **"Storms don't break strong people; they build them."**

Thank you.

2. You are going to deliver a speech in your school morning assembly on the topic “**Faith in God and Humanity**” inspired by the story “*A Letter to God*.” Lencho’s deep faith in God moved even the postmaster and his staff to help him. Prepare a script for speech in your speech in this context. You may also mention how faith and kindness can bring hope in difficult times.

Now, write the script for your speech to be delivered in the school assembly.

Ans:

Good morning respected teachers and dear friends,

Today, I want to speak on a beautiful topic—**Faith in God and Humanity**.

In “A Letter to God,” Lencho believed God would help him after the hailstorm destroyed everything. His faith moved even the postmaster and the postal employees. They collected money from their own pockets and proved that kindness still exists.

Faith gives us hope when life becomes difficult. Humanity adds meaning to our lives. When we help others, we become instruments of God’s love.

Let us grow with faith in goodness, trust in people, and compassion for those in need. A small helping hand can save a heart, a family, or even a life. There is a saying in English, “ **Real happiness lies in making others happy** ”.

Let us keep faith alive— in God, in humanity, and in ourselves.

Thank you very much one and all.

3. You are selected to deliver a speech in your class on the topic **“Human Kindness Restores Faith.”** After reading the story *“A Letter to God,”* you were deeply touched by how the postmaster and his employees helped Lencho without expecting anything in return. Their act of kindness showed that humanity still exists in the world.

Now, write the script for your speech highlighting how simple acts of kindness can restore faith and bring hope to others.

Ans:

Respected teachers and my dear friends,

Today, I want to speak about the power of human kindness which is one of the divine qualities .

The story “A Letter to God” shows how the postmaster and his staff helped Lencho selflessly. They did not expect appreciation or reward. They simply wanted to ease someone's pain. Their act restored Lencho's faith that goodness still lives in the world.

Kindness is not always big or expensive. Even a smile, a helping hand, or a comforting word can change someone's day. When we show kindness, we spread hope. When we receive kindness, our hearts fill with gratitude.

Let us practise compassion daily— because even the smallest act of kindness has the power to restore someone's faith in humanity.

Thank you all.

4. In the lesson 'A Long Walk to Freedom' true liberty you have read about Nelson Mandela's struggle. True liberty is freedom from poverty, deprivation and all forms of discrimination like religion, gender etc.

Prepare a script for speech to be delivered on the Independence day.

Ans:

Respected Principal, teachers and my dear fellow students,

A very happy Independence Day to all of you.

Today, I want to speak about true liberty, inspired by Nelson Mandela's struggle. Mandela taught us that real freedom is not just political independence. It is freedom from poverty, fear, discrimination, and inequality.

Even after many years of independence, many people still suffer due to social barriers like gender discrimination, caste injustice and economic inequality. True liberty can be achieved only when every citizen enjoys equal opportunities, dignity and respect.

As students, we must develop honesty, courage and compassion. We must fight injustice, care for the weak and uphold unity.

Let us pledge to build an India where freedom reaches every home and every heart.

Jai Hind!

Q. NO:37-A: (Description)

1. In the lesson 'The Triumph of Surgery' Mrs Pumphrey was a rich and loving woman who adored her pet dog, Tricki. She overfed him out of affection and treated him like her own child. Though her love was genuine, it made Tricki sick and weak. Dr. Herriot's care later taught her the value of proper discipline and moderation.

Now, write a description of Mrs Pumphrey's character, her love for Tricki, and what she anxiety and love towards Tricki as he underwent treatment.

Ans:

Mrs. Pumphrey was a wealthy, affectionate and extremely emotional lady who loved her pet Tricki with mother-like devotion. Her entire world revolved around him, and every small change in his behaviour made her panic. Out of pure affection, she overfed him with rich foods, believing it was an act of love, without realising she was harming him. When Tricki fell sick, she was filled with anxiety and guilt, fearing she had failed in her duty as his caretaker. During Tricki's treatment, she remained restless, imagining the worst and constantly worrying about his recovery. Her emotional phone calls and nervous behaviour showed how deeply attached she was to Tricki. When he finally recovered, her joy overflowed, and she believed Dr. Herriot had performed a miracle. **Her love was genuine but misguided. She learnt that discipline is also a form of love. Tricki's recovery taught her the value of balanced care.**

2. In the story 'A Triumph of Surgery', Dr. Herriot was a kind and sensible veterinary surgeon who understood both animals and their owners very well. When he saw Tricki's condition, he realised that the dog needed exercise and simple food, not medicines. His practical approach and gentle care helped Tricki recover completely.

Now, write a description of Dr. Herriot's about Tricki, her Master, the real problem and the ways to bring back the dog to normal condition.

Ans:

Dr. Herriot was a wise, compassionate and practical veterinary surgeon who understood that animals suffer more from human mistakes than from diseases. The moment he saw Tricki, he recognised that the root problem was overfeeding, lack of exercise and extreme pampering. Instead of giving medicines, he removed Tricki from the overprotective environment and placed him among other dogs for natural recovery. He treated Tricki with simple food, free movement and friendly company, which brought back the dog's strength steadily. Herriot also understood Mrs. Pumphrey's emotional nature, so he handled her with patience and reassurance. His calm approach and deep knowledge helped Tricki return to perfect health. He believed in natural healing, discipline and care rather than unnecessary treatment. His success proved that a correct lifestyle is the best medicine.

3. In the story 'The Thief's Story', Hari Singh stole Anil's money and left from there. After that, Hari Singh recalled Anil's treatment. He also thought about the loss of everyday privileges by leaving Anil's place. Hari Singh started repenting.

Now, describe Hari Singh's feelings in this context. Include details of how Anil treated him and Hari Singh's decision about his future.

Ans:

After stealing Anil's money, Hari Singh walked away, but his heart felt heavy with guilt and confusion. He remembered Anil's kindness—teaching him to read, feeding him without questioning, and trusting him without fear. Hari realised that he had betrayed the only person who treated him like a human being, not a thief. He also thought about the comfortable life he was leaving behind: regular food, honest work and the chance to get educated. The thought that Anil would be disappointed hurt him more than the fear of getting caught. Hari began to repent deeply and understood that education could change his future more than stolen money ever could. So, he returned to Anil, deciding to lead a life of honesty and self-respect. This moment became the turning point in Hari's life. **Kindness awakened his conscience, and trust helped him transform.**

4. In the story, 'The Midnight Visitor,' we have read how Ausable outwitted Max in the climax. Intelligence and presence of mind can triumph over physical force. Though Fowler was a detective writer, he could not believe what he saw with his own eyes.

Now, describe Fowler's feelings about the intelligent manner that Ausable managed to overcome the threat in the form of Max.

Ans:

Fowler was astonished by the incredible way Ausable handled the life-threatening situation. He had expected thrilling action, but what he saw was far more extraordinary—pure intelligence. When Max appeared with a gun, Fowler was terrified, yet he watched Ausable remain calm and confident. **Ausable's clever invention of the "balcony story" left Fowler speechless. He realised that real danger could be defeated not by muscles, but by sharp thinking and psychological control.** When Max fell into the imaginary balcony, Fowler's shock turned into admiration for Ausable's brilliance. **He understood that true spy work is about the mind, not appearance.** Ausable completely changed Fowler's view of intelligence.

5. In the story 'The Midnight Visitor' Fowler went to Ausable's hotel room to spend the evening. But he faced strange situation with Max in that room. They found Max with a gun in the room before they had entered. There was an argument between Max and Ausable. Fowler watched the situation with fear.
- Now describe the incident that occurred in the room.**

Ans:

Fowler entered Ausable's hotel room expecting a quiet evening, but he froze in shock when he saw Max holding a gun. Max had already broken into the room and stood threateningly near the window. Ausable, instead of panicking, engaged Max in calm conversation, questioning him about his purpose. The tension grew as Max demanded the important papers, and Fowler watched fearfully from behind. **Ausable's sudden mention of the balcony confused Max and made him anxious.** When there was a loud knock on the door, Max panicked and tried to escape through the supposed balcony—only to fall to his doom. For Fowler, it was a night of fear, suspense and an unforgettable lesson in wit. **The entire scene proved Ausable's extraordinary presence of mind.**

6. In the story, 'A Question of Trust', Horace Danby was a good, honest citizen. He was about fifty years old who lived on robbing a safe every year. For one reason: he loved books. Imagine you are Horace Danby. Write a description of Horace's.
- Imagine you are Horace Danby. Write a description of Horace's motive, his love for books that led to the theft.**

Ans:

I, Horace Danby, always considered myself an honest man—except for one robbery a year. **My only weakness was my deep love for rare and expensive books.** I stole not for luxury or greed, but to satisfy my passion for reading, something I could never afford otherwise. Planning a robbery felt like solving a puzzle, and I believed no one was ever hurt by my actions. **However, my desire for books blinded me to the risks I was taking.** Even though I lived quietly, **my yearly theft became the reason for my downfall.** My love for books pushed me into crime, and my confidence made me careless. In the end, I paid the price for trusting the wrong person.

7. You have read the lesson ‘ **Foot prints without feet**’ . In that lesson a clergy man and his wife were awakened by noises in the study. Creeping down stairs they heard the chink of money being taken from the clergy man’s desk. The clergy man flung open the door to catch the burglar. He and his wife looked all around the room. There wasn’t a sign of anybody. You know that this was the shameless act done by a lawless scientist Griffin.

Now imagine yourself as the clergyman describe the incident that took place in the study (room) in detail.

Ans:

As the clergyman, I was awakened by strange sounds coming from my study early in the morning. My wife and I crept downstairs, our hearts pounding, and we heard the unmistakable clinking of money being counted. Believing a thief had broken in, I flung open the study door with great courage. To my shock, the room was completely empty—no intruder, no movement, not even a shadow. Yet the money from my desk had vanished without a trace. We looked everywhere in disbelief, unable to understand how a thief could perform such magic. The incident shook me deeply. It felt supernatural, mysterious and frightening. Only later did we learn that the invisible Griffin was behind this strange robbery.

8. In the lesson “ The Necklace” Matilda’s husband, Monsieur Loisel always to keep her happy despite their limited means. He gave up his savings. He worked extra hours during the ten years they spent for repaying the loan for the necklace. All this began because, Matilda wanted to appear rich and elegant at the party.

Now describe Monsieur Loisel’s character in the story and explain what his actions reveal about love, responsibility and sacrifice.

Ans:

Monsieur Loisel was a simple, caring and responsible husband who always tried his best to keep Matilda happy despite their modest lifestyle. He sacrificed his own comfort to fulfil her desires—he gave up his savings to buy her a dress and worked tirelessly to repay the heavy loan. His patience and quiet strength showed the depth of his love. Even though Matilda often complained, he never argued or blamed her. His actions revealed that true love means standing by someone even in hardship. **He symbolised responsibility, sacrifice and quiet devotion. His unspoken love was far more valuable than any necklace.** He accepted hardship silently, proving his maturity and resilience. **His selflessness highlighted how deeply he valued family.** Through every struggle, he remained a pillar of stability in Matilda’s life.

9. In the lesson, 'Bholi', the young girl grows up feeling neglected and unwanted due to her appearance and speech problems. Her family never imagined that she would one day speak with confidence and self-respect. When Bholi firmly rejects Bishamber's greedy behaviour at the wedding, every one was shocked.

Now, describe Bholi's feelings towards Bishamber's greed and her father's helplessness, and her future.

Ans:

At the wedding, Bholi felt disgusted and angry when Bishamber demanded extra dowry after seeing her scars. She understood at once that he was greedy and selfish, not a man of dignity. Seeing her father helpless and humiliated filled her with sadness, but it also gave her the courage to speak up. **Rejecting the marriage, she declared that she would not marry such a man under any condition. This decision marked her transformation from a frightened girl into a strong, self-respecting woman.** Bholi felt determined to build a future based on dignity and education, not compromise. **Her courage shattered old beliefs. She chose respect over marriage, and confidence over fear.** She realised that her worth was not defined by her appearance or society's expectations. **Her bold decision was a victory for every girl denied a voice.** With hope in her heart, she embraced a future shaped by her own choices.

10. In the lesson 'Bholi', the teacher treats with kindness for the first time in her life. This gentle encouragement slowly builds Bholi's confidence. Over the years, she grows into an educated and thoughtful young woman. When the wedding arrangements take an unpleasant turn, Bholi shows remarkable strength. (She decides not to marry the greedy man).

Now describe 'Bholi's feelings towards her teacher and the role of the school in her transformation.

Ans:

Bholi always felt grateful to her teacher, the first person who ever spoke to her with kindness and warmth. The gentle encouragement she received at school slowly healed her fear and built her confidence. Her teacher made her believe that she was capable, intelligent and worthy of respect. Over the years, education transformed Bholi from a timid girl into a courageous young woman. At the wedding, when greed was exposed, she remembered her teacher's words and stood up firmly for her dignity. School gave her strength, identity and hope. Her teacher's affection shaped her into a brave, independent woman. Every lesson she learned became a step toward her empowerment. Her teacher became not just an educator but a guiding light in her life. Bholi's transformation proved that education can rewrite destiny.

11. In the lesson 'Foot Prints without Feet', on the complaint made by Mr. Hall the constable Mr. Jaffers came to arrest the scientist Griffin, Griffin with the help of his skills, removes everything covering his head.

Now the head invisible. What has Mr. Jaffers to do ?

Imagine you are Mr. Jaffers. Write the description of feelings you have in this context.

Ans:

As Mr. Jaffers, I rushed to the inn with full confidence, ready to arrest the mysterious stranger. But the moment Griffin removed his bandages, I was struck with shock—his head simply disappeared before my eyes. Fear, confusion and disbelief flooded my mind, yet my duty forced me to move forward. I tried my best to catch him, but my hands grabbed only empty air. The invisible man punched, pushed and slipped away like a ghost, leaving me helpless. I felt as though I was fighting a spirit, not a criminal. The incident shook my belief in everything ordinary. Duty met mystery, and mystery won. My strength and training suddenly felt useless against an enemy I could not even see. The crowd's panic around me added to my helplessness. At that moment, I realised that bravery sometimes means facing the impossible, even when defeat is certain.

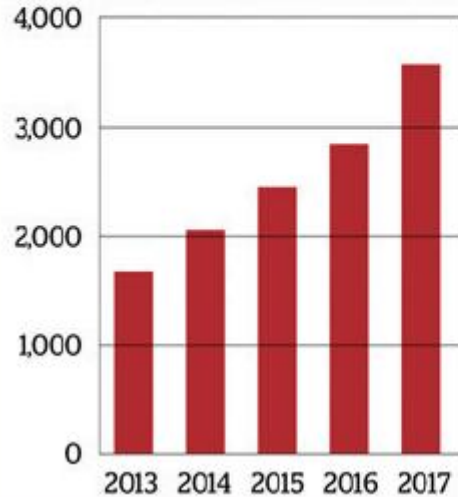
Q. NO:37-B: Information Transfer

1.

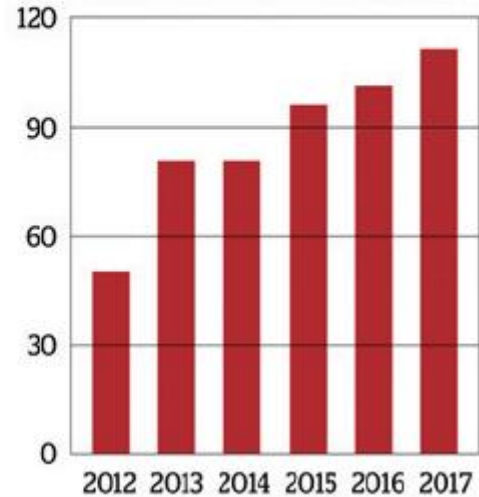
Racing forward

European women's football

Professional/semi-professional players



National associations' overall budget, €m

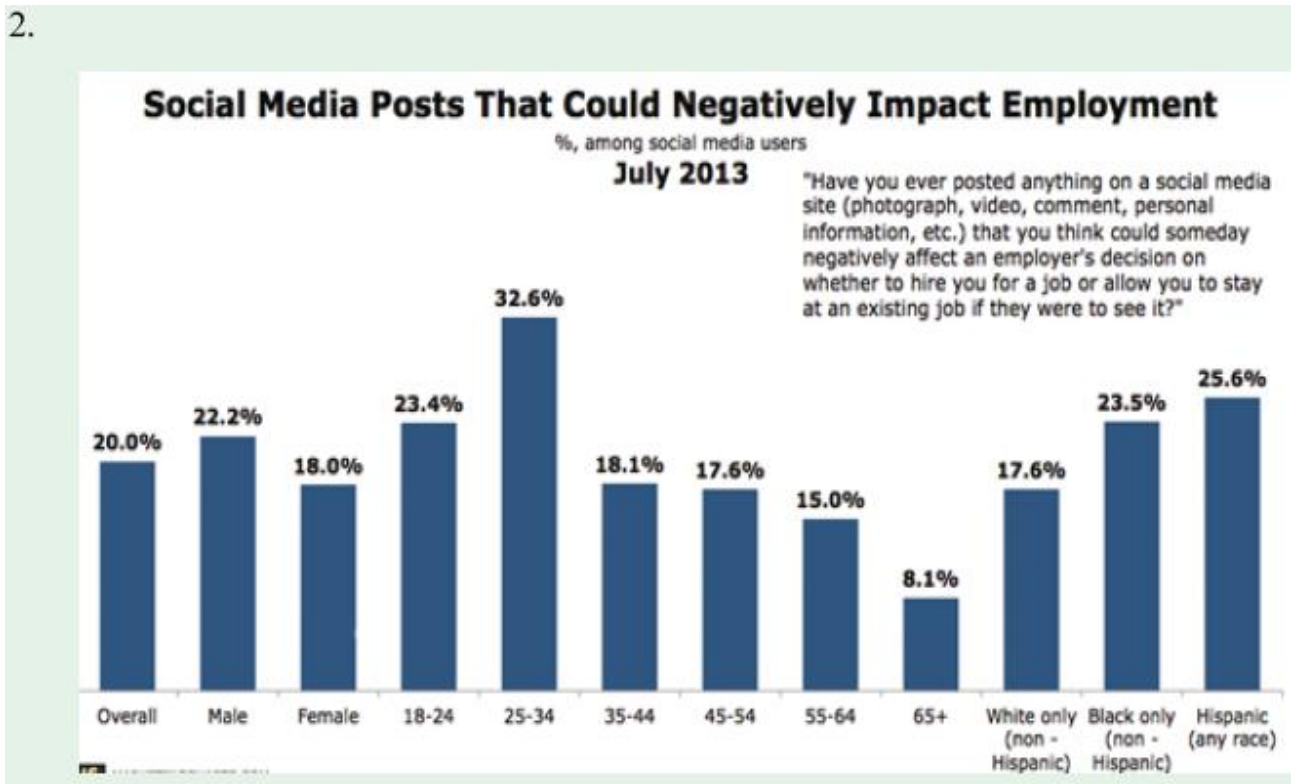


Ans:

The first graph shows a steady and rapid growth in European women's professional and semi-professional football players from 2013 to 2017. The numbers rise from below 1,500 to nearly 4,000, showing increased interest in the sport. This reflects growing awareness, participation, and visibility of women in football. This rise also indicates that more clubs and academies are investing in women's teams. Better media coverage and international tournaments have boosted popularity. Overall, it highlights a positive shift towards gender equality in sports.

The second graph shows national associations' budgets increasing from around €50 million in 2012 to over €120 million in 2017. This proves stronger institutional support for women's football. Such rising investment helps improve training facilities and competitions. It opens more opportunities for young female players to pursue football professionally. Overall, increasing budgets show long-term commitment to expanding the women's football ecosystem.

2.



Ans:

The bar chart shows how people of different age groups, genders, and races feel their social media posts may impact job opportunities. The highest concern is among the 25–34 age group (32.6%), followed by the 18–24 group (23.4%), showing young adults are more aware of employer checks. Male users (22.2%) worry slightly more than females (18%). Hispanic users show the highest concern (25.6%) among racial groups, indicating awareness of workplace scrutiny. Older adults aged 65+ show the least concern at just 8.1%. Overall, the chart reflects that digital behaviour is becoming increasingly linked to professional reputation. It also suggests that younger generations feel more pressure to maintain a clean online profile. Employers increasingly review candidates' social media activity, making people cautious about what they post. This trend highlights the growing importance of digital responsibility in career growth.

3.

Major Loss of Asian Elephant Habitat Over Past Centuries

Change in the total area suitable as elephant habitat in Asian countries* between 1700 and 2015



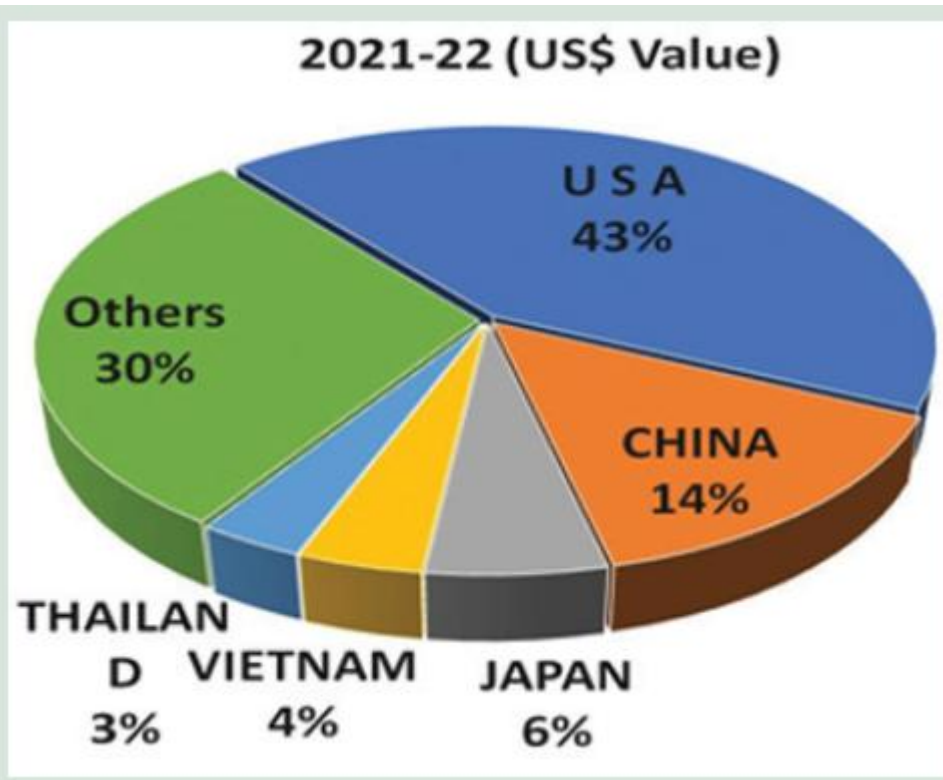
Range between Sumatra & Borneo (Indonesia), peninsular & Borneo (Malaysia)
* countries with largest 2015 habitats

Source: De Silva et al. Multi-Century Loss of Elephant Ecosystems. Nature (2023)

Ans:

The chart reveals a drastic decline in Asian elephant habitat from 1700 to 2015. China records the highest loss at -94.2%, followed by India at -86.2%, and Thailand at -67%. Vietnam (-58.6%) and Indonesia also show major shrinkage, though Indonesia reports a partial recovery of +24.4% in some regions. Malaysia (+12.9%) and Laos (+7.3%) are rare examples showing positive growth in elephant habitat. This indicates the success of conservation programme(s and controlled land use in these countries. Overall, the chart highlights severe human impact and the urgent need for stronger protection measures. The sharp reduction reflects increasing deforestation, agriculture, and urban expansion. Countries showing positive growth prove that restoration is possible with proper planning. The data urges policymakers to prioritise sustainable land practices to protect remaining elephant populations.

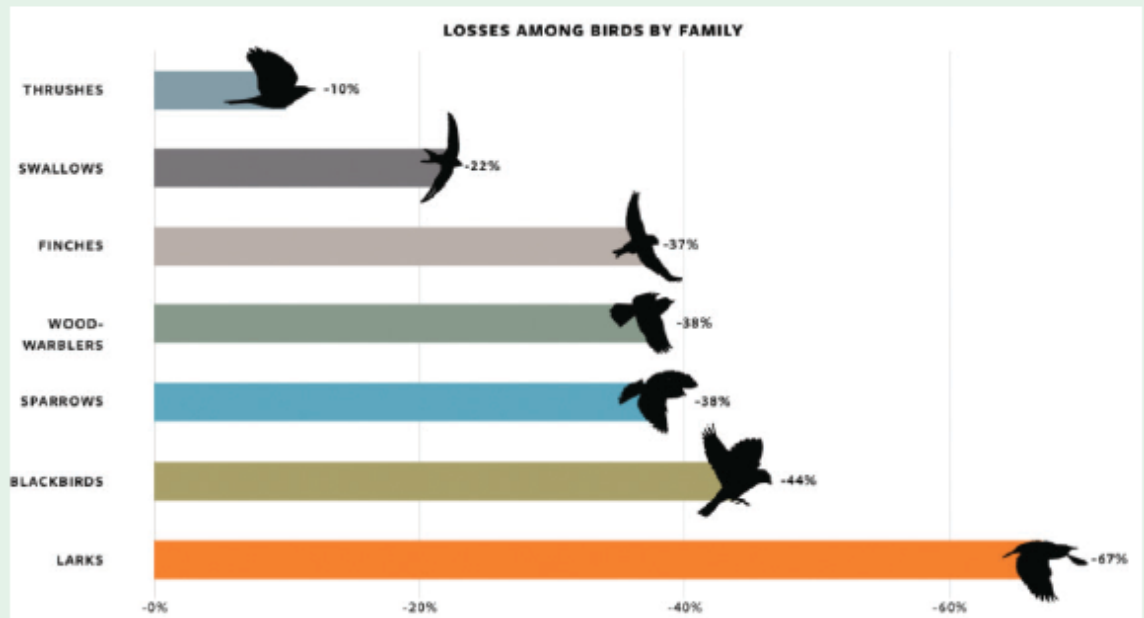
4.



Ans:

The pie chart represents the trade value distribution for 2021–22. The USA holds the largest share at 43%, nearly half of the total. China follows with 14%, Japan with 6%, and Vietnam and Thailand with 4% and 3% respectively. The 'Others' category accounts for 30%, showing that many smaller nations together form a significant portion. This distribution highlights India's strong economic ties with multiple countries. The USA's large share indicates strategic commercial relations and a high volume of bilateral trade. The dominance of the USA also shows diversification of exports and imports. Smaller Asian nations contribute steadily to India's trade basket. Overall, the chart reflects a balanced mix of global partnerships.

5.



Ans:

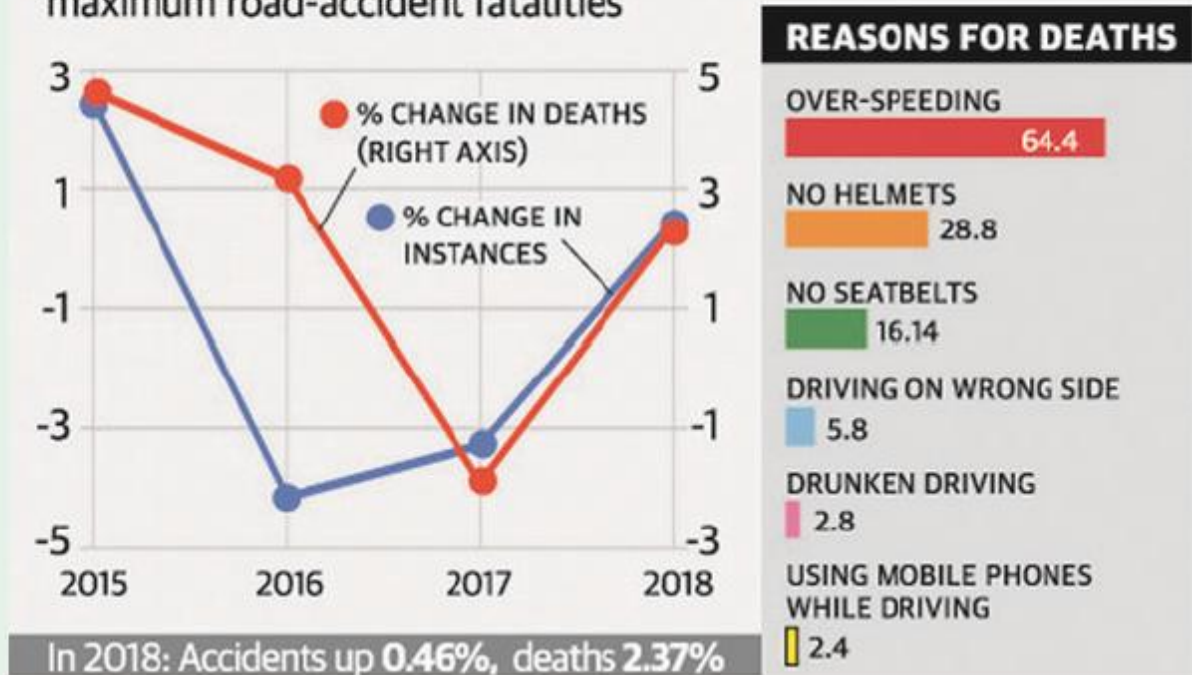
The chart shows the percentage decline among different bird families. Thrushes show the least decline at -10% , while larks face the highest drop at -67% . Blackbirds (-44%), sparrows (-38%), wood-warblers (-38%), finches (-37%), and swallows (-22%) also show worrying losses. The overall pattern suggests widespread habitat loss and environmental stress.

Bird families dependent on specific habitats appear more vulnerable. The data emphasises the need for immediate conservation efforts to prevent further decline. Such sharp losses could disrupt ecological balance and food chains. The data reflects long-term environmental degradation affecting wildlife. Immediate habitat restoration programmes can help reduce further damage.

6.

Speed hazards

Instances of road accidents and deaths increased in 2018 compared to 2017. Over-speeding was the reason for the maximum road-accident fatalities



Ans:

The graph highlights changes in road-accident instances and deaths from 2015 to 2018. Both instances and deaths decrease till 2017 but rise again in 2018. Accidents increase by 0.46% and deaths by 2.37% in 2018. Over-speeding is the leading cause of deaths at 64.4%, much higher than all others. Other major causes include no helmets (28.8%), no seatbelts (16.14%), drunken driving, wrong-side driving, and mobile phone use. The chart stresses the importance of strict enforcement of traffic rules and safety awareness. The rising numbers in 2018 show that earlier progress was not sustained. Public awareness campaigns and better road engineering are urgently required. The graph highlights how human negligence continues to play a major role in fatal accidents.

7.

PENALTY CHART

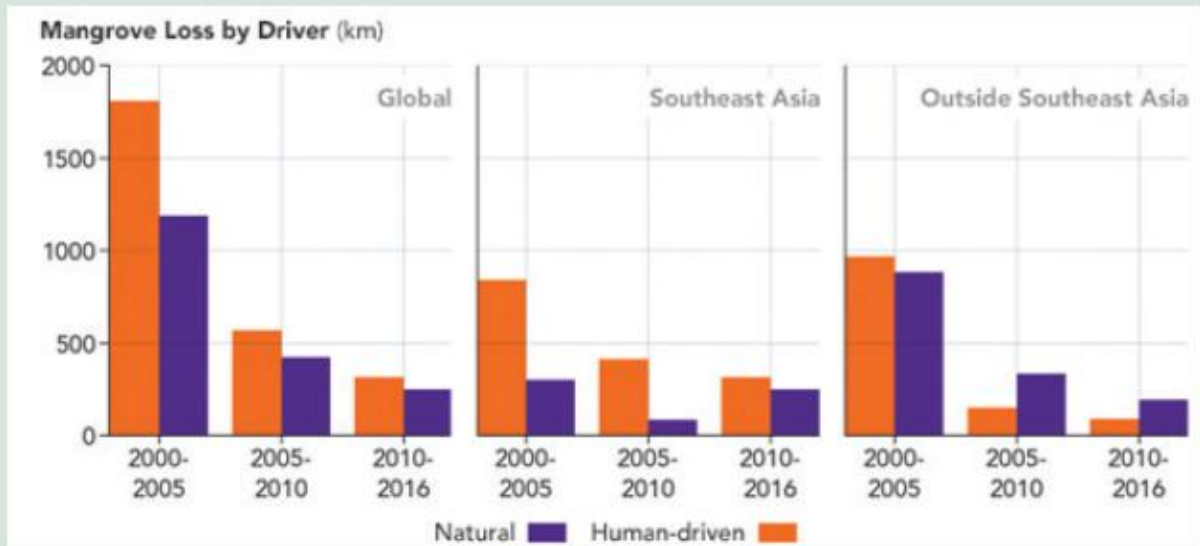
Violations	Old penalty	Penalty decided by the Centre	In Gujarat
Driving w/o helmet and seat belt in bikes and cars	₹100	₹1000	₹500
Driving w/o licence	₹500	₹5,000	₹2,000 for two wheelers, ₹3,000 for LMVs and HMVs
Driving w/o registration	₹500 (two-wheelers) ₹2,000 (LMVs)	₹5,000 (all vehicles)	₹1,000 (two-wheelers) ₹3,000 (LMVs)
Overspeeding	₹4,000 (HMs) ₹500	₹2,000 (LMVs) and ₹4,000 (HMs)	₹4,000 (HMs) ₹1,500 (two-wheelers) ₹2,000 (LMVs) ₹4,000 (HMs)
Wrong side driving	₹1,000	₹5,000	₹1,500 (two-wheelers) ₹3,000 (LMVs) ₹4,000 (HMs)
Driving w/o insurance	₹500 (2-wheelers) ₹1,000 (LMVs and HMs)	₹2,000 (all vehicles)	₹2,000
Doing stunts/ racing	₹500	₹5,000	₹5,000

Ans:

The penalty chart compares old penalties, Centre-revised penalties, and Gujarat's penalties for various violations. Most fines increased sharply across categories. Driving without a helmet or seat belt rose from ₹100 to ₹1,000 (Centre), while Gujarat charges ₹500. Driving without a licence increased from ₹500 to ₹5,000, and Gujarat imposes ₹2,000–₹3,000 depending on the vehicle. These revised penalties aim to reduce reckless driving and improve road behaviour.

Higher fines act as a deterrent for frequent offenders. Overall, the chart shows stronger national efforts toward ensuring safer roads. The difference between Centre and Gujarat fines shows flexibility in state-level implementation. Increased penalties reflect the government's seriousness about road safety. Such reforms are expected to reduce accidents and encourage responsible driving.

8.



Ans:

The chart compares natural and human-driven mangrove loss from 2000–2016 globally, in Southeast Asia, and outside Southeast Asia. Human-driven loss is highest globally in 2000–2005 but decreases gradually over the following periods. Southeast Asia shows the most severe human-driven destruction, especially between 2000–2005, due to land conversion and coastal development. Natural loss remains comparatively lower throughout all regions and years. Outside Southeast Asia, both natural and human-driven decline show a downward trend.

The chart highlights the need for protective measures to conserve these vital coastal ecosystems. The reduction in later years shows growing awareness and protective actions. However, Southeast Asia still remains the most vulnerable region. Stronger regulation and community-based conservation can help slow the loss further.