

बोर्ड परीक्षा परिणाम उन्नयन हेतु ऐतिहासिक पहल...

शेखावाटी मिशन-100



अंग्रेजी अनिवार्य

कक्षा-12



कार्यालय : संयुक्त निदेशक स्कूल शिक्षा, चूरु संभाग, चूरु (राज.)
प्रभारी : शैक्षिक प्रकोष्ठ अनुभाग, जिला शिक्षा अधिकारी माध्यमिक, सीकर

✉: missionshekhawati100@gmail.com | ☎ 9413361111, 9828336296

टीम शेखावाटी मिशन-100



संतोष कुमार महर्षि
संयुक्त निदेशक (स्कूल शिक्षा)
चुरु संभाग
चुरु (राज.)



रामचन्द्र पिलानियां
मुख्य जिला शिक्षा अधिकारी
सीकर (राज.)



पितराम सिंह काला
मुख्य जिला शिक्षा अधिकारी
झुझुनूं (राज.)



मनोज कुमार ढाका
जिला शिक्षा अधिकारी
झुझुनूं (राज.)



निसार अहमद खान
जिला शिक्षा अधिकारी
चुरु (राज.)



महेन्द्र सिंह बड़सरा
सहायक निदेशक (स.शै.प्र.)
कार्यालय संयुक्त निदेशक, चुरु



हरदयाल सिंह फगोड़िया
अति.जिला शिक्षा अधिकारी (शै.प्र.)
सीकर (राज.)



रामचन्द्र सिंह बगड़िया
अति.जिला शिक्षा अधिकारी
सीकर (राज.)



नीरज सिहाग
अति.जिला शिक्षा अधिकारी (शै.प्र.)
झुझुनूं (राज.)



सांवरमल गहनोलिया
अति. जिला शिक्षा अधिकारी (शै.प्र.)
चुरु (राज.)



महेश सेवदा
सहसंयोजक शेखावाटी मिशन-100
सीकर (राज.)



रामावतार भदाला
सहसंयोजक शेखावाटी मिशन-100
सीकर (राज.)

तकीनीकी सहयोग

राजीव कुमार, निजी सहायक | पवन ढाका, कनिष्ठ सहायक | महेन्द्र सिंह कोक, सहा. प्रशा. अधिकारी | अभिषेक चौधरी, कनिष्ठ सहायक | दीपेन्द्र, कनिष्ठ सहायक

जिला शिक्षा अधिकारी माध्यमिक (मुख्यालय), सीकर

शैक्षिक प्रकोष्ठ अनुभाग, जिला शिक्षा अधिकारी माध्यमिक, सीकर

शेखावाटी मिशन-100



बोर्ड परीक्षा परिणाम उन्नयन कार्यक्रम सत्र : 2021-2022
उच्च माध्यमिक परीक्षा - 2022
विषय : अनिवार्य अंग्रेजी-12



सर्वश्रेष्ठ सफलता सुनिश्चित करने हेतु सर्वश्रेष्ठ संकलन



नरेन्द्र चाहर
संयोजक अंग्रेजी
रा.उ.मा.वि., लादूसर (झुन्झुनूं)
मो. 9829276181



उम्मेद सिंह
रा.उ.मा.वि., लाखनी (खण्डेला)



जयसिंह शेखावत
रा.उ.मा.वि., झाड़ली (सीकर)

शैक्षिक प्रकोष्ठ अनुभाग, जिला शिक्षा अधिकारी माध्यमिक, सीकर

MESSAGE

Dear Students / Teachers

The objective of the Shekhawati Mission 100 is to provide the students with the study material, they need to score high marks in Board exams. The booklet compiled by the team of the Shekhawati Mission 100 consists of the relevant study material and sample papers meant for Secondary School Exam 2022 conducted by Rajasthan Board of Secondary School Examination, Ajmer.

It has been the endeavour of the team to present the study material in lucid language. Hence the booklet will prove quite beneficial to the duo of the teacher and the taught. Making use of the mock papers/ sample papers and previous years' solved papers is indeed a good idea and proves to be fruitful. Solving them will certainly help the students in writing skills, formats, writing speed etc.

The subject matter of this booklet is so comprehensive and easy to grab that fulfills the requirements of all types of learners. We have arranged and framed the topic wise questions with answers.

Both the teachers and students are advised to practice with the sample papers and also to go through the marking schemes released by the Board for this purpose. The students should know how their answers would be evaluated in board exams. They should always remember that mugging up is only a temporary solution. In the long run, it proves to be a futile exercise. Instead of mugging things up, why not try to understand the basics and fundamentals of the language? For example, by improving vocabulary and Grammar, one will be able to easily frame sentences. This will help one write good essays and answers on their own.

Like **ARJUNA** you should focus at your aim and no distraction should deviate you from achieving your milestone.

***"Heights by the great man reached and kept
were not attained by sudden flight,
But while their companions slept,
They were toiling upwards in the night."***

We will be extremely obliged to the students and the teachers who will extend their co-operation by sending their valuable criticism, suggestion and observation that would be duly incorporated .

Best of Luck !

From

Narendra Chahar
Jai Singh Shekhawat
Ummed Singh

CONTENTS

1. Revised Syllabus for Exam 2022	[3-5]
-----------------------------------	-------

2. Model Paper - 2022	[6-8]
-----------------------	-------

Section - A

1. Multiple Choice Questions from Prose and Poetry	[9-19]
--	--------

2. Synthesis	[20-26]
--------------	---------

3. Clauses	[27-30]
------------	---------

4. Phrasal Verbs	[31-34]
------------------	---------

5. Prepositions	[35-45]
-----------------	---------

Section - B

1. Unseen Passages for Comprehension	[46-48]
--------------------------------------	---------

Section - C

Text Book

1. Very Short Answer Type Questions from Vistas	[49-50]
---	---------

2. Short Answer Type Questions from Flamingo and Vistas	[51-59]
---	---------

3. Questions with Answer in about 60-80 words	[60-66]
---	---------

Section - D

1. Advertisements	[67-68]
-------------------	---------

2. Notices	[68-70]
------------	---------

3. Invitations & Replies	[70-71]
--------------------------	---------

5. Reports and Translation	[72-75]
----------------------------	---------

6. Letter Writing	[76-80]
-------------------	---------

1. Model Practice Papers - 1	[81-83]
------------------------------	---------

2. Model Practice Papers - 2	[84-85]
------------------------------	---------

BOARD OF SECONDARY EDUCATION RAJASTHAN, AJMER
Revised Syllabus for Exam 2022
English (Compulsory)
Subject code-02

The Examination Scheme for the subject is as follows—

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

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

SECTION A

1. Reading—Passages for comprehension—

15

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

The passages will include two of the following—

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

The details are as under—

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

SECTION B

2. Writing

15

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

3. Grammar

8

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

SECTION C

4. Text Books

45

Flamingo—Prose

- (i) One extracts from different prose lessons included in Text Book (Approximately 100 words each)
4 comprehension questions testing local and global understanding and 2 questions on vocabulary—One testing the knowledge of similar word and the other testing the knowledge of opposite word.

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

Flamingo—Poetry

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

Vistas

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

Class 12**Chapters included in the syllabus for the examination 2022 from the text book****Flamingo :****(prose)**

1. The Last Lesson
2. Lost Spring
3. Deep Water
4. The Rattrap
5. Indigo

(Poetry)

1. My Mother at Sixty-Six
2. An Elementary School Class Room in a Slum
3. Keeping Quit
4. A Thing of Beauty
5. Aunt Jennifer's Tigers

Vistas (Book)

1. The Third Level
2. The Tiger King
3. The Enemy
4. On the Face of it
5. Memories of Childhood

Chapters Deleted in the syllabus for the examination 2022 from the text book**Book : Flamingo Prose:**

1. Poets and Pancakes
2. The Interview - Part (i) Part (ii)
3. Going Places

Poetry:

1. A Roadside Stand

Book : Vistas

- 1 Journey to the End of the Earth
2. Should Wizard Hit Mommy
3. Evans Tries an O-Level

प्रश्न-पत्र ब्ल्यू प्रिन्ट

पूर्णिक - 80

विषय :- अंग्रेजी (अनिवार्य)

कक्षा - 12

क्र. सं.	उद्देश्य इकाई / उप इकाई	ज्ञान					अवबोध					ज्ञानोपयोग / अभिव्यक्ति					कौशल / मौलिकता				योग	
		वस्तुनिष्ठ	विव. अति.	कामगारताविव	दीर्घावत्तादी	निबन्धनात्मक	वस्तुनिष्ठ	विव. अति.	कामगारताविव	दीर्घावत्तादी	निबन्धनात्मक	वस्तुनिष्ठ	विव. अति.	कामगारताविव	दीर्घावत्तादी	निबन्धनात्मक	वस्तुनिष्ठ	विव. अति.	कामगारताविव	दीर्घावत्तादी		निबन्धनात्मक
1	Flamingo	-	-	10(5)	6(2)	-	12(12)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28(19)
2	Vistas	-	-	-	-	-	-	5(5)	6(3)	-	-	6(2)	-	-	-	-	-	-	-	-	-	17(10)
3	Grammar	-	-	-	-	-	-	-	-	-	-	8(8)	-	-	-	-	-	-	-	-	-	8(8)
4	Notice / Advertisement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4(1)	4(1)
5	Report / Translation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4(1)	4(1)
6	Letter	-	-	-	-	-	-	-	-	-	-	-	-	4(1)	-	-	-	-	-	-	-	4(1)
7	Comprehension / Factual	-	-	10(5)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10(5)
	Comprehension / Discursive	-	5(5)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5(5)
	योग :-	-	5(5)	20(10)	6(2)	-	12(12)	5(5)	6(3)	-	-	6(2)	4(1)	-	-	-	-	-	-	-	8(2)	80(50)

विकल्पों की योजना :- प्र.सं. 19-25 तक में एकान्तिक आंतरिक विकल्प है
निर्देश :- प्रश्न पत्र में मूल प्रश्न 25 हैं, जो प्रकारान्तर से कुल 50 हैं।

नोट :- कोष्ठक में बाहर की संख्या अंकों की तथा भीतर प्रश्नों की द्योतक है।

BOARD OF SECONDARY EDUCATION, RAJASTHAN AJMER

MODEL PAPER - 2022

CLASS – 12

ENGLISH (COMPULSORY)

Time :- 2 Hours 45 Min.

Marks :- 80

SECTION – A

Q-1. Choose the correct alternative -

- (i) Who is the teacher in the story – ‘The Last Lesson’ ?
 (a) Franz (b) Hauser (c) M. Hamel (d) Wachter [] 1
- (ii) Mukesh wants to be a
 (a) Doctor (b) Teacher (c) Businessman (d) Motor Mechanic [] 1
- (iii) According to Roosevelt, “All we have to is fear itself.”
 (a) fear (b) face (c) fight (d) fun [] 1
- (iv) How much money did the peddler steal from the old man’s cottage ?
 (a) ten kronors (b) thirty kronors (c) fifty kronors (d) eighty kronors [] 1
- (v) The whole world is nothing but a big
 (a) forest (b) rattrap (c) tourist place (d) headache [] 1
- (vi) Which medicine was available to improve the health conditions of the people of the Champaran villages ?
 (a) castor oil (b) quinine (c) sulphur ointment (d) all of these [] 1
- (vii) The poetess compares her mother’s face to
 (a) late winter’s moon (b) a corpse (c) both (a) and (b) (d) none of these [] 1
- (viii) ‘The paper – seeming boy with rat’s eyes’ means — The boy is
 (a) unpleasant looking (b) thin and weak (c) cunning (d) sly and secretive [] 1
- (ix) Who composed the poem – ‘Keeping Quiet’ ?
 (a) Pablo Neruda (b) Robert Frost (c) John Keats (d) Adrienne Rich [] 1
- (x) The endless fountain of immortal drink pouring from.....
 (a) the heart core (b) the heaven’s brink (c) the mountain (d) the sky [] 1
- (xi) What kind of lady was Aunt Jennifer ?
 (a) bold (b) beautiful (c) timid (d) can’t say [] 1
- (xii) Alsace and Lorraine districts were occupied by
 (a) France (b) Austria (c) Poland (d) Prussia [] 1

Q-2. Combine the sentences using the words given in brackets -

- (i) The girl is coming here. She is my sister . (who) [] 1
- (ii) The boy is a beggar. You gave him food. (whom) [] 1

Q-3. Fill in the blanks by choosing words given in brackets. -

- (i) you don’t work hard, you won’t pass. (as / if / so) [] 1
- (ii) He was tiredhe couldn’t walk. (so-that / too-to) [] 1
- (iii) The Headmaster assured me to the issue of fees. (turn over / turn on) [] 1
- (iv) What time does your father in the morning ? (turn up / get up) [] 1
- (v) What is the time your watch ? (by / in) [] 1
- (vi) Anil is fond sweets and toffees. (of / in) [] 1

SECTION – B

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

Delhi has grown into the city that shuns children. It is now an urban sprawl, its development model skewed in favour of motorised traffic and commercial capitalization. This has snatched play fields from kids with vehicles both stationary and on the move occupying every inch of space available, the roads and even lanes and by lanes are out of bounds for the little ones unlike in American and European cities, there are few public spaces where one can hang out. No wonder, our children spend a lot of time indoors, glued to the T.V., P.C. or mobile screen. It’s time, urban planning experts say, ‘to reconsider Delhi’s growth with the welfare of it’s children in mind.’

Supreme Court Judge Kurian Joseph expressed his anguish at the shrinking playing space for children in Delhi. The condition of the parks in the city, he said in the letter, was a “serious violation of human rights of children” as it was “their right in their tender times to have a decent environment to play and frolic around.”

Kuldeep Singh, an architect and urban planner, who worked with DDA during 1956-57 to bring out Delhi’s first master

plan, explained how initially children's needs were the town planner's priority. "Space standards were set very rationally and in every neighbourhood, a huge open space was reserved for children which we called 'tot-lots'."

"This was the place where we thought children would get a space to play and mingle with each other and we kept it away from roads," recalled Singh. However due to administrative reasons, the idea of 'tot-lots' had to be dropped and regrettably was never entertained again.

"Over the years, circumstances have changed and people are reluctant to let their children go out without some kind of security, as a result of which the children are now suffering" says Mr. Singh. Before it's too late, Mr. Singh hopes the few open spaces for kids are restored and protected from vehicles looking for parking lots. Another urban planning expert says the first rectification Delhi's development model needs to carry out is to ensure mobility of children.

- (i) What type of city Delhi grown into ? 2
- (ii) What is expressed by Kurian Joseph about Delhi ? 2
- (iii) What does Kuldeep Singh say as an urban planner ? 2
- (iv) What are tot-lots ? 2
- (v) Find the similar word for 'correct' and antonym for 'separate' from the passage. 2

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

While there is no denying that the world loves a winner, it is important that you recognise the signs of stress in your behaviour and be healthy enough to enjoy your success. Stress can strike anytime, in a fashion that may leave you unaware of it's presence in your life. While a certain amount of pressure is necessary for performance, it is important to be able to recognise your individual threshold for instance there are some individuals who accept competition in a healthy fashion. There are others who collapse into weeping wrecks before an exam or on comparing mark sheets and finding that their friend has scored better. It is a body reaction to any demands or changes in its internal and external environment. Whenever there is a change in the external environment such as temperature pollutants, humidity and working conditions, it leads to stress. In these days of competition when a person makes up his mind to surpass what has been achieved by others leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life.

Stress has a different meaning depending on the stage of life you are in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult, the loss of his or her companion, job or professional failure may appear as if there is nothing more to be achieved.

Such signs appear in the attitude and behaviour of the individual as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion, hyperacidity and ultimately in self destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquilisers, trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing.

- (i) What is stress ? 1
- (ii) What important thing should be recognised ? 1
- (iii) What signs appear in a stressed person ? 1
- (iv) What factors lead to stress ? 1
- (v) What is psycho-social stress ? 1

SECTION – C

Write the answers of the following in about 20 words :-

- Q-6. How many dollars did Charley's friend Sam withdraw from his account ? (The Third Level) 1
- Q-7. How old was the prince when he spoke the words clearly before the astrologers ? (The Tiger King) 1
- Q-8. Why was Sadao sent to America ? (The Enemy) 1
- Q-9. What type of change did Mr. Lamb bring in Derry's life ? (The Third Level) 1
- Q-10. What made Bama sad and angry ? (Memories of Childhood) 1

Write the answers of the following in about 30-40 words :-

- Q-11. What did Douglas plan to save himself when he went down for the first time in water ? (Deep Water) 2
- Q-12. Why did Gandhi agree to a settlement of 25% refund to the farmers ? (Indigo) 2
- Q-13. How is the 'map' different from the world of the slum ? (An Elementary School Classroom in a Slum) 2
- Q-14. What message does the poem 'Keeping Quiet' give us ? (Keeping Quiet) 2

- Q-15. What are the different things of beauty mentioned in the poem 'A Thing of Beauty'? (A Thing of Beauty) 2
- Q-16. What did the king resolve and why? (The Tiger King) 2
- Q-17. How can you say that Sadao was a true doctor? (The Enemy) 2
- Q-18. Why did Derry like secluded places? (On The Face Of It) 2
- Write the answers of the following questions in about 60-80 words :-**
- Q-19. Discuss the living conditions of Seemapuri. (Lost Spring) 3
- OR**
- How did Gandhiji help the peasants in Champaran? (Indigo)
- Q-20. How did the author become a perfect swimmer? (Deep Water) 3
- OR**
- Justify the title 'Last Lesson'. (Last Lesson)
- Q-21. Write the character sketch of Derry. (On The Face Of It) 3
- OR**
- Write about the theme of the lesson 'Memories Of Childhood'. (Memories of Childhood)
- Q-22. How can you say that the third level was a medium of escape for Charley? (The Third Level) 3
- OR**
- Why could Sadao not kill his enemy? (The Enemy)

SECTION – D

- Q-23. You are looking for a one room set on rent near your school. Write an advertisement giving essential details. Don't forget to mention the amount of rent you are ready to pay. 4
- OR**
- You are Sumitra / Sumit studying in Govt. Sr. Sec. School, Jaipur. Your school is norganising a Debate Competition. Draft a notice as a Cultural Secretary of your school student union.
- Q-24. You are Arun / Anita studying in G.S.S.S. Jodhpur. Your school has celebrated Annual Function recently. Write a report to be published in the school magazine in about 100 words. 4
- OR**
- Translate the passage into Hindi :**
- The ancient Greeks considered games so important that they measured the time by the interval between them. It was their firm belief that a strong and healthy body is absolutely essential to have a sound mind. At any cost they didn't allow any interference in the games. Suppose if a war was going on, it would be stopped. nluckily, in 393 AD the games were banned by Roman emperor Theodosius. People forgot Olympics for nearly 1500 years. Then came a Frenchman who restarted the games. He believed that the glory of ancientvGreece was due to its thletic festivals.
- Q-25. Write a job application for the post of an English Lecturer, to the Principal, Mahatma Gandhi Govt. Sr. Sec.School, Ramnagar. You are Geet / Geeta, living in Jaipur. 4
- OR**
- Imagine you are Arun / Aruna, living at Shastri Nagar, Alwar. Write a letter to the customer service manager of Shriram Electronics Pvt. Ltd. Complaining about a defect in the refrigerator purchased from the store.

-:: Prepared By ::-
Narendra Chahar
(Lecturer)

Govt. Sr. Sec. School, Ladusar, Dist. Jhunjhunu
Mob. : 9413893728, 9829276181

-:: Special Collabrations ::-

Jai Singh Shekhawat
(Lecturer)
Govt. Sr. Sec. School, Jharli (Sikar)
Mob. : 9982581441

Ummed Singh
(Lecturer)
Govt. Sr. Sec. School, Lakhani (Sikar)
Mob. : 9887450042

QUESTION NO. - 1 (I TO XII) (MARKS - 12)

MULTIPLE CHOICE QUESTIONS**The Last Lesson**

- 1 Franz looked for opportunities to skip school to do what?
(a) work on mills (b) go fishing (c) water the plants (d) collect birds eggs
- 2 M. Hamel is introduced as a ruler-wielding teacher. This demonstrates that:
(a) he is concerned. (b) he is adamant. (c) he is unfeeling. (d) he is a hard taskmaster.
- 3 Franz thinks- will they make them sing in German- even the pigeons? What could this mean?
(a) German would use brutal force over everyone (b) harsh orders will be passed (c) when people are deprived of their essence even the surroundings are affected. (d) the Germans will rob France of its language
- 4 What is the moral that the Alphonse Daudet wants to bring out?
(a) not to put off things that one can do that day (b) old order changed to new (c) one should accept everything that happens (d) teachers should be respected
- 5 Why did Hamel blame himself?
(a) not having taught them enough French (b) not being strict (c) giving students a holiday at times (d) not being responsible
- 6 Who sat on the back bench on the last lesson?
(a) Franz (b) Prussians (c) the village people (d) The new teacher
- 7 What was M. Hamel going to question Franz about?
(a) participles (b) adjectives (c) old primer (d) Ba be bi bo bu
- 8 For the last two years, where did all the bad news come from?
(a) the Bulletin Board (b) Town Hall (c) school (d) M. Hamel's House
- 9 Don't go so fast, you will get to your school in plenty of time means -
(a) getting late (b) very early (c) not early (d) early enough
- 10 What did Mr. Hamel bring for his class on his last day in the school?
(a) new pens (b) new notebooks (c) sweets (d) story books
- 11 Why did the villagers come to meet M. Hamel in the school?
(a) to complain (b) to say goodbye (c) to gossip (d) to show gratitude
- 12 Why was Franz surprised?
(a) Because of village elders (b) Because of police patrolling (c) because of students' behavior (d) because of M. Hamel's kind and polite behaviour
- 13 What did Franz find on reaching the school?
(a) People were dancing (b) school was closed (c) Police patrolling (d) strange quietness
- 14 'Who is the author of The Last Lesson?'
(a) Jane Austen (b) Rabindra Nath Tagore (c) None (d) Alphonse Daudet
- 15 What did M. Hamel say, to Franz when he reached school?
(a) to get out (b) to stand out (c) to sit in the class (d) to stand in the class
- 15 Why were the villagers sitting in the class?
(a) to enjoy learning (b) to pay respect (c) to rebuke the teacher (d) to take the children their homes
- 16 What extra work did M. Hamel use to give to the students?
(a) to catch fish (b) to slide on the Saar (c) to water flowers (d) to play in the ground
- 17 When M. Hamel was going to leave the country next day, her sister was :
(a) watering plants (b) studying in the class (c) cooking food (d) packing trunks
- 18 What was there on the way to school where Franz saw a crowd?
(a) a magic show (b) a bulletin board (c) a school board (d) a juggler show
- 19 From the next day Franz and the students will be taught....
(a) French (b) German (c) English (d) Hindi
- 20 Which language could Franz hardly know to write?
(a) Hindi (b) English (c) French (d) German

Lost Spring

- 1 Mukesh wants to learn to become a motor mechanic by
(a) finding a tutor (b) going to a garage to learn (c) by reading books (d) by joining a school
- 2 What bothers the author most about the bangle makers?
(a) the stigma of poverty and caste (b) the affluence of the landlords (c) the behaviour of the factory owners (d) the labour laws
- 3 "One wonders if he has achieved what many have failed to achieve in their lifetime. He has a roof over his head"; these lines were said in reference to the condition of
(a) the elderly woman's old husband (b) Mukesh's father (c) the bangle factory owner (d) Mukesh's elder brother
- 4 Which of the objects below best serves as a symbol of an Indian woman's 'suhag'?
(a) bindi (b) sindoor (c) bangles (d) henna-dyed hands
- 5 Sunny-gold, paddy green, royal blue, pink, purple, every colour born out of the seven colours of the rainbow. What is this a reference to?
(a) clothes (b) birds (c) bangles (d) bindis
- 6 What was the profession of Mukesh's father before he became a bangle-maker?
(a) tailor (b) carpenter (c) plumber (d) Mason
- 7 The frail woman in Mukesh's house is his
(a) mother (b) elder brother's wife (c) wife (d) niece
- 8 If laws were to be enforced, it would bring about change and relief in the lives of about
(a) ten thousand children (b) twenty thousand children (c) hundred children (d) a thousand children
- 9 Bangle industry flourishes in the town of

- (a) Ferozepur (b) Firozabad (c) Guidance of his owner (d) All these (d)
- (c) Ferozgarh (d) Farukhabad (b) 28 Why did Saheb leave Dhaka?
- 10 Mukesh belonged to a family of (a) Because of lack of resources
- (a) farmers (b) rag-pickers (c) (b) Because of lack of enough food
- (c) bangle makers (d) motor mechanics (c) (c) Because of friends (d) Because of parents (b)
- 11 One day, Saheb was seen by the author, watching some young men playing 29 Why did Saheb go through garbage dumps?
- (a) cricket (b) tennis (a) To find a silver coin (b) A rupee
- (c) hockey (d) soccer (b) (c) A ten rupee note (d) All of these (d)
- 12 According to the author, rag picking has become, over the years, a 30 What does the title 'Lost Spring' symbolise?
- (a) profession (b) fine art (a) Lost blooming childhood (b) Autumn season
- (c) tradition (d) culture (b) (c) Lost money (d) Lost age (a)
- 13 The rag pickers have no identity, but they have 31 What do the boys appear like to the author in the story?
- (a) permits (b) passports (a) Morning crows (b) Evening crows
- (c) ration cards (d) licenses (c) (c) Morning birds (d) Evening Birds (c)
- 14 The colony of ragpickers is situated in 32 Where was Saheb employed?
- (a) the south of Delhi (b) Mongolpuri (a) At a tea stall in Seemapuri (b) At a saree shop
- (c) Jehangirpuri (d) Seemapuri (c) (c) At a jewellery shop (d) At a sweet shop (a)
- 15 What did the man from Udupi pray for, when he was young? 33 Why did Saheb -e- Alam not go to school?
- (a) a pair of trousers (b) a pair of shoes (a) Not interested (b) Had no money to pay fees
- (c) a few friends (c) (c) Wanted to go for movie (d) Wanted to earn money (b)
- (d) an opportunity to study in a school (b) 34 What was Saheb looking for?
- 16 One explanation which the author gets about children choosing to remain barefoot is (a) Eggs (b) Gold
- (a) they have no money (b) tradition (b) (c) Coins (d) Toys (b)
- (c) no matching pairs (d) like to wear only chappals 35 According to the author what was garbage for the children ?
- 17 Is your school ready? Who asked this question? (a) Means of entertainment (b) Means of timepass
- (a) Saheb's mother (b) Saheb's friends (c) Means of playing (d) A wonder (d)
- (c) the author (d) Saheb (b) 36 What forces the children to live a life of exploitation?
- 18 Saheb's home, before Delhi, was in (a) Greed (b) Extreme Poverty
- (a) Bengal (b) Orissa (c) Peers (d) Parents (b)
- (c) Dhaka (d) Bihar (c) 37 What does the author analyze in the story?
- 19 'Why do you do this?' This question was asked by the author to (a) Rich people (b) Garbage
- (a) the bangle sellers (b) Mahesh (c) (c) Poor children and their exploitation
- (c) Saheb (d) Saheb's mother (c) (d) Her works (c)
- 20 What is Mukesh's dream? 39 Who is the author of Lost Spring?
- (a) To be a doctor (b) To be a merchant (a) James Bond (b) Arundhati Roy
- (c) To be a rogue (d) To be a motor-mechanic (c) (c) Sudha Murthy (d) Anees Jung (d)
- 21 What is the means of survival in Seemapuri? 40 What change did Anees Jung see in Saheb when she saw him standing by the gate of the neighbourhood club?
- (a) Work (b) Merchandising (a) As if lost his freedom (b) Lost ownership
- (c) Education (d) Ragpicking (c) (c) Lost joy (d) All of these (d)
- 22 Firozabad is the centre of which industry? 41 What is the metaphorical symbol of Seemapuri in the lesson?
- (a) Cotton industry (b) Furniture industry (a) Poverty (b) Exploitation
- (c) Textile industry (d) Glassblowing industry (c) (c) Enjoyment (d) A little hell (d)
- 23 What compels the workers in bangle industry of Firozabad to poverty? 42 How is Mukesh's attitude different from that of his family?
- (a) Cast and ancestral profession (a) Being daring, firm and clear (b) Being a fighter
- (b) Karam theory and society (c) Being a coward (d) Not clear (a)
- (c) Bureaucrats and politicians (d) All of these (d) 43 The city of Firozabad is famous for what?
- 24 Who is Mukesh? (a) For casteism (b) For ragpickers
- (a) Student (b) Worker (c) (c) For poverty (d) For bangles (d)
- (c) Bangle maker (d) Ragpicker (c) 44 What are the reasons for the migration of people from villages to city in the lesson?
- 25 What makes the working conditions of the children worst in the glass industry? (a) Sweeping of houses and fields by storms
- (a) Dark dingy cells without light and air (b) No money (c) Education and unemployment
- (b) Dazzling and sparking of welding light (d) Safety (a)
- (c) High temperature (d) All of these (d) 45 Whom does Anees Jung advise to go to school?
- 26 Who employs the local families of Firozabad? (a) Mukesh (b) Saheb
- (a) Bureaucrats (b) Merchants (c) (c) Both (a) and (b) (d) Nobody (b)
- (c) Politicians (d) The glass blowing industry 46 What does Mukesh want to drive?
- 27 What efforts can help Mukesh materialise his dream of becoming a car driver? (a) a bus (b) a truck
- (a) Hard work (b) Going to garage (c) (c) an aeroplane (d) a car (d)
- 47 Firozabad is famous for..... (a) bangle industries (b) jewellery industries
- (c) pottery work (d) diamond industries (a) 48 In the end Saheb is seen working at
- (a) a milk booth (b) a tea shop

- (c) a bar (d) nowhere (b) (c) safe (d) harmful (c)
- 49 Saheb's family came to India from (a) Seemapuri (b) Dhaka (c) Delhi (d) Firozabad (b)
- 50 Seemapuri is situated on the periphery of..... (a) Delhi (b) Jaipur (c) Dhaka (d) Bangladesh (a)
- 51 Saheb's family settled in..... (a) Dhaka (b) Seemapuri (c) Firozabad (d) Nepal (b)
- 52 For the ragpickers, garbage is a kind of (a) gold (b) silver (c) stone (d) iron (a)
- 53 What was on the shoulder of Saheb in the end?. (a) bag (b) tin canister (c) basket (d) suitcase (b)
- 54 The occupation of Saheb's family is..... (a) making bangles (b) ragpicking (c) running a tea-stall (d) doing nothing (b)
- 55 The only work that Mukesh's father knows is (a) scrounging garbage (b) making bangles (c) cooking food (d) doing nothing (b)
- 56 Mukesh wants to learn to become a motor mechanic by (a) finding a tutor (b) going to a garage to learn (c) by reading books (d) by joining a school (b)
- 57 What bothers the author most about the bangle makers? (a) the stigma of poverty and caste (b) the affluence of the landlords (c) the behaviour of the factory owners (d) the labour laws (a)
- 58 Firozabad is the centre of which industry? (a) Cotton industry (b) Furniture industry (c) Textile industry (d) Glassblowing industry (d)
- 59 What compels the workers in bangle industry of Firozabad to poverty? (a) Cast and ancestral profession (b) Karam theory and society (c) Bureaucrats and politicians (d) All of these (d)
- 60 Who is Mukesh? (a) Student (b) Worker (c) Bangle maker (d) Ragpicker (c)
- 61 What makes the working conditions of the children worst in the glass industry? (a) Dark dingy cells without light and air (b) Dazzling and sparking of welding light (c) High temperature (d) All of these (d)
- 62 Why did Saheb go through garbage dumps? (a) To find a silver coin (b) A rupee (c) A ten rupee note (d) All of these (d)
- 63 What does the title 'Lost Spring' symbolise? (a) Lost blooming childhood (b) Autumn season (c) Lost money (d) Lost age (a)
- 64 What do the boys appear like to the author in the story? (a) Morning crows (b) Evening crows (c) Morning birds (d) Evening Birds (c)
- 65 Why did Saheb -e- Alam not go to school? (a) Not interested (b) Had no money to pay fees (c) Wanted to go for movie (d) Wanted to earn money (b)
- Deep Water**
- 1 The boy who threw the author into pool was probablyyears old. (a) ten (b) eleven (c) twelve (d) eighteen (d)
- 2 According to the author, the Y.M.C.A. pool was..... (a) dangerous (b) treacherous (c) safe (d) harmful (c)
- 3 Why did Douglas' mother recommend that he should learn swimming at the Y. M.C.A swimming pool? (a) Because it was local (b) Because it was safe (c) Because it was shallow (d) Because it was shallow and safe (d)
- 4 What did the narrator want to do when his feet touched the bottom? (a) to sit (b) to lie (c) to jump (d) to slip (c)
- 5 'All we have to fear is fear itself. Who said these words? (a) Douglas (b) his instructor (c) his father (d) President Roosevelt (d)
- 6 'What do you think you can do to me'? These words were spoken by Douglas to (a) a shark (b) to his enemy (c) to the boy who pushed him (d) to terror (d)
- 7 Douglas had to repeat exhaling and inhaling exercises (a) hundred times (b) forty times (c) fifty times (d) ten times (a)
- 8 He practised in the pool (a) ten times a week (b) five days a week (c) twice a week (d) thrice a week (b)
- 9 After being haunted by fear for many years Douglas decided to learn to swim. He took the help of (a) his mother (b) his father (c) a friend (d) an instructor (d)
- 10 Douglas went down towards the bottom (a) only once (b) twice (c) thrice (d) five times (c)
- 11 The water in the pool had a (a) dirty yellow tinge (b) a blue reflection (c) green colour (d) no colour (a)
- 12 When Douglas tried to yell (a) everyone came to his rescue (b) no sound came out (c) his father arrived (d) the lifeguard dived to save him up, they hung as (b)
- 13 The nine feet seemed to Douglas like (a) hundred feet (b) ninety feet (c) fifty feet (d) twenty-five feet (b)
- 14 The incident in childhood had taken place at the beach in (a) Florida (b) Washington (c) New York (d) California (d)
- 15 The pool's depth at the deep end was (a) twenty feet (b) nine feet (c) six feet (d) eight feet (b)
- 16 His mother warned him against swimming in the Yakima River because it had (a) strong currents (b) it was meant only for boating (c) many people had drowned there (d) it had no lifeguards around (c)
- 17 The writer decided to learn to swim when he was about (a) ten or eleven years old (b) fifteen or sixteen years old (c) twenty years old (d) eighteen years old (a)
- 18 Where was the lake Wentworth? (a) In New Hampshire (b) in Washington (c) in California (d) in Washington D.C (a)
- 19 How did Douglas make sure that he had conquered the old terror? (a) By visiting California (b) By jumping into the waters (c) By taking a lesson from the instructor (d) By swimming into the lake Wentworth (d)
- 20 Why did Douglas hire an instructor? (a) To be confident in swimming (b) To compete with others (c) To flaunt (d) To overcome his fear of water and learn swimming (d)

- 21 What was the impact of the pool incident?
(a) Developed fear (b) Became confident (d)
(c) Became overconfident (d) Hydrophobia was revived
 - 22 How did the instructor make Douglas a good swimmer?
(a) Planning (b) With the help of ropes
(c) By pushing him into the pool
(d) With the help of ropes and belts (d)
 - 23 How did this experience affect the author?
(a) Became fearless (b) Confident (d)
(c) Overconfident (d) Became hydrophobic
 - 24 What were the series of emotions and fears that Douglas experienced when he was thrown into the pool?
(a) Fear (b) Confidence
(c) Overconfidence
(d) Mixed feelings of confidence and fear (d)
 - 25 What was the fear in Douglas' mind?
(a) To be defeated (b) To be pushed
(c) Being drowned (d) None (c)
 - 26 What does Deep Water signify?
(a) Beauty (b) Depth of Sea
(c) Depth of ocean (d) Fear (d)
 - 27 What is the theme of the story Deep Water?
(a) Victory in facing the fear (b) Being fearful
(c) To learn swimming (d) All (a)
 - 28 What did William O Douglas desire for?
(a) Visit to California (b) To be a judge (c)
(c) To learn swimming (d) To be with his mother
 - 29 What is haunting the author?
(a) Terrible experience in the pool (b) Ghosts (a)
(c) His mother's words (d) A push by a young boy
 - 30 What distance Douglas covered while swimming across the lake Wentworth?
(a) 4 miles (b) 3 miles
(c) 5 miles (d) 2 miles (d)
- Rattrap**
1. What did the package left for Edla contain?
(a) a small rattrap with 30 kroner in it
(b) a small bangle (c) a necklace
(d) a diamond ring (a)
 - 2 The rattrap peddler spent most of his Christmas Eve
(a) laughing (b) singing
(c) playing (d) sleeping (d)
 - 3 What did the ironmaster's daughter say when the peddler was about to leave?
(a) she asked him to stay for that day only
(b) she said she wanted to go with him
(c) she told him not to mind what her father had said
(d) she asked him to leave after (a)
 - 4 The rattrap peddler gave the ironmaster a lecture on
(a) how the world is a rat trap (b) how to be honest (a)
(c) how to be ethically correct (d) how to be professional
 - 5 The name of the ironmaster's daughter was
(a) Emily Dickinson (b) Edla Willmansson
(c) Sophia Loren (d) Mary (b)
 - 6 The ironmaster lived in the manor with his
(a) sons (b) wife
(c) oldest daughter (d) old (c)
 - 7 The ironmaster mistook the rattrap peddler for
(a) an old regimental comrade (b) an old servant (a)
(c) an old employee (d) an old cousin of his wife
 - 8 The peddler entered the gate of the iron mill with the intention of
(a) asking for food (b) meeting the master smith (c)
(c) shelter from rain and cold (d) chatting with his friends
 - 9 He felt he had been fooled by a
(a) prankster (b) bait
 - (c) crofter (d) policeman (b)
 - 10 The rattrap peddler returned to the man's house in order to
(a) steal the thirty kroner (b) say thanks to the old man
(c) take the bag he had left behind
(d) note down the address of the old (a)
 - 11 The crofter had received a payment of
(a) forty kroner (b) thirty kroner
(c) twenty-five kroner (d) ten (b)
 - 12 The old man in the grey cottage
(a) welcomed the peddler (b) shoed away the peddler
(c) fought with the peddler (d) got into an argument (a)
 - 13 The vagabond compared the whole world to a
(a) planet (b) universe
(c) space (d) rattrap (d)
 - 14 The peddler's rattrops were made of
(a) wood (b) aluminium
(c) wire (d) plastic (c)
 - 15 How much money had the peddler stolen from Crofter?
(a) 20 kronors (b) 10 kronors
(c) 40 kronors (d) 30 kronors (d)
 - 16 When does the ironmaster realise his mistake?
(a) when the peddler speaks
(b) when he sees an old photograph
(c) when the peddler changes clothes and cleans his face
(d) All of these (c)
 - 17 How did Crofter treat the Peddler?
(a) Very rudely (b) In a strange manner
(c) Friendly manner (d) None of these (c)
 - 18 Who used to make rattrops?
(a) Crofter (b) Edla
(c) Ironmaster (d) Peddler (d)
 - 19 How is the Peddler influenced by meeting the Crofter and Edla?
(a) He was encouraged to steal money
(b) He became a rattrap seller
(c) His heart was changed (d) None of these (c)
 - 20 What does the metaphor Rattrap in the lesson signify?
(a) Humans (b) Thieves
(c) Attractions (d) Human greed and distractions (d)
 - 21 Who offered shelter to the Peddler?
(a) A beggar (b) A friend
(c) A milkman (d) An old Crofter (d)
 - 22 This story revolves around whom?
(a) Around Crofter and his daughter
(b) Around crofter (c) Around ironman
(d) Around peddler- the Rattrap seller (d)
 - 23 Who is the author of The Rattrap?
(a) Selma Lagerlof (b) Thomas B. Allen
(c) Howard Phillips (d) Sudha Murthy (a)
 - 24 Why did Edla plead her father not to send the Vagabond away?
(a) Because of her father
(b) Because he resembled her father's friend
(c) Because she liked him
(d) Because of sympathy and his poor life condition (d)
 - 25 Why did the Peddler decline the invitation?
(a) Because he had stolen money
(b) He wanted to run (c) He wanted to hide money
(d) He wanted to remain at the mill (a)
 - 26 What made the Peddler finally change his heart?
(a) Edla's words (b) Edla's appearance (d)
(c) Edla's father (d) Edla's goodness and care
 - 27 Why did Peddler sign himself as Captain Von Stahle?
(a) He didn't want to hurt them
(b) Because he forgets his name

- (c) Because he wants to meet Edla's expectations of him being an army man
(d) None of these (c)
- 28 The old man cooked for the stranger. -
(a) porridge (b) tobacco
(c) chapatti (d) vegetable (a)
- 29 In the story the rattrap seller used to make ratttraps..
(a) wire (b) rope
(c) threads (d) nothing (a)
- 30 By selling milk the old man saved.....
(a) ten kronor (b) twenty kronor
(c) thirty kronor (d) fifty kronor (c)
- 31 How did the old man earn money?
(a) by selling cows (b) by selling coal
(c) by selling tobacco (d) by selling milk (d)
- 32 Where did the old man keep his money?
(a) in his pocket (b) under the bed
(c) under the pillow (d) over the window (d)
- 33 What did the rattrap seller leave for Edla before going?
(a) a letter (b) a small rattrap
(c) three ten-kronor notes (d) all of these (d)
- 34 What did the peddler use to sell?
(a) nest (b) toys
(c) books (d) ratttraps (d)
- 35 The rattrap seller entered stealthily.
(a) a forge (b) a house
(c) a cottage (d) a manor's house (a)
- Indigo**
- 1 Health conditions in Champaran
(a) miserable (b) tolerable
(c) under control (d) fairly good (a)
- 2 Who volunteered to work in Champaran?
(a) two disciples of Gandhi and their wives
(b) Kasturba and the eldest son of Gandhi
(c) Mahadev Desai and his wife
(d) Narhari Prasad and his wife (a)
- 3 The representative of the planters offered to refund— percent to the peasants
(a) 5 (b) 10
(c) 20 (d) 25 (d)
- 4 For how long did Gandhi remain in Champaran?
(a) seven weeks (b) three months
(c) one and a half year (d) seven months (d)
- 5 What amount of repayment did the big planters think Gandhi would demand?
(a) repayment in full (b) double the amount (a)
(c) fifty percent of the amount (d) no payment, just an apology
- 6 Gandhi was summoned by _ the Lt. Governor
(a) Sir Edward Gait (b) Sir Henry Gait
(c) Sir Richard Andrews (d) Sir Freer (a)
- 7 Who were ready to follow Gandhi into jail?
(a) peasants (b) lawyers
(c) Shukla (d) J.B. Kriplani (b)
- 8 The magistrate asked Gandhi to furnish bail for _ minutes
(a) 30 (b) 60
(c) 90 (d) 120 (d)
- 9 Why did Gandhi start out on the back of an elephant?
(a) a peasant had been maltreated in a village nearby
(b) he set out to meet the secretary of British Landlords Association
(c) he set out to meet British official commissioner
(d) he was summoned by Sir Edward Gait, the Lt. Governor (a)
- 10 After Tirhut, where did Gandhi go?
(a) Lucknow (b) Motihari
- (c) Cawnpore“ (d) Ahmedabad (b)
- 12 Why was Gandhi not permitted to draw water from Rajendra Prasad's well?
(a) the servant thought Gandhi was another peasant
(b) as Rajendra Prasad was not at home (a)
(c) Gandhi looked like a vagabond (d) Gandhi was a Harijan
- 13 Where is Champaran district situated?
(a) in the south-west of Orissa
(b) in the foothills of the Himalayas in Bihar
(c) in the northeast of Orissa (d) in the south of Bihar (b)
- 14 What did the British landlords demand from the peasants after synthetic indigo was developed?
(a) indigo as rent (b) 15% of produce
(c) money as compensation (d) a new settlement (c)
- 15 What were the places visited by Gandhi between his first meeting with Shukla and his arrival at Champaran?
(a) Cawnpore, Ahmedabad, Calcutta, Patna, Muzaffarpur
(b) Calcutta, Patna, Gaya, Muzaffarnagar
(c) Cawnpore, Ahmedabad, Gaya, Calcutta, Patna, Muzaffarpur
(d) Cawnpore, Ahmedabad, Patna and Muzaffarnagar (a)
- 16 Who received Gandhi at the Muzaffarpur station?
(a) Shukla (b) J.B Kriplani
(c) Rajendra Prasad (d) Nehru (b)
- 17 Shukla led Gandhi to the house of a lawyer who later became the President of India. He was
(a) J.B Kriplani (b) Rajendra Prasad
(c) Zakir Hussain (d) Mahadev Desai (b)
- 18 What was the full name of the peasant from Champaran?
(a) J.B Shukla (b) Rajkumar Shukla
(c) Ramkumar Shukla (d) Roopkumar Shukla (b)
- 19 When did Gandhiji go to Lucknow?
(a) December 1917 (b) October 1916
(c) February 1917 (d) December 1916 (d)
- 20 Where did Gandhiji stay for two days?
(a) At a peasant's house (b) At a lawyer's house
(c) In a guest house (d) At Prof. Malkani's house (d)
- 21 What was the condition of the peasants in Champaran?
(a) Very happy (b) Independent
(c) Very rich (d) Terror stricken and oppressed (d)
- 22 What was the attitude of the average Indian in smaller localities towards advocates of home rule?
(a) Very welcoming (b) Very courageous
(c) Pleasing (d) Very fearful and indifferent (d)
- 23 Why did Gandhi consider the Champaran episode a turning point?
(a) Its voice spread far and wide (b) It became famous
(c) The British were scared
(d) To protest the courts' order to postpone the trial (a)
- 24 Who was Sir Edmund in the lesson Indigo?
(a) A British lawyer (b) A british Businessman
(c) A British Politician
(d) An Administrator in Indian Civil Services (d)
- 25 Why did the British want the peasant to pay compensation?
(a) Because they freed them
(b) Because they got orders from the British headquarters
(c) Because they were leaving India
(d) They gave 15% of landholding and entire Indigo harvest (d)
- 26 Why is Champaran famous?
(a) For fighting (b) For Indigo
(c) Because Gandhiji visited
(d) For the first Satyagrah movement in 1917 (d)
- 27 Why did Raj Kumar Shukla come to Lucknow at Annual Congress party session?
(a) To be rich (b) To be famous

- (c) To fight and get money (d) To complain against injustice of landlord system in Bihar (d)
- 28 Who was Raj Kumar Shukla?
(a) A lawyer (b) A government official
(c) A politician (d) A poor peasant (d)
- 29 Why did Gandhiji decide to go to Muzaffarpur?
(a) To have detailed information of the sharecroppers of Champaran
(b) To have information about lawyers
(c) To know different capacities of the people
(d) To have a personal bond with the people (a)
- 30 How did Gandhiji help peasants of Champaran?
(a) By fighting and securing justice for them
(b) By hiring lawyers for them
(c) By educating them
(d) By teaching them cleanliness (a)
- 31 How much did Indigo planters offer to pay?
(a) 30% (b) 10%
(c) 25% (d) 40% (c)
- 32 What was Gandhiji's demand from the British landlords?
(a) 30% refund as repayment (b) 40% refund as repayment
(c) 50% refund as repayment (d) 10% refund as repayment (c)
- 33 Why was Motihari black with peasants?
(a) Because of people's rights
(b) Because of the oppression of the British
(c) Because their champion was in trouble (d) None (c)
- 34 Why did M.K. Gandhi fight in Champaran?
(a) To secure justice for the oppressed
(b) To get popularity (c) To show power
(d) To boast of his intelligence (a)
- 35 Indigo is an excerpt from which book of the author?
(a) Men and Politics (b) Life of Lenin
(c) The Life of Mahatma Gandhi (d) None (c)
- 36 Who is the author of Indigo?
(a) Louis Fischer (b) Leo Tolstoy
(c) Mark Twain (d) Charles Dickens (a)
- 37 Whom did Gandhiji send a telegram to ?
(a) Sir Edmund (b) British Government
(c) Peasants (d) Prof. J.B Kriplani (d)
- 38 What was the purpose of the advocates of home rule?
(a) To get money (b) To be popular
(c) To instigate the people (d) To encourage people to participate in the freedom movement (d)
- 39 How did Kasturba help Gandhiji?
(a) By speaking to the people (b) By walking with him
(c) By moving here and there
(d) By teaching Ashram rules and cleanliness (d)
- 40 Many from Muzzafarpur and Champaran came to see Gandhiji.
(a) Englishmen (b) leaders
(c) lawyers (d) sharecroppers (d)
- 41 What was the chief commercial crop of Champaran?
(a) wheat (b) coffee
(c) indigo (d) tea (c)
- 42 Gandhiji chided the lawyers for taking
(a) so much fee (b) so many cases
(c) so many arguments (d) so much time (a)
- 43 When anybody showed skin eruptions he would receive.....
(a) ointment (b) castor oil
(c) both (a) and (b) (d) none of these (c)
- My Mother At Sixty Six**
- 1 The poem is made up of
(a) twenty lines (b) a single sentence
(c) ten stanzas (d) five stanzas (b)
- 2 The image of merry children has been brought out by the narrator in order to
(a) show energy and exuberance of young children
(b) to show the children playing
(c) to show the children playing pranks
(d) to compare with herself (a)
- 3 The narrator is only using her smile to
(a) cover up her pain (b) make herself happy (a)
(c) to make her mother happy (d) to make her father happy
- 4 Smile and smile and smile is
(a) alliteration (b) repetition
(c) simile (d) metaphor (b)
- 5 She said to her mother
(a) goodbye (b) au revoir
(c) good morning go (d) see you soon, Amma (d)
- 6 When the narrator looked at her mother again she felt a pang of
(a) her familiar ache (b) guilt
(c) heartache (d) a headache (a)
- 7 The narrator again compared her mother to
(a) summer's sun (b) rain clouds
(c) late winter's moon (d) trees and plants (c)
- 8 'Trees sprinting' is a poetic device. It is
(a) personification (b) alliteration
(c) repetition (d) simile (a)
- 9 She soon put that thought out of her mind and
(a) smiled (b) laughed heartily (d)
(c) cried bitterly (d) looked out of the window
- 10 The poetess says her mother looked pale like a
(a) corpse (b) ghost
(c) malnourished child (d) anaemic person (a)
- 11 The person in the car, beside the poetess, was,
(a) her aunt (b) her niece
(c) her uncle (d) her mother (d)
- 12 She was going to
(a) Goa (b) Mumbai
(c) Cochin (d) Kolkata (c)
- 13 Kamala Das was a
(a) Bengali (b) Punjabi
(c) Keralite (d) Gujarati (c)
- 14 What were the words she used while parting from her mother?
(a) See you soon Ba (b) See you soon beeji
(c) See you soon mata ji (d) See you soon, amma (d)
- 15 Whose house the poet was leaving?
(a) her friend's house (b) in-law's house
(c) her husband's house (d) her parents' house (d)
- 16 What does the expression smile, smile and smile signify?
(a) poet was going home and was elated
(b) poet was happy
(c) poet was hopeless
(d) poet's desperate efforts to hide her fears (d)
- 17 Which Rhyming scheme is used in the poem?
(a) coupled rhyme (b) monorhyme
(c) Alternate rhyme (d) free verse (d)
- 18 What is the universality of the theme of the poem?
(a) death is a truth (b) Life is a reality
(c) everyone is happy (d) to show old age (a)
- 19 What do the parting words "See you soon Amma" signify?
(a) her carelessness (b) Her optimistic farewell full of cheerfulness
(c) she bids goodbye like this (d) she is in a hurry (b)
- 20 What does 'ashen face' signify?
(a) colour of face (b) face is covered with ash
(c) Pale and lifeless face of poet's mother
(d) to show ugly face (c)
- 21 What did the poet realize with pain?
(a) her mother's appearance like a corpse
(b) she is inconsiderate (c) old age is pleasant

- (d) she has duties (a)
- 22 What is the kind of pain and ache that the poet feels?
(a) Losing her mother (b) heart attack
(c) headache (d) children screaming at her (a)
- 23 Who is the poet of this poem?
(a) John Keats (b) Rudyard Kipling
(c) William Wordsworth (d) Kamala Das (d)
- 24 What pangs did she feel when she looked at her mother?
(a) Pangs of headache (b) Pangs of stomachache
(c) Pangs of knee pain (d) Pangs of heartache (d)
- 25 What was the poet's childhood fear?
(a) Parting from her husband (b) Parting from her friends
(c) Parting from her siblings (d) losing her mother (d)
- 26 What was the expression of the poet's face while parting from her mother?
(a) satirical (b) funny
(c) sad (d) smiling (d)
- 27 How is the imagery of 'young trees and merry children' a contrast to the mother?
(a) mother is old in comparison to the trees and children
(b) mother is like ash while the trees are green and children are happy
(c) like spring and autumn season
(d) Mother's health-hopelessness and trees and merry children- youthfulness and hope (d)
- 28 What does the poem revolve around?
(a) poet's fears (b) poet's love for her mother
(c) Theme of old age (d) All of these (d)
- 29 The face of the mother of the poet lookslike ash.
(a) pale (b) faded
(c) both (a) and (b) (d) none of these (c)
- 30 How far was the poet standing when she saw her mother again?
(a) meter (b) a few yards
(c) a few miles (d) a few kilometres (b)
- 31 Her face looked
(a) cheerful (b) pleasant
(c) colourful (d) colourless (d)
- 32 The face of the poetess's mother was:
(a) shrunken (b) like that of a corpse
(c) smiling (d) rosy (b)
- 33 The poetess looked out and saw :
(a) young trees running
(b) merry children coming out of their homes
(c) some women reaping the harvest (d) Both (a) and (b)
- 34 The poetess put away the thought of pain by:
(a) kissing her mother (b) looking at the outside world
(c) looking at pictures in a magazine
(d) talking to her mother (b)
- 35 The narrator conducted herself than by:
(a) sobbing, sobbing, sobbing
(b) laughing, laughing, laughing
(c) smiling, smiling, smiling
(d) weeping, weeping, weeping (c)
- An Elementary School Classroom In a Slum**
- 1 Identify the literary device in 'slums as big as doom'.
(a) simile (b) metaphor
(c) alliteration (d) personification (a)
- 2 Shakespeare is wicked because hethe children.
(a) educates (b) tempts
(c) loves (d) hates (b)
- 3 What does the map represent?
(a) world of the rich and powerful (b) world of the poor
(c) world of the slum school children
(d) world the poet wants for the slum children (a)
- 4 What is the stunted boy reciting?
(a) the lesson from his desk (b) Shakespeare's poetry
(c) leaves of nature (d) his composition (a)
- 5 On sour cream walls, donations' suggests
(a) schools are well equipped
(b) schools are small but they try to impart education
(c) schools have a poor and ill-equipped environment
(d) schools meet the education requirements of the children through donations (c)
- 6 Who sits at the back of the class?
(a) a sweet and young pupil (b) a paper seeming boy
(c) a tall girl (d) a girl with hair like rootless weeds (a)
- 7 The colour of sour cream is
(a) white (b) yellow
(c) off-white (d) pale (c)
- 8 The paper-seeming boy with rat's eyes' means the boy is
(a) sly and secretive (b) short and lean
(c) hungry and thin (d) sad and depressed (c)
- 9 Identify the literary device in 'father's gnarled disease'.
(a) simile (b) metaphor
(c) alliteration (d) personification (b)
- 10 Identify the literary device in 'rat's eyes'
(a) simile (b) metaphor
(c) alliteration (d) personification (b)
- 11 Identify the literary device in 'like roofless weeds'.
(a) simile (b) metaphor
(c) alliteration (d) personification (a)
- 12 What does 'gusty waves' imply?
(a) slum children (b) energetic children
(c) deceased children (d) unhappy children (b)
- 13 What does the expression 'Break O break open' suggest?
(a) barriers on the road (b) barriers of garbage heap
(c) barriers of dirty environment must be broken
(d) None (c)
- 14 What does the poet show through expressions 'so blot their maps with slums as big as doom'?
(a) his clot the street (b) enjoy the maps
(c) big maps (d) poet's protest against social injustice and inequalities (d)
- 15 Mention any two images used to explain the plight of the slum children.
(a) open handed map (b) from his desk
(c) belled, flowery (d) foggy slums and bottle bits on stones (d)
- 16 What attracts the slum children?
(a) The animals (b) The movies (d)
(c) icecream (d) All beautiful things like ship, Sun
- 17 In what sense are the slum children different?
(a) their IQ (b) their wisdom
(c) their dresses (d) because of no access to hope and openness of the world (d)
- 18 What does the expression 'Open handed map' show?
(a) power of the poor (b) the poor are powerful
(c) the poor are powerless (d) maps are drawn at the orders of the powerful people like Hitler (d)

- 19 What is the stunted boy reciting?
(a) a happy song (b) a religious song
(c) a sad song (d) a lesson from desk (d)
- 20 Who was sitting at the back of the dim class?
(a) a girl (b) an old man
(c) a teacher (d) an unnoticed young boy(d)
- 21 What kind of look the faces and hair of the children give?
(a) a rich and beautiful (b) organized
(c) healthy (d) pale faces and scattered and undone hair (d)
- 22 Why is the head of the tall girl 'weighed down'?
(a) by the burden of studies (b) by the burden of work
(c) by the burden of the world(d) All these (c)
- 23 What does the poet wish for the children of the slums?
(a) He wish them to be happy and healthy
(b) He wishes a good change for them
(c) he wants them to lead a healthy and happy life
(d) All these (d)
- 24 What do Catacombs signify?
(a) underground cemetery showing irrelevance of the map hanging on the wall of the classroom
(b) irrelevance of the classroom(c) irrelevance of the school
(d) irrelevance of the children (a)
- 25 What do the faces of children in the slum areas reflect?
(a) happiness (b) their aspirations
(c) their happiness (d) sadness and lack of enthusiasm (d)
- 26 What kind of life the children living in slums have?
(a) full of love (b) full of care and warmth
(c) Hopeless and full of struggle(d) all these (c)
- 27 What does the poet portray in the poem?
(a) young minds (b) playfulness of the children
(c) questions of young mind
(d) the plight of young children in the slums (d)
- 28 Who has written Elementary School Classroom in a Slum?
(a) Kipling (b) Wordsworth
(c) Kamalanath (d) Stephen Spender (d)
- 29 What does the poet want?
(a) to send the children out of the slums
(b) to send the children to America
(c) to send the children to open fields
(d) to send the children to a beach (a)
- 30 What other freedom the poet wants the slum children to enjoy?
(a) Freedom of roaming (b) freedom to spend money
(c) freedom to eat
(d)freedom of knowledge, wisdom and expression (d)
- 31 The children of elementary school were far from.....
(a) house (b) gusty waves
(c) cities (d) schools (b)
- 32 The girl's head was bent because Of
(a) enjoyment (b) happiness
(c) depression (d) eagerness (c)
- 33 The little boy was enjoying the game of ... in the tree room.
(a) cats (b)monkey
(c) squirrel (d) bird (c)
- 34 What do children inherit in the poem 'An Elementary School Class room in a Slum'?
(a) twisted bones | (b) diseases
(c) both (a) and (b) (d) none of these (c)

- 35 The future of the boys of slum school is
(a) uncertain (b) bright
(c) splendour (d) clear (a)
- 36 The works of are useless for the children.
(a) Shakespeare (b) Kamla Das
(c) Stephen Spender (d) Pablo Neruda (a)
- 37 The children were drawing the pictures Of
(a) cars (b) fish-hooks
(c) fish (d) beetles (b)
- 38 The children are compared to.....
(a) rootless weeds (b) rose plants
(c) wheat plants (d) tea plants (a)
- 39 What kind of dream do the slum children have?
(a) to move out in the open (b) to remain where they are
(c) to sit in the dark classroom (d) to live in slum (a)
- 40 The slum children live in a street.
(a) open (b) narrow
(c) wide (d) beautiful (b)

Keeping Quite

- 1 The last line of the poem is
(a) and later proves to be alive(b) life is what it is about(d)
(c) I want no truck with death(d) and you keep quiet and I will go
- 2 Man needs to learn a lesson from"
(a) moon (b) stars
(c) earth (d) sun (c)
- 3 The poet wants the entire humanity to
(a) keep talking (b) keep running
(c) keep laughing (d) keep still (d)
- 4 Have no truck with death' means
(a) will not die of the truck accident
(b) remove poverty and illiteracy
(c) have no association or deal with death
(d) will not drive a truck (c)
- 5 What does man threaten himself with?
(a) death (b) birth
(c) robbery (d) suicide (a)
- 6 Where would they be walking?
(a) in the park (b) along the river
(c) in the shade (d) on the road (c)
- 7 The types of wars the poet talks about are
(a) green wars, wars with gas, wars with fire
(b) verbal wars(c) technological warfare
(d) nuclear wars (a)
- 8 Fishermen in the cold sea would not harm
(a) seahorses (b) mermaids
(c) whales (d) tortoises (c)
- 10 What kind of a moment would it be when everyone is silent
(a) terrible (b) painful
(c) exotic (d) unforgettable (b)
- 11 What symbol from nature the poet uses to prove that keeping quiet is not total inactivity?
(a) Sun (b) Soil
(c) earth (d) Nature and earth (d)
- 12 How will silence benefit the man and nature?
(a) both will be friends(b) man will know nature better
(c) man will be healthy(d) man will stop hurting nature and both will heal themselves (d)
- 13 While gathering salt, what will happen to the man if he keep silent for a moment?

- (a) he will stop dropping it (b) he will look at the ground
(c) he will walk carefully (d) he will think of the harm
the salt is doing to his hands (d)
- 14 Why is the poet asking everyone not to speak any language?
(a) to avoid noise (b) to avoid loud voices
(c) to avoid people (d) to avoid conflicts and misunderstandings (d)
- 15 What would everyone feel at that exotic moment?
(a) happy (b) content (d)
(c) dancing (d) strange blissful oneness
- 16 What will happen if there are no engines and no crowd?
(a) noise will be lessened (b) no crowd on roads (d)
(c) no traffic rush (d) it will create a perfect, happy moment
- 17 What does the poet want people to do for one second?
(a) to sing (b) to close eyes
(c) to stand quietly (d) to be silent and motionless (d)
- 18 What is always alive even when everything seems to be dead or still?
(a) mountains (b) rivers
(c) Sun (d) Earth and nature are always alive (d)
- 19 What is the sadness in the poem that the poet speaks about ?
(a) violence because of unthoughtful ness of the people
(b) unnecessary movements
(c) speaking aloud (d) fighting (a)
- 20 What should not be confused with total inactivity or death?
(a) no movement (b) a statue
(c) talking people (d) Stillness and silence (d)
- 21 Not move our arms' what does this expression refer to?
(a) sit quietly (b) stand quietly
(c) to be inactive (d) sitting still without any movement (d)
- 22 What does number 12 represent?
(a) hours of the day and months of a year
(b) earth (c) clock
(d) cricket players (a)
- 23 What is the essence or message of the poem ?
(a) introspection and retrospection to be more peaceful and be in harmony (b) to prosper
(c) to be happier (d) to reach out more people (a)
- 24 What does the style of the poem symbolise, that the poet used to write with?
(a) desires (b) happiness
(c) hope (d) desire and hope (d)
- 25 What does the title of the poem suggest?
(a) Inactivity (b) noise
(c) unhappiness (d) Maintenance of silence (d)
- 26 What are the different kinds of wars mentioned in the poem?
(a) War against humanity (b) War against nature
(c) War with gases and fire (d) All these (d)
- 27 Which images in the poem show that the poet condemns or hate violence?
(a) fishermen not harming whales
(b) wars leaving behind no survivors to celebrate
(c) poet's refusal to deal with death (d) All these (d)
- 28 What does hurt hand refer to ?
(a) Growing needs of the man (b) growing greed of man (d)
(c) unfulfilled desires (d) growing insensitivity of man to pain
- 29 What is the poet expecting from fishermen?
(a) to find more fish (b) to go deeper into the sea
(c) to think and stop harming the fish (d) none (b)
- 30 In the poem the poet requests us to count upto.....
(a) ten (b) twelve
(c) fifteen (d) twenty (b)
- 31 In death there is.....
(a) tension (b) peace
(c) quarrel (d) sadness (b)
- 32 We should not move our arms for.....
(a) one second (b) two seconds
(c) minute (d) two minutes (a)
- 33 What must come to a halt?
(a) Engines (b) Machines
(c) Factories (d) All of these (d)
- 34 The moment of stillness will be amoment.
(a) sad (b) fascinating
(c) depressing (d) boring (b)
- 35 According to the poet, what are the things that make noise?
(a) boys (b) people
(c) buses (d) machines (d)
- 36 Constant doesn't do us any good.
(a) sitting (b) reading
(c) playing (d) moving (d)
- 37 The world outside is full Of
(a) life (b) activities
(c) both (a) and (d) none of these (c)
- 38 The earth can teach us to remain when every thing seems to be dead.
(a) prosperous (b) alive
(c) cheerful (d) sad (c)
- 39 In which language does the poet ask us to speak?
(a) English (b) Hindi
(c) Not any (d) All (c)
- 40 Men can't understand themselves when threatened with..
(a) death (b) life
(c) passion (d) stillness (a)

A Thing of Beauty

- 1 The 'endless fountain' gets its immortal drink from
(a) the river banks (b) the tap
(c) the waterfall (d) heaven's brink (d)
- 2 Immortal drink' of the endless fountain is a reference to
(a) the continuous flow of sacred or holy water
(b) water of Ganges (c) water from the Yamuna
(d) water from the tap (a)
- 3 What are the things that are read or heard by us?
(a) plays and classical music (b) novels and songs
(c) lovely tales (d) poetry and western music (c)
- 4 The poet talks about 'grandeur'. Whose grandeur is he talking about?
(a) dooms of mighty dead (b) tombs of our ancestors
(c) grand palaces (d) grand towers (a)
- 5 What makes for itself a cooling covert against the hot season?
(a) the sheep (b) the daffodils
(c) the dogs (d) the clear rills (d)
- 6 Clear rills' are the
(a) clean windows (b) streams of clear water
(c) clear thoughts (d) clear solutions (b)
- 7 What is 'sprout a shady boon for sheep'?
(a) human beings (b) creepers
(c) trees new and young (d) trees old and young (d)

- 8 From our dark spirits' is a reference to
(a) our dampened and demoralized spirits
(b) dark coloured ghosts (c) unhappy moments
(d) the happy side of our personality (a)
- 9 Of all the unhealthy' means
(a) ill-health (b) pain
(c) neglect (d) suffering(a)
- 10 Spite of despondency' refers to
(a) sadness and depression (b) health and well-being
(c) suffering and pain (d) hatred and greed (a)
- 11 Every morning, we all are
(a) brushing our teeth (b) having breakfast (c)
(c) wreathing a flowery band(d) getting ready to go to work
- 12 Full of sweet dreams' means
(a) pleasant and peaceful sleep(b) disturbed sleep
(c) nightmares (d) wishes coming true (a)
- 13 Beautiful things never 'pass into nothingness' means that they
(a) never increase (b) never fade away
(c) always bring unhappiness
(d) create unpleasantness between friends (b)
- 14 According to the poet, a thing of beauty is
(a) never joyful (b) creates sadness
(c) a joy forever (d) horrible to look at(c)
- 15 How does beauty help us when we are grief stricken?
(a) By giving a ray of hope (b) sprouting a shady boon
(c) by giving daffodils (d) none (a)
- 16 What removes pall from our life?
(a) dark spirits (b) Trees old, and young
(c) all the unhealthy things (d) Nature's beauty (d)
- 17 What is the effect of immortal drink?
(a) no one is thirsty (b) everyone is happy (c)
(c) immense joy and happiness(d) beauty never moves away
- 18 What does immortal mean?
(a) ever flowing (b) evergreen
(c) forever beautiful (d) never ending or endless(d)
- 19 What is the endless fountain of immortal drink?
(a) rivers (b) flowing streams
(c) Sunlight (d) All the things of beauty(d)
- 20 Why do we need sweet dreams, health and quiet breathing?
(a) to have a healthy mind and body(b) to have sound sleep
(c) to have peace and happiness(d) All these (d)
- 21 Write the phrase which means 'it is immortal'
(a) it will never fade(b) it will never pass into nothingness
(c) it will never cease
(d) it will keep giving happiness for a longer time (b)
- 22 How does a thing of beauty provide shelter and comfort?
(a) By giving a sense of joy and happiness
(b) by removing pain and suffering
(c) like a bower (d) All these (d)
- 23 Do we experience things of beauty only for a short time ?
(a) yes they are short lived(b) yes beauty is a temporary thing
(c) it never lasts forever
(d) no, they make a lasting impression of happiness (d)
- 24 What is Beauty in Keats' opinion?
(a) a suffering (b) a cause of suffering
(c) a cause of pain (d) a joy forever (d)
- 25 What is the endless fountain and what is its effect?"
(a) Moving streams (b) The Sunlight
(c) A thing of beauty is endless fountain and it gives happiness (d) None (c)
- 26 What is the message of the poem?
(a) Beauty never fades (b) beauty lifts spirits high
(c) beauty is a joy forever (d) All these (d)
- 27 What are the things of beauty mentioned in the poem?
(a) Sun and Moon (b) Young trees and streams
(c) flowers (d) All these (d)
- 28 From where has this poem A Thing Of Beauty been taken?
(a) From Keats work- Endymion- A poetic Romance
(b) Ode to a Nightingale (c) Ode on Melancholy
(d) Odeon Indolence (a)
- 26 What circumstances make man unhappy?
(a) chilly cold waves on mountains
(b) moisture of flowing rivers
(c) crowded places(d) tendency of hopelessness (d)
- 27 Why do we need a flowery band?
(a) to look beautiful (b) to smile
(c) to be joyful (d) to have strength and joy
inspite of all sadness (d)
- 28 Why are our spirits referred as dark?
(a) because of dark clouds (b) because of spirits around
(c) because of shady trees (d) because of sadness and
disappointments (d)
- 29 What does poet mean by Some shape of beauty?
(a) beauty has no shape(b) beauty is abstract
(c) beautiful object that gives happiness(d) All (c)
- 30 What do beautiful things give us?
(a) tension (b) fear
(c) sadness (d) peace (d)
- 31 We have developed
(a) unhealthy ways (b) gloomy ways
(c) both (a) and (b) (d) none of these (c)
- 32 A thing of beauty gives us a sleep full of
(a) tension (b) sadness
(c) sweet dreams (d) inhuman dearth (c)
- 33 A thing of beauty is a forever.
(a) pain (b) sorrow
(c) despondence (d) joy (d)
- 34 What makes our lives unpleasant?
(a) sadness (b) evil nature
(c) unhealthy ways (d) all the above (d)
- 35 Trees provide a shady boon for.....
(a) crows (b) birds
(c) kites (d) sheep (b)
- Aunt Jennifer's Tigers**
- 1 The attitude of the poet towards Aunt Jennifer is that of
(a) hatred (b) love
(c) sympathy (d) casual (c)
- 2 Massive' means
(a) high (b) huge
(c) minimum (d) small (b)
- 3 Proud' and 'unafraid'. These two adjectives have been used for
(a) the uncle (b) the males in the society
(c) the tigers on the forest (d) the tigers on the panel(d)
- 4 She was mastered by is a reference made to the.
(a) hardships and difficulties that Aunt Jennifer faced during
her lifetime (b) she was a slave
(c) he had a rude master
(d) her teacher taught her nothing (a)
- 5 Still ringed' means
(a) oppression will continue
(b) too many rings on her fingers
(c) ring of the bell (d) quiet and peaceful (a)
- 6 Aunt Jennifer's family consists of
(a) she and her husband (b) she and her tigers

- (c) she and her kids(d) she and her servants (a)
- 7 The word 'chivalric' in the context means (a) timid (b) arrogant (c) honourable and brave (d) malicious (c)
- 8 The word 'prance' in the poem means (a) to jump ahead (b) to dance (c) to eat (d) to prowl (a)
- 9 The massive weight of Uncle's wedding band is a subtle reference to (a) male oppression(b) suppression at the hands of her husband (c) the heavy gold ring (d) the huge gold wedding band makes her uncomfortable(b)
- 10 What is Aunt Jennifer doing with wool? (a) she is embroidering a wall panel(b) she is knitting a scarf (c) she is making a ball of wool(d) she is knitting a cap (a)
- 11 They pace' is referred to (a) the human beings (b) Jennifer's family members (c) the tigers (d) the lions (c)
- 12 Denizens' of a world of green means (a) residents of forests (b) residents of green buildings (c) live in green cages (d) live in green grasslands(a)
- 13 What do the Tigers do on the screen? They (a) sing (b) jump (c) catch the prey (d) prance (d)
- 14 The poem 'Aunt Jennifer' is written by (a) Elizabeth Arden (b) Adrienne Rich (c) Kamla Das (d) Sarojini Naidu (b)
- 15 Where are the tigers sleeping? (a) on the trees (b) on the mountain top (c) in the cage (d) in the caves (d)
- 16 What would Jennifer's terrified hands tell after her death? (a) story of her life (b) her constrained married life (c) her strength to find her ways and beat the fears" (d) All these (d)
- 17 How are tigers described in the poem? (a) as ferocious (b) fearless (c) chivalric (d) All these (d)
- 18 Why did aunt embroider tigers on the panel? (a) to express her suppressed feelings (b) to express her strengths (c) to express her fighting spirit of a warrior (d) All these (d)
- 19 What does wedding ring represent? (a) beauty (b) expenses (c) unnecessary pressures of her dominant husband and responsibilities of married life(d) none (c)
- 20 What is aunt Jennifer loaded with? (a) weight of rings (b) weight of tigers (c) burden of household work (d) heavy responsibilities of married life (d)
- 21 What is the tone of the poem towards the end? (a) happy moments (b) resolving (c) hopeful (d) sad and tensed (d)
- 22 What is the poet conveying through aunt Jennifer's tiger? (a) wild life" (b) courageous tigers (c) tigers and their courage (d) female existence and their fear of men (d)
- 23 What did marriage bring for Jennifer (a) unhappiness (b) loss of freedom (c) loss of freedom and burden as if she has put on a heavy band (d) a heavy mountain (c)
- 24 Why are tigers given the name Aunt Jennifer's tigers? (a) because she created them as an expression to her inner feelings (b) because she brought them (c) because she bought them(d) because she nurtured them (a)
- 25 How do the Prancing tigers look? (a) just like diamond (b) just like Topaz (c) just like coal (d) just like stone (b)
- 26 The colour of Jennifer's tigers is..... (a) yellow (b) blue (c) black (d) white (a)
- 27 What do we suffer from? (a) malice (b) disappointment (c) both (a) and b) (d) none of these (c)
- 28 The tigers on the panel were created by..... (a) Adrienne Rich (b) Aunt Jennifer (c) Kamala Das (d) Nobody (a)
- 29 Aunt Jennifer's tigers are made of..... (a) wood (b) plastic (c) wool (d) clay (c)
- 30 Aunt finds 'it' hard to pull. It' was a..... (a) pin (b) needle (c) thread (d) wool (b)
- 31 What will the tigers of Aunt Jennifer do? (a) prance (b) feel proud (c) be unafraid (d) all of these (d)
- 32 Who composed the poem - Aunt Jennifer's Tigers? (a) Pablo Neruda (b) Stephen Spender (c) Kamala Das (d) Adrienne Rich (d)
- 33 Where are the tigers of Aunt Jennifer? (a) on screen (b) on board (c) on wall (d) on ground (a)
- 34 When Aunt Jennifer is dead, her..... will survive. (a) tigers (b) bears

--: Prepared By :-

**Narendra Chahar
(Lecturer)**

**Govt. Sr. Sec. School, Ladusar, Dist. Jhunjhunu
Mob. : 9413893728, 9829276181**

--: Special CollabratiOn :-

**Jai Singh Shekhawat
(Lecturer)**

**Govt. Sr. Sec. School, Jharli (Sikar)
Mob. : 9982581441**

**Ummed Singh
(Lecturer)**

**Govt. Sr. Sec. School, Lakhani (Sikar)
Mob. : 9887450042**

SYNTHESIS

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

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

Synthesis का अध्ययन तीन विधियों के अन्तर्गत होता है –

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

To Combine Simple Sentences into One Simple Sentence

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

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

1. Participle का प्रयोग करके :-

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

☞ Hearing the noise, I went into the room.

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

(i) Present Participle (V₁ + ing) (ii) Past Participle (V₃) (iii) Perfect Participle (Having+V₃)

A. Present Participle के द्वारा -

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

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

नोट :- वाक्य में is, am, are, was तथा were होने पर Being का प्रयोग करते हैं तथा वाक्य passive voice में होने पर being + V₃ का प्रयोग करते हैं।

B. Past Participle के द्वारा -

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

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

C. Perfect Participle के द्वारा -

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

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

नोट :- Perfect Participle का प्रयोग एक अन्य रूप में होता है। जब दोनों वाक्यों में कर्ता (subject) भिन्न- भिन्न होते हैं। अतः समान subject बनाने के लिये पहले वाक्य को passive voice में बदल कर लेते हैं। इस प्रकार के वाक्य को Perfect Participle में बदलने के लिये having + been + V₃ का प्रयोग करते हैं।

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

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

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

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

2. Infinitive का प्रयोग करके :-

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

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

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

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

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

3. Gerund का प्रयोग करके :-

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

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

4. Conjunction 'and' का प्रयोग करके :-

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

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

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

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

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

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

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

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

5. Preposition का प्रयोग करके :-

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

(a) Noun से पहले Preposition का प्रयोग –

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

(b) Gerund से पहले Preposition का प्रयोग–

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

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

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

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

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

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

6. Phrase in Apposition का प्रयोग करके :-

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

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

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

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

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

7. Nominative Absolute का प्रयोग करके :-

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

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

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

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

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

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

C. जब पहली घटना passive voice में हो –

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

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

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

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

8. Adverbs का प्रयोग करके :-

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

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

9. Adjective का प्रयोग करके :-

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

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

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

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

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

To Combine Simple Sentences into one Complex Sentence

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

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

1. Noun Clause का प्रयोग करके :-

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

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

- | | |
|---|--|
| 1. He is going to Kanpur. Everybody knows it. | 2. Somebody came here this morning. I do not know him. |
| 3. He was innocent. This was his statement. | 4. I am going somewhere. You do not know it. |
| 5. You say so. It is not correct. | 6. I am going to Bombay. None knows it. |
| 7. He will not pass this year. It is certain. | |

ANSWERS : 1. Every body knows that he is going to Kanpur. 2. Somebody who came here this morning I do not know him. 3. His statement was that he was innocent was wrong. 4. You do not know it that I am going some where. 5. What you say is not correct. 6. None knows it that I am going to Bombay. 7. It is certain that he will not pass this year.

2. Adjective Clause का प्रयोग करके :-

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

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

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

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

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

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

3. Adverb Clause का प्रयोग करके :-

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

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

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

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

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

To Combine Simple Sentences into one Compound Sentences

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

A. Cumulative Conjunctions :-

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

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

B. Alternative Conjunction :-

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

- | | |
|--|--|
| ☞ Ram may go to Jaipur. Mohan may go to Jaipur. | - Either Ram or Mohan may go to Jaipur. |
| ☞ My brother does not bring his note book. My sister does not bring her note book. | - Neither my brother nor my sister brings her note book. |

- ☞ Give me your purse. I will shot you.
- ☞ Make haste. You will miss the train.
- ☞ Come in time. Do not come at all.

- Give me your purse otherwise I will shot you.
- Make haste else / or / otherwise you will miss the train.
- Either come in time or do not come at all.

C. Adversative Conjunctions :-

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

- ☞ He is lazy. He is clever. - He is lazy but he is clever.
- ☞ He is poor. He is honest. - He is poor yet he is honest.
- ☞ He is ill. He works hard. - He is ill still he works hard.
- ☞ She ran very fast. She missed the train. - She ran very fast yet she missed the train.
- ☞ Wise men love truth. Fools shun truth. - Wise men love truth whereas/while fools shun it.
- ☞ He was annoyed. He kept quiet. - He was annoyed still/ however he kept quiet.

D. Illative Conjunctions :-

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

- ☞ He did not work hard. He failed in the examination.
- He did not work hard therefore, he failed in the examination.
- ☞ He is the son of a professor. He is intelligent.
- He is the son of a professor, therefore he is intelligent.
- ☞ I can't take class. I am ill. - I am ill so/thus I can't take class.
- ☞ I get promotion. I worked hard. - I get promoting for I worked hard.
- ☞ I cannot die in peace. I am a sinner. - I am a sinner, so I cannot die in peace.
- ☞ He left his studies. He had no money. - He had no money, so he left his studies.

Combine the following simple sentences into one compound sentence :

1. You did not obey me. You failed.
2. The boy was beaten. He was turned out of the class.
3. He grew very weak. He did not break the fast.
4. Speak the truth. You will be pardoned.
5. The Rajputs were victorious. They were brave.
6. Somebody pulled the chain. The train stopped.
7. He is rich. He is not contented.

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

TEST EXERCISE

Combine the following sets of sentences as directed against each :

1. The boy wrote a letter. The boy went to school. (simple)
2. He was hungry. He ate two apples. (simple)
3. Work hard. You will not pass. (compound)
4. Be quick. You will be late. (compound)
5. I have a watch. It does not work well. (complex)
6. We went to the hospital. There we saw a dead body. (complex)
7. The police came. The thief had run away. (complex)

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

PREVIOUS EXAMINATION PAPERS

Combine these sentences into one simple sentence :

1. He sent his son to America. He wanted to educate him. (2007)
2. Naveen is tired. He needs rest.
3. Yogita took a pen, She wanted to write a story. (2008)
4. He was tired. He went to bed so early.
5. Hiroshima was once a prosperous town. It is now a heap of ruins. (2009)
6. The holidays are at end. Boys are returning to school.

Combine these sentences into one complex sentence :

7. My wife lives in Surat. She is a doctor. (2010)
8. Kavita helped me. Her father is an RAS officer.

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

CLAUSES

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

Clause -

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

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

उपवाक्य (Clause) तीन प्रकार के होते हैं-

1. Principal Clause (मुख्य उपवाक्य) -

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

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

2. Coordinate Clause (स्वतन्त्र उपवाक्य) -

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

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

3. Subordinate Clause (सहायक उपवाक्य) -

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

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

Kinds of subordinate clause (सहायक उपवाक्य के प्रकार) -

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

1. Noun Clause :-

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

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

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

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

Question : He is happy to know - what ?

Answer : That his daughter got first division in examination.

Sentence : That he will come is certain.

Question : What is certain?

Answer : That he will come.

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

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

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

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

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

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

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

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

TEST EXERCISE

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

Clause:-

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

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

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

2. Adjective Clause :-

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

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

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

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

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

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

3. Adverb Clause :-

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

1. Adverb Clause of Condition:

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

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

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

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

KINDS OF CONDITIONS : Conditions तीन प्रकार की होती हैं-

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

1. Open or Probable Condition :

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

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

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

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

2. Hypothetical/ Improbable/ Imaginary Condition :

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

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

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

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

3. Unfulfilled Condition :

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

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

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

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

2. Adverb Clause of Time :

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

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

-:: TEST EXERCISES ::-

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

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

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

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

Join the following sentences using the conjunctions given in brackets:

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

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

(EXERCISE : QUESTIONS FROM BOARD EXAMINATIONS)

Join the following sentences using the given relative pronoun : (Board 2014)

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

Answers :

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

Join the following sentences using the given relative pronouns: (Board 2015)

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

Answers :

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

Join the following sentences using the relative pronouns given in brackets : (Board 2016)

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

Answers :

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

Join the following sentences using the relative pronouns given in brackets : (Board 2017)

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

Answers :

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

QUESTION NO. - 3 (MARKS - 2)

PHRASAL VERBS

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

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

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

Break down –

कोई मशीन खराब हो जाना

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

स्वास्थ्य खराब हो जाना।

☞ After years of over work his health broke down.

दुख से टूट जाना

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

Break into

जबरन घुस जाना

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

एकाएक शुरू करना

☞ Hearing the speech the audience broke into laughter.

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

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

Break off अचानक रूक जाना

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

अचानक सम्बन्ध विच्छेद करना

☞ His engagement has been broken off.

Break with - झगड़ा करना

☞ Ramesh broke with Sohan on a trifling matter.

दोस्ती समाप्त करना

☞ He broke with an old friend.

छोड़ना (सम्बन्ध विच्छेद करना)

☞ It is very difficult to break with old habits.

☞ People should break with useless customs

Break up का अन्त होना या समाप्त होना या टूट जाना

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

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

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

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

Bring in उत्पन्न करना (कमाना) लाभ पहुँचाना

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

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

Bring down कम करना/ गिराना

☞ The government is trying to bring down prices.

☞ The storm brought down many trees.

Bring up पालन-पोषण करना

☞ Parents must bring up their children well.

Bring out प्रकाशित करना

☞ When will the publisher bring out your new book?

☞ Bring out the meaning of the passage.

Bring forth उत्पन्न करना

☞ Evil minded persons bring forth evil thoughts.

Bring forward

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

सामने रखना या जानकारी मे लाना

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

Bring on पैदा करना

☞ Dirt often brings on disease.

Bring over पक्ष में लाना

☞ My arguments brought him over to my view.

☞ No body can bring over the ways of fortune.

Bring under अधीन करन

☞ Akbar could not bring Rana Pratap under.

Bring back याद दिलाना, लौटाना

☞ Your letter brought back memories of my childhood.

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

Bring to mind स्मरण करना

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

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

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

Turn into परिवर्तित होना

☞ Water turns into vapour.

Turn about घूमना

☞ You just turn about, you will see a very amusing scene.

Test Exercise

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

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

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

Test Exercise with Answers

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

PREVIOUS EXAMINATION PAPERS

1. The doctor told her to with the treatment. (carry) (2007)
2. She very well with his English. (bring)
3. Sunil is very well with his English. (get)
4. He in the middle of a sentence. (break) (2008)
5. She will never to my way of thinking. (come)
6. My uncle's son is well with his studies in computer science. (get)
7. A student should the orders of his teacher. (carry) (2009)
8. When you go out, please the lamp. (put)
9. The teacher Manish from the class as his assignment was not complete. (turn)
10. Students early in the morning to study. (get) (2010)
11. Swine flue has all over India. (break)
12. When I was coming from school I my old friend. (come)

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

QUESTION NO. - 3 (MARKS - 2)

PREPOSITIONS

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

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

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

(i) निश्चित समय बिन्दु के लिए –

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

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

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

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

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

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

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

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

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

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

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

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

(v) कौशल प्रकट करने के लिए

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

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

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

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

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

Use of 'In'

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

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

(ii) महिनो, ऋतुओं व वर्षों से पूर्व –

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

(iii) Morning, evening व afternoon के पहले—

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

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

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

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

Use of 'Into'

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

Use of 'To'

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

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

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

(iii) Infinitive verb से पूर्व –

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

(iv) तुलना दर्शाने के लिए –

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

Use of 'On'

(i) day व date के साथ –

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

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

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

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

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

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

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

(iv) का साक्ष्य होने के अर्थ में –

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

Use of 'Upon'

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

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

Use of 'By'

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

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

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

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

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

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

(iv) निकट के अर्थ में –

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

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

(v) यातायात के साधनों से पूर्व –

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

Note : यदि यातायात के साधनों से पहले किसी Article/Pronoun/adjective का प्रयोग हो तो अन्दर बैठकर यात्रा करने पर in और ऊपर बैठकर यात्रा करने पर On का प्रयोग होता है।

- * I went to Jaipur in a car. * The P.M. came in his new car.
- * He went on his own scooter. * We travel on horseback/on foot.

(vi) **Passive Voice** में सजीव साधक/कार्यकर्ता के साथ –'

- ☞ Hamlet was written by Shakespeare. ☞ The Tajmahal was built by Shahjehan.
- ☞ The boy was punished by the teacher. ☞ He was taught English by me.

Note : निर्जीव साधन के साथ with का प्रयोग होता है।

- * He was beaten with a stick. * His wife was murdered with a knife.

Use of 'Between'

(i) दो व्यक्तियों व वस्तुओं के बीच में के अर्थ में –

- ☞ She stood between her husband and son. ☞ The old man divided his property between Ravi and Anand.
- ☞ Radha is sitting between Ram and Shyam.

(ii) सीमाओं के सम्बन्ध में दो या दो से अधिक संज्ञाओं के साथ –

- ☞ Rajasthan lies between Haryana, Gujarat, M.P. and U.P. ☞ India lies between Pak, China, Bangladesh and Ceylon.

(iii) दो समयों के मध्य के अर्थ में –

- ☞ You can meet the manager between 10 am and 5 pm. ☞ Contact us between 8 am and 2 pm.

Use of 'Among'

(i) दो से अधिक व्यक्ति या वस्तुओं के बीच के अर्थ में –

- ☞ Distribute these mangoes among these boys. ☞ He divided his property among his five sons.

Use of 'With'

(i) साथ होने की अवस्था –

- ☞ She went to Delhi with her mother. ☞ I am playing with my friend.

(ii) साधन या औजार से पहले जिसको हाथ से पकड़ कर चलाया जाता है –

- ☞ Anita cut a mango with a knife. ☞ He writes with a pen.
- ☞ She is writing with a pencil. ☞ We clean our teeth with brush.

नोट : यदि रिक्त स्थान के बाद ink अथवा बिना Article के Pencil आए तो ये Uncountable Noun माने जाते हैं अतः इनसे पूर्व in का प्रयोग होगा।

- * She wrote her answers in black ink. * I write in pencil.

(iii) कारण का भाव बताने के लिए –

- ☞ He is trembling with fear. ☞ Her eyes are red with tears.
- ☞ He was silent with shame. ☞ Maharana Pratap fought with courage

(iv) गुण या विशेषता प्रकट करने के लिए –

- ☞ I met a boy with curly hair. ☞ I saw a girl with blue eyes.

Use of 'Of'

(i) सम्बन्ध या अधिकार को प्रकट करने के लिए –

- ☞ Rajat is a friend of mine. ☞ Mr. Surendra is the principal of this school.

(ii) गुण को प्रकट करने के लिए –

- ☞ He is a man of high character. ☞ She is proud of her beauty.

(iii) किसी चीज से दूसरी वस्तु बना दिए जाने पर भी यदि मूल चीज दिखाई देती है तो of का प्रयोग किया जाता है –

- ☞ The table is made of wood. ☞ My cap is made of wool.
- ☞ His shoes are made of leather. ☞ This shirt is made of cotton.

Note : लेकिन यदि दूसरी वस्तु बनने के बाद मूल वस्तु का पता नहीं चलता है तो from का प्रयोग किया जाता है।

- * Butter is made from milk. * Wine is made from grapes.
- * Dalda is made from vegetable oil. * Bread is made from flour.

(iv) मृत्यु का कारण बताने के लिए (यदि मृत्यु का कारण कोई Disease, Illness, Hunger, Thirst, Grief, Shame, आदि हों) –

- ☞ He was died of cancer/illness/hunger/thirst/grief.
- ☞ She was died of shame.

Die के बाद आने वाली अन्य Prepositions	From	wound, overeating, lose of blood
	For	one's ideals, one's country
	In	an accident, battle
	By	Violence, one's own hands (suicide)
	Through	neglect

(v) निम्न verbs के साथ – afraid of, ashamed of, beware of, fond of, proud of, full of, jealous of, made of, accused of, think of, cured of etc.

Use of 'From'

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

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

(ii) Point of time के साथ

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

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

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

☞ You should start this work from tomorrow.

(iv) Source को प्रकट करने के लिए -

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

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

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

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

Use of 'Since'

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

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

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

Use of 'For'

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

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

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

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

☞ He bought a wrist watch for five hundred rupees.

(iii) 'के लिए' के अर्थ में -

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

Use of 'After'

(i) 'के बाद' के अर्थ में -

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

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

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

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

Use of 'Before'

(i) 'के पहले' के अर्थ में -

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

(ii) 'के सामने' के अर्थ में -

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

Use of 'Through'

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

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

☞ A child cannot sit quietly through a long lesson.

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

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

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

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

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

Use of 'Across'

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

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

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

Use of 'over'

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

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

(ii) 'से अधिक' को प्रकट करने के लिए -

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

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

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

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

Use of 'Under'

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

Use of 'Above'

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

Use of 'Below'

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

Use of 'Off'

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

Use of 'About'

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

Use of 'Along'

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

Use of 'Without'

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

Use of 'Against' :

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

Use of 'During' :

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

Use of 'Beside' and 'Besides' :

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

WORDS FOLLOWED BY APPROPRIATE PREPOSITIONS

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

Amuse at - thing
 Angry at - thing
 Angry for - action
 Annoyed at - thing
 Antipathy to - thing
 Answer to - person
 Antidote to - medicine
 Arrive at - Place
 Appeal to - person
 Arm against - danger
 Atone to - person
 Attend to - something
 Ask for - a thing
 Assure of -a fact
 Award for - action
 Argue against or about - a matter
 Authority for - action
 Authority over - person
 Bargain with - a person
 Battle with - a person
 Beg of, from - person
 Blind to - deeds, action
 Blush for - fault
 Born of - parents
 Buy from - shop
 Care for - like
 Cause of - problem
 Charge with - theft
 Close to - adjective
 Close down - to terminate the operation
 Complaint of - a thing
 Compete with - person
 Confer about - consult of a matter
 Contend about - consult of a matter
 Contend for - thing
 Consist in - remain
 Condemn to - punishment
 Compare to - two different kind of things
 Consult on - matter
 Controversy on - matter
 Confide to - to tell
 Clothed in - dressing
 Connect to - join
 Depart to - a place
 Deal with - to do with the matter
 Deal out - distribute
 Displeased at - thing
 Disqualified for - post
 Disgusted at - thing
 Differ on - point
 Differ from - thing
 Destined for - created for
 Dispense with - do without
 Dispose of - to sell
 Dispute with - person
 Dwell upon - to speak
 Dwell at - place

Amused with - action
 Angry with - person
 Annoyed with - person
 Antipathy against - person
 Answer for - action
 Antidote against - inflection
 Arrive - country
 Appeal against - decision
 Arm with - weapon
 Atone for - action
 Attend upon - a person
 Ask from - person
 Assure against - loss
 Awarded to - person
 Argue with - person
 Authority on - subject
 Bargain for - some thing
 Battle for - some thing
 Beg for - person
 Blind in - one eye
 Blush at - praise
 Born at, in - place
 Buy of, from - person
 Care about - thing
 Cause for - anxiety
 Charge to - a person
 Close with - shut
 Close out - to reduce the price
 Complaint to - person
 Compete for - job
 Confer with - consult with a person
 Confer with - consult with a person
 Contend with - person
 Consist of - composed of
 Condemn for - crime
 Compare with - two things of same class
 Consult with - person
 Controversy with - person
 Confide in - to pose confidence
 Clothed with - some quality
 Connect with - relation
 Depart from - old customs
 Deal in - trade
 Displeased with - person
 Disqualified from - competing
 Disgusted with - person or life
 Differ with - person
 Destined to - subject
 Dispense to - distribute
 Dispose to - state of things
 Dispute about - thing
 Dwell in - country
 Dwell among - people

Eager for - fame
 Embark on - a vessel
 Engagement in - some work
 Engagement with - a person
 Enter into - thing
 Enquire of - person
 Enquire about - the train
 Entrust with - a thing
 Exchange for - thing
 Equivalent for - word
 Exact from - person
 Expert in - doing
 False to - person
 Fascinated with - person
 Familiar to - thing
 Fit out - equip
 Fight for - depending
 Fight against - thing
 Freedom from - care
 Gaze at - look attentively
 Good for - nothing
 Grieve for - person
 Grieve over - thing
 Grateful to - a person
 Grief at - something
 Happen to - person
 Happen on - come across
 Hear of - something
 Hear by - post
 Held by - person
 Held at - place
 Hidden from - view
 Hungry for - affection
 Impatient at - unexpected thing
 Impress on - a person
 Influence with/ over - a person
 Interest in - a thing
 Interfere with - a person
 Introduce to - person
 Invest with - authority
 Inquire for - a thing
 Inquire about - concern
 Involve in - thing
 Indebted for - thing
 Jest at - person
 Judge of - giving opinion
 Jump at - a thing
 Knack for - a thing
 Know by - recognize
 Labour for - public good
 Labour in - a good cause
 Laugh at - make fun
 Live at - a small town
 Live on - food
 Live with - a person
 Liable for - crime
 Listen for - sound

Eager in - to find
 Embark in - new business
 Engagement to - a person
 Enter upon - new course
 Enquire into - a matter
 Enquire after - a person
 Entrust to - person
 Exchange with - person
 Equivalent to - money, thing
 Exact in - adjective
 Expert at - thing
 False of - thing, heart
 Fascinated by - thing
 Familiar with - person
 Fit up - Furnishing
 Fight with - together
 Freedom of - work
 Gaze on - look strangely
 Good at - something
 Grieve at - event
 Grateful for - a thing
 Grief for - a person
 Happen at - place
 Hear from - person
 Held in - esteem of contempt
 Hidden by - person, thing
 Hungry after - wealth
 Impatient for - expected thing
 Impress with - an idea
 Influence on - someone's actions
 Interest with - a person
 Interfere in - something
 Introduce into - make modifications
 Invest in - business
 Inquire in to - matter
 Inquire of - asking
 Involve with - person
 Indebted to - person
 Jest with - thing
 Judge by - observing
 Jump to - a conclusion
 Knock of - doing something
 Know for - quality
 Labour at - some work
 Labour under - the management
 Laugh with - indulge with
 Live in - in country, big place
 Live for - devote
 Liable to - punishment
 Listen to - hear attentively

Mad for - a thing
 Mad about /at - missing train
 Married to - woman
 Moved with - sorrow
 Moved from - one's determination
 Negligent of - one's duty
 Nomination to - a post
 Obligated to - person
 Occupied in - doing a job
 Originate with - person
 Participate with - a person
 Part from - person
 Play at - cards
 Prepare for - be ready
 Pray for - thing
 Perish by - famine
 Plead by - famine
 Proceed against - a person
 Proceed from - a thing
 Quick in - doing
 Quarrel over - thing
 Regard for - a man's feeling
 Request for - a thing
 Responsible to - person
 Reason with - person
 Ready for - action
 Ready in - replying
 Revenge on - person
 Reduced to - to decrease
 Share of - thing
 Skilful at - thing
 Serve out - distribute
 Start at - time
 started for - place
 Struggle for - thing
 Sorry for - a person
 Speak for - person
 Starved to - death
 Stand against - an enemy
 Stand to - one's opinion
 Suited for - action
 Succeed to - property
 Supply to - person
 Thankful for - thing
 Think over - to consider
 Trust in - person
 Tired of - disgusted
 Talk with - person
 Talk over - discuss
 Useful for - thing
 Vote for - person
 Vexed with - person
 Wait at - place
 Wake up - to get up
 Write in - ink /pencil
 Warn against - an action
 Zealous for - a thing

Mad with - anger
 Married with - a man
 Moved to - tears
 Moved at - scene
 Negligent in - one's work
 Nomination of - a person
 Obligated for - thing
 Occupied by - thing
 Originate in - place, cause
 Participate in - something
 Part with - thing
 Play upon - musical instrument
 Prepare against - danger
 Pray to - make prayer
 Perish with - hunger
 Perish with - hunger
 Proceed with - a business
 Proceed to - a business
 Quick of - understanding
 Quarrel with - person
 Regards to - something
 Request to - a person
 Responsible for - action
 Reason about - thing
 Ready with - something
 Revenge for - action
 Reduced by - decrease by an amount
 Share with - person
 Skilful in - doing a thing
 Serve up - to give food
 Start from - place
 Struggle with - person
 Sorry about - something
 Speak about - thing
 Starved with - hunger
 Stand by - a friend
 Suited to - occasion
 Succeed in - doing
 Supply with - thing
 Thankful to - person
 Think on - meditate
 Trust to - thing
 Tired with - exhausted
 Talk about - thing
 Useful to - person
 Vote on - a resolution
 Vexed at - thing
 Wait for - person
 Wake from - to be a waken
 Write with - a pen /a pencil
 Warn of - danger
 Zealous in - a cause

TEST EXERCISE

Choose the most suitable preposition :

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

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

Use the appropriate prepositions to complete the sentences below:

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

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

Fill in the blanks with appropriate Preposition :-

- | | |
|---|------------------------|
| 1. Rubina started.....six in the morning. | (into, in, at, on) |
| 2. You, boys must settle ityourself. | (among, at, for, in) |
| 3. He invited me.....dinner at 9 p.m. | (to, on, at, for) |
| 4. She has been suffering.....fever for a week. | (with, in, from, into) |
| 5. It is ten minutes to twelve.....my watch. | (by, in, on, at) |
| 6. The poor man died.....cancer. | (in, from, on, of) |
| 7. He always aimsgetting benefit from his business. | (in, at, on, over) |
| 8. Hard work is key.....success. | (for, in, at, to) |
| 9. My uncle went to London.....air. | (with, from, by, on) |
| 10. Ravi has been working in this factory.....two years. | (since, for, at, from) |

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

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

PREVIOUS EXAMINATION PAPERS

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

QUESTION NO. - 4 & 5 (MARKS - 15)

UNSEEN PASSAGE

निर्देश : माध्यमिक शिक्षा बोर्ड राजस्थान द्वारा जारी Modal Paper एवं Blue Print के अनुसार बोर्ड परीक्षा में Unseen Passage से सम्बंधी दो Passage दिये जायेंगे। प्रत्येक Passage से 5-5 प्रश्न पूछे जायेंगे। जिनका अंकभार 15 Marks होगा।

एक unseen passage न कभी आपने पढ़ा न देखा। अतः यह निश्चित है कि passage में अनेक ऐसे शब्द ऐसे हो सकते हैं जिनके अर्थ से आप परिचित नहीं हैं किंतु इस अनभिज्ञता से Passage के सामान्य अर्थ व उद्देश्य को समझने में बाधा नहीं आनी चाहिए। अगर आप ध्यानपूर्वक Passage को दो – तीन बार पढ़ें तो शनै – शनै आप सम्पूर्ण अर्थ से वाकिफ हो जायेंगे। एक Unseen Passage में अनेक संक्षिप्त उत्तर टाइप प्रश्न होते हैं जिनसे छात्रों की निम्नांकित योग्यताओं को जांचा जाता है।

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

एक Unseen Passage के प्रश्नों का उत्तर कैसे दें ?

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

Passage में पूछे गये Question निम्न लिखित Question Words से प्रारम्भ होते हैं –

शब्द	अर्थ	प्रयोग
What	क्या, कौनसा, कौनसी	व्यक्ति, वस्तु या विचार की सामान्य जानकारी के लिए
Which	कौनसा, कौनसी	चयन/चुनाव के लिए
Who	कौन, किसको	कर्त्ता जानने के लिए
Whom	किसे, किसको,	कर्म जानने के लिए
Whose	किसका, किसकी	संबंध जानने के लिए
When	कब	समय जानने के लिए
Where	कहाँ	स्थान जानने के लिए
Why	क्या	कारण जानने के लिए
How	कैसे, किस प्रकार	तरीका/ढंग जानने के लिए
How much	कितना, कितनी	मात्रा जानने के लिए
How many	कितने, कितनी	संख्या जानने के लिए
How long	कब तक, कब से	समय की अवधि जानने के लिए
How far	कितनी दूर	दूरी जानने के लिए
How old	कितना बड़ा, पुराना	आयु जानने के लिए
How often	कितनी बार	बारम्बारता जानने के लिए

Read the passage carefully and answer the questions given below :

Passage - 1

Punctuality is a necessary habit in all public affairs of a civilized society. Without it nothing could ever be brought to a conclusion, everything would be in a state of chaos. Only in a sparsely populated rural community is it possible to disregard it. In ordinary living there can be some tolerance of unpunctuality. The intellectual, who is working on some abstruse problem, has everything co-ordinated and organized for the matter in hand. He is therefore forgiven, if late for the dinner party. But people are often reproached for unpunctuality when their only fault is cutting things fine. It is hard for energetic, quick minded people to waste time, so they are often tempted to finish a job before setting out to keep an appointment. If no accidents occur on the way,

like punctured tyres, diversion of traffic, sudden descent of fog, the will be on time. They are often more industrious useful citizens than those who are never late. The over punctual can as much be a trial to others as the unpunctual. The guest who arrives half an hour too soon is the greatest nuisance. Some friend of my family had this irritating habit. The only thing to do was to ask them to come half an hour later than the other guests. Then they arrived just when we wanted them.

If you are catching a train, it is always better to be comfortably early than even a fraction of a minute too late. Although being early may mean wasting a little time, this will be less than if you miss the train and have to wait an hour or so for the next one. And you avoid the frustration of arriving at the very moment when the train is drawing out of the station and being unable to get on it. And even a harder situation is to

be on the platform in good time for a train and still to see it go off without you. Such an experience befell a certain young girl the first time she was travelling alone.

She entered the station twenty minutes before the train was due, since her parents had impressed upon her that it would be unforgivable to miss it and cause the friends, with whom she was going to stay, to make two journeys to meet her. She gave her luggage to a porter and showed him her ticket. To her horror, he said that she was two hours too soon. She felt in her handbag for the piece of paper on which her father had written down all the details of the journey and gave it to the porter. He agreed that a train did come into the details of the journey and gave it to the porter. He agreed that a train did come into the station at the time on the paper and that it did stop, but only to take on water, not passengers. The girl asked to see a timetable, feeling sure that her father could not have made such a mistake. The porter went to fetch one and arrived back with the station master, who produced it with a flourish and pointed out a microscopic 'o' beside the time of the arrival of the train at his station. This little 'o' indicated that the train only stopped for water. Just at that moment the train came into the station. The girl, tears streaming down her face, begged to be allowed to slip into the guard's van. But the station master was adamant : rules could not be broken. And she had to watch that train disappear towards her destination while she was left behind.

1. Why is punctuality necessary in a civilized society?
2. What are the dangers of leaving the bare minimum of time for appointments ?
3. The over - punctual can be as much a trial to others as the unpunctual. Why?
4. Why did the author's family ask some guests to come half an hour later than others ?
5. Why, according to the author, is it better to wait on the platform before the train arrives?

Answers :

1. A. Punctuality is necessary in civilized society because without it nothing could ever be brought to conclusion. and everything would be in a state of chaos.
2. Such people are often reproached for unpunctuality.
3. The guest who arrives too early causes as much embarrassment for the host as the one who arrives too late.
4. These guests were in the habit of arriving too early and thus proved a great nuisance for the hosts. So they were asked to come half an hour later than others, so that they would be just in time for the party.
5. It saves one from the embarrassing situation of missing the train.

Passage - 2

We want purity - pure food, pure water pure air. We long for pure surroundings. We yearn for pure heart and pure love. We prefer pure environment and pure society. We are fond of purity because purity promotes health. Impurities are injurious to health. Purity provides peace of mind. Impurities impair the mind both for bodily health and mental health, we need purity. We do require environmental purity for overall health.

Purity of body is physical health. Purity of speech is unsullied truth. Purity of heart is unselfish love. Purity of

thought is righteous reason. Purity of mind is wholesome peace. Purity of action is sincere and unselfish service. Purity of society is harmonious unity. Purity of environment is soul-elevating serenity.

In the Mahabharata, there is an interesting episode to illustrate the nature of purity. The Pandavas and Kauravas were Drona's disciples. They were once summoned by the preceptor Drona for a test. The eldest of the Pandavas, Yudhishtira, was asked to bring one bad person from the society. The eldest of the Kauravas, Duryodhana was asked to fetch one good person from the same society in Hasthinapur. After a through search, both the cousins returned empty handed. The pure minded Yudhishtira found everyone to be pious and pure. The impure mind of Duryodhana found everyone to be evil and impure. As is the mind, so is the vision.

Purity of mind makes our vision,, words and deeds pure. It has also the power to purify people. Evil has no place in the presence of purity. Nor can it face purity, as darkness cannot face the sun. It only gets changed into purity. Fools who come to scoff remain to pray in the presence of purity. Villains who come to harm stand in adoration in the presence of purity. Murderers become votaries of peace in the presence of purity.

Pavaharibaba was a saint. He was pure and pious. He lived a very simple life. One day, when he was asleep a thief entered his dwelling place and took away the vessel containing food. The saint woke up and saw the running thief. Immediately he picked up the remaining two vessels containing boiled vegetables and curd and ran after him. The thief stopped and the saint approached him with all purity of love and said, "Child, the food is insufficient for you. You may have this also. Please sit and eat without any hurry." The thief was wonder - struck by the affectionate words of the pure soul. There was a change in him. He prostrated himself before the saint. Without being pure at heart if anybody imitates the saint, the result would be different. The thief might only give a blow and take away the vessels. The test of genuine purity is in its metamorphosing ability.

1. Why do we prefer purity?
2. What are the various types of purity?
3. Why could Yudhishtira not find a bad person?
4. What does purity of mind do?
5. What was the reaction of the words of the saint?

Answers :

1. We prefer purity because it promotes health while impurities are injurious to health.
2. There are various types of purity; as purity of body, purity of speech, purity of heart, purity of thought, purity of mind and purity of action etc.
3. Yudhishtira couldn't find a bad person because he found everyone to be pious and pure as his own heart was.
4. Purity of mind makes our vision, words, and deeds pure. It has also the power to purify people.
5. The thief was deeply influenced by the words of the saint and he prostrated himself before him.

Passage - 3

Water is the basis of life. Every animal and every plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of

course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees though the quantity necessarily varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water, the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore, very sensitive to any failure or irregularity of the same. The problems of soil erosion and inadequate or irregular rainfall are closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help conserve and keep water where it is wanted, in other words on and the soil, and such techniques therefore, serve a double purpose. It is evident, however, that in a country having only seasonal rainfall, an immense quantity of rain water must necessarily run off the ground. The collection and utilization of this water is therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country.

The harnessing of our rivers, the waters of which now mostly run to waste, is a great national problem which must be considered and dealt with on national lines. Vast areas of land which at present are mere scrub jungles could be turned into fertile and prosperous country by courageous and well-planned action.

Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished from wild and untamed jungles, is one of the most urgent needs of India. Such plantations would directly and indirectly prove a source of untold wealth to the country. They would check the soil erosion and conserve the rainfall of the country from flowing away to waste, and would provide the necessary supplies of cheap fuel, and thus, render unnecessary the watchful conversion of from yard manure into a form of fuel.

The measures necessary to control the movement of water and conserve the supplies if it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and barges through canals and rivers.

1. How is water important for us?
2. What is the ultimate source of water?
3. What is the characteristic of Indian agriculture?
4. What are our main problems?
5. What is the cheapest form of internal transport in a country?

Answers :

1. No, physiological activity is possible without water. It is necessary for animals and vegetation too.
2. Rain or snowfall is the ultimate source of water.
3. Indian agriculture is mainly dependent on seasonal rainfall and therefore, it is very sensitive to any failure or irregularity of the same.
4. Overflowing water of rivers which mostly runs to waste, and lack of afforestation are our main problems.
5. The cheapest form of internal transport in a country is by boats and barges through canals and rivers.

Passage - 4

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

This then would be the most important guide for us in the choice of readings. We should read only the books we want to read more than once, nor should we buy any others, unless we have some special reason for so investing money. The second fact demanding attention is the general character of the value that lies hidden within all such great books. They never become old; their youth is immortal. A great book is not apt to be comprehended by a young person at the first reading, except in a superficial way. Only the surface, the narrative is absorbed and enjoyed. No young man can possibly see at first reading the qualities of a great book. Remember that it has taken humanity in many cases hundreds of years to find out all that there is in such a book. But according to a man's experience of life, the text will unfold new meanings to him. The book that delighted us at eighteen, if it be a good book, will delight us much more at twenty - five and it will prove like a new book to us at thirty years of age. At forty we shall re - read it, wondering why we never saw how beautiful it was before. At fifty or sixty years of age the same facts will repeat themselves. A great book grows exactly in proportion to the growth of the reader's mind.

1. What is the test of a great book?
2. What happens when we read a great book again and again?
3. Whose judgment about a book can be beyond doubt?
4. What should a library for poor men have?
5. What value does a great book carry?

Answers :

1. A great book is read again and again. Every time it is read, it gives a fresh enjoyment.
2. A great book reveals new meanings and new beauties when it is read again and again.
3. The judgment of generations of readers about a book can be beyond doubt.
4. A library for poor men should have only those books which have passed the test of time.
5. A great book never becomes old; its youth is immortal. Its relevance is permanent.

VERY SHORT TYPE QUESTIONS

1. The Third Level

1. What is the world filled up with ?
Ans. The world is filled up with insecurity, fear, war worry and a lot of tensions so, people want to escape from it.
2. What happened with Charley at Grand Central Station ?
Ans. Charley entered into a subway to get a train to his home but he was misdirected and entered into an unknown way. He called it The Third Level
3. What is the name of the station ?
Ans. The name of the station is Grand Central Station
4. How much money does Charley get in exchange of 300 dollars ?
Ans. In exchange of 300 dollars he gets only 200 dollars of the old currency.
5. Who had written the letter to Charley ?
Ans. Charley's psychiatrist friend, Sam wrote a letter to Charley.
6. What was called a temporary refuge from reality ?
Ans. Charley's hobby of stamp collecting is called a "temporary refuge from reality".
7. How many dollars did Charley's friend Sam withdraw from his account ?
Ans. Sam withdrew 12 hundred dollars from his account in order to buy 800 dollars worth of old currency.
8. What did the narrator claim about the third level ? or How many levels were there at the Grand Central Station according to Charley ?
Ans. According to Charley there were three levels.
9. What was the psychiatrist's reaction when Charley told him about 'The Third Level' ?

OR

What was the opinion of the psychiatrist about the narrator ?

- Ans. The psychiatrist told him that it was a waking dream wish fulfillment. He is trying to run away from his present problems.
10. How was the condition in the days of narrator's grandfather ?
Ans. The condition was very nice and peaceful in the days of narrator's grandfather.
11. Why does the narrator think that the Grand Central Station is growing like a tree ?
Ans. Whenever the narrator visited the station he always found himself bumping into a new corridor. So he thinks that it is growing like a tree.
12. Why could Charley not get opportunity to go back to ticket counter to buy tickets to Galesbury for himself and his wife ?
Ans. Charley could not find the Corridor that leads to third level again.
13. What date was printed on the newspaper The world which Charley found at the third level ?

- Ans. The date printed on the newspaper was June 11, 1894
14. What is a first day cover ?
Ans. When a new stamp is issued, stamp collectors buy some and use them to mail envelopes to themselves on the very first day of sale and the post mark proves the date. The envelope is called first day cover.

2. The Tiger King

1. Who is the tiger king ?
Ans. The ruler of Pratibandhpuram, Sir Jilani Jang Jung Bahadur is famously known as tiger king.
2. How old was the prince when he spoke the words clearly before the astrologers ?
Ans. The prince was only a ten day old infant when he spoke clearly.
3. What did the chief astrologer predict about the death of the tiger king ?
Ans. The chief astrologer predicted that he was born in the hour of the bull. Bull and the tiger are enemy so, his death would come from a tiger.
4. Why did the Maharaja ban tiger hunting in Pratibandhpuram ?
Ans. The Maharaja has vowed to kill 100 tigers so, he banned killing of tigers by anyone except himself.
5. From where did the Dewan bring a tiger ?
Ans. The Dewan brought a tiger from the People's Park in Madras.
6. Who killed the hundredth tiger ?
Ans. The hunters killed the hundredth tiger.
7. What did the tiger king do to complete his mission of killing hundred tigers ?
Ans. He banned tiger hunting by anyone except the king. He married a princess from a state with large population of tigers.
8. What did the tiger king resolve to ?
Ans. The tiger king resolved to kill 100 tigers because he wanted to prove the astrologer's prediction wrong.
9. What did the king send as a gift to please the British officer's wife ?
Ans. He sent diamond rings worth rupees 3 lakh to please the British officer's wife.
10. How many tigers were killed by the tiger king ?
Ans. 99 tigers were killed by the tiger king and the 100th tiger was killed by the hunters.
11. How did tiger king die ?
Ans. Tiger king died of the infection caused by a sliver which pierced his hand.
12. What gift was given by the tiger king to his son ?
Ans. The tiger king gifted a wooden tiger to his son on his third birthday.

3. The Enemy

1. Who was Dr Sadao ? Where did he live ?
Ans. Dr Sadao was a Japanese surgeon. He live in a house

on a Japanese coast.

2. Why did Dr Sadao's father send him to America ?
Ans. Dr. Sadao's father sent him to America to study surgery and medicine.
3. Where did Dr. Sadao meet Hana for the first time ?
Ans. Dr. Sadao met Hana at professor Harley's house in America.
4. What was Dr. Sadao's achievement as a doctor

OR

Why was Dr. Sadao not sent abroad with the troops ?

- Ans. Dr. Sadao was working on a discovery which would render wounds entirely clean.
5. In What condition did Dr. Sadao and Hana find the American soldier at the seashore ?
Ans. The American soldier was badly wounded. Dr. Sadao found a gun wound of his lower back.
6. What was Dr. Sadao's father's chief concern ?
Ans. His father's chief concern was Sadao's education.
7. Why did Hana wash the enemy soldier ?
Ans. Hana asked her governess, Yumi to wash the enemy soldier but she refused to do so, so, Hana had to do it herself.
8. Why did messenger came to Dr. Sadao ?
Ans. Old General called Dr. Sadao to treat him as he was not well.
9. Where did the enemy soldier hid himself ?
Ans. The enemy soldier hid himself on an island near the coast.
10. Who promised Dr. Sadao to send Assassins to kill the enemy soldier ?
Ans. The General promised Sadao to send his private assassins to kill the enemy soldier.
11. What was the reaction of the servants about the enemy soldier?
Ans. The servants were not happy about keeping an enemy soldier at home.

4 On the face of It

1. What was Mr Lamb doing when Derry came to the garden ?
Ans. Mr Lamb was plucking crab apples when Derry came to the garden
2. How old was Derry ?
Ans. Derry was fourteen years old.
3. What do children call Mr. Lamb ?
Ans. Children call him Lamey Lamb.
4. Why was Derry sad?

OR

Why did Derry want to remain alone ?

- Ans. Derry's face was burned up so, he thought that nobody liked him. He was suffering from inferiority complex.
5. How did the man who remained in his room died at the end ?
Ans. A photograph fell on his head and he died.
6. How did Derry burn his face ?
Ans. Derry's face was burnt by acid.
7. What change we see in Derry's attitude at the end of the play ?
Ans. Derry left the habit of self pity. He began to ad-

mire others. He became more positive toward life.

8. What happens to Mr Lamb at the end of the play ?
Ans. Mr Lamb falls from a ladder, breaks his neck and dies.
9. What physical impairment is Mr Lamb suffering from ?
Ans. Mr Lamb has lost one of his legs in a war. There is a tinleg in its place.
10. How far was Derry's home from the garden ?
Ans. Derry's home was 3 miles away from the garden
11. What reason was given by Mr. Lamb for not having curtains at the windows ?
Ans. He said that he liked light and the darkness and the windows open to hear the wind.
12. What does Mr. Lamb make from the ripe apples ?
Ans. Mr. Lamb makes jelly from the ripe apples.

5 Memories Of Childhood

1. How was Indian girls dressed ?
Ans. Indian girls were wearing stiff shoes and closely clinging dresses.
2. What happened when a small bell was tapped ?
Ans. When the small bell was tapped each of the pupil drew a chair from under the table.
3. What was the first mistake committed by Zitkala-Sa ?
Ans. When the small bell was tapped she had to only drew a chair but she sit on it.
4. Why did Zitkala sa started crying ?
Ans. Zitkala-Sa started crying when the third bell rang and everyone started eating food, as she was afraid to do anything.
5. Who was Zitkala Sa's friend ?
Ans. Zitkala-Sa's friend was Judewin.
6. Who have shingled hair according to Zitkala-Sa ?
Ans. According to Zitkala-Sa unskilled warriors who used to be captured had shingled hair.
7. "No, I will not submit" I will struggle first who said these lines ?
Ans. Zitkala-Sa said these words to Judwin. She said that she would struggle against cutting her hair short.
8. Where did Zitkala-Sa hid herself ?
Ans. Zitkala hid under a bed in a room.
9. What happened with Zitkala-Sa at the end ?
Ans. At the end Zitkala-Sa's long hair were cut short.
10. What is the real name of Zitkala-Sa ?
Ans. The real name of Zitkala-Sa was Gertrude Simmons Bonnin.
11. What made Bama angry ?
Ans. Bama's elder brother told her that they are not allowed to touch the things which the upper cast people used. This made her sad and angry.
12. Why did Bama feel that elderly man's behaviour was funny ?
Ans. Elderly man's behaviour was funny because he was a tall man still he was carrying the small packet of food by its strings without touching it.
13. Why did Bama take more time in reaching her home from her school ?
Ans. Bama could cover the distance from her school to her home in ten minutes but she would take more then an hour. She used to enjoy watching all the activities going on in the way.

FLAMINGO

SHORT ANSWER TYPE QUESTIONS FROM PROSE AND POETRY

The Last Lesson

1. *What was Franz expected to be prepared with for school that day? (Imp)*

Ans. Franz was expected to prepare a lesson on 'participles.' M. Hamel, his teacher, had announced that he would questions on participles on that day. Franz did not know even the first word about them.

2. *What did Franz notice that was unusual about the school that day? (Imp)*

Ans. Franz noticed something unusual about the school that day. When the school began, there used to be a great bustle. It could be heard out in the street. The opening and closing of desks and the lessons repeated in unison made a lot of noise. But on that day everything was still and silent as on a Sunday morning. It was quite unusual and surprising.

3. *What changes did the order from Berlin cause in school that day?*

Ans. The order from Berlin caused a great dismay in the school that day. It upset all the students. Now onwards, the schools of Alsace and Lorraine would teach only German. For the students it was their last French lesson. From the next day they would be taught German, the language of their new masters.

4. *How did Franz's feelings about M. Hamel and school change? (Imp)*

OR

What change come over little Franz after he heard M. Hamel's announcement?

Ans. It was certainly the 'last French lesson' taught in the school. It made Franz quite sentimental. He suddenly developed a strange fascination for his language. His books that had seemed such a nuisance only a while ago, were his 'old friends now.' Mr. M. Hamel was going away. He would never see him again. This idea was quite painful to him. He even forgot all about his ruler. He also ignored how cranky Mr. Hamel was.

5. *Why was there a crowd in front of the bulletin - board at the town hall? (Imp)*

Ans. Usually there used to be a crowd in front of the bulletin - board at the town hall. All the bad news had come from where for the last two years. But today another bad news shocked the residents of the town. An order has come from Berlin. German language was to be imposed on the people of Alsace and Lorraine. Now only the German teachers will teach German to the French speaking population.

6. *What did M. Hamel tell the people in the class about French language ? What did he ask them to do and why?*

OR

How does M. Hamel pay a tribute to the French language? (Imp)

Ans. M. Hamel went on to talk of French language. He told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to their language' they have the key to freedom.

7. *What happened when the church - clock struck twelve ? (Imp)*

Or

How did M. Hamel say farewell to his students and the village elders?

Ans. The church - clock struck twelve. It was time for the Angelus prayer. At the same moment the trumpets of the Prussians sounded. Suddenly M. Hamel grew over emotional. Patriotic feelings overpowered him. He took a piece of chalk and wrote as large as he could : "Long Live France."

8. *Why were the old men of the village sitting at the back of the classroom?*

Ans. They were sorry for not having attended school more often, and they wished to pay their respects to M. Hamel, for his 40 years of faithful service to their country, which had now been annexed by the Prussians.

9. *What a thunderclap these words were to me!" Which were the words that shocked and surprised Franz? (Imp)*

Ans. The words of M. Hamel which shocked and surprised Franz were - My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine, This is your last French lesson.

10. *What was the mood in the classroom when M. Hamel gave his last French lesson? (Imp)*

Ans. The mood in the classroom was unusual. There was no useful hustle and bustle of the morning. Students and even the village elders had already taken their seats. Mr. Hamel was in his best and formal clothes. The news from Berlin had aroused patriotic feelings for their native language. Everyone showed respect to M. Hamel who delivered his last French lesson.

Lost Spring

Stories of Stolen Childhood

1. *What is Saheb looking for in the garbage dumps? Where is he and where has he come from?(Imp)*

Ans. Saheb is a ragpicker. He is looking for 'gold' in the garbage dumps. Sometimes he finds a rupee, even a

ten rupee note. He can find a silver coin too. Saheb has come from Dhaka in Bangladesh. Now he is living in Seemapuri.

2. ***Is Saheb happy working at the tea - stall? Explain.*** (Imp)

Ans. Perhaps Saheb is not happy working at the tea - stall because although he was paid Rs. 800 and got all his meals, his face had lost its carefree look. Earlier he was his own master and enjoyed his freedom, now he worked for the tea stall owner.

3. ***What makes the city of Firozabad famous?***

Ans. Firozabad is famous for its bangle making industry. It is the centre of India's glass blowing industry.

4. ***Mention the hazards of working in the glass bangles industry.*** (Imp)

Ans. The People work in dingy cells without air and light, in glass furnaces with high temperatures. Often the workers go blind with the dust from polishing the glass bangles.

5. ***Garbage to them is gold. Why does the author say so about the ragpickers ?*** (Imp)

Ans. For the ragpickers of Seemapuri, Garbage is nothing less than gold. It is their daily bread. For the children it is wrapped in wonder. Sometimes they find a ten - rupee note or over ran a silver coin in a heap of garbage. For the older it is a means of survival.

6. ***'Food is more important for survival than an identity for the ragpickers,' says the author. Do you agree? Why?*** (Imp)

Ans. Annes Jung rightly thinks that 'food is more important for survival than an identity for the ragpickers. More than 10,000 ragpickers of Seemapuri have lived these for more than thirty years without an identity. They had to leave their beautiful land in search of food. Wherever they find food, they pitch their tents that become transit homes.

7. ***Who was Mukesh? What was his aim in life? What did he do to achieve it?***

OR

What are Mukesh's dream? In your opinion did he achieve his dream? (Imp)

Ans. Young Mukesh belongs to a family of bangle - makers in Firozabad. He doesn't like the profession of bangle - making. He entertains new dreams. He wants to be his own master'. He wants to become a motor mechanic. He will go to a garage and learn his art. He seems to be determined to achieve his modest aim.

8. ***Justify the title of lesson, 'Lost Spring'.***(Imp)

Or

What does title 'The Lost Spring' convey?

Ans. 'Lost Spring' of Anees Jung describes two stories of stolen childhood. Millions of children in India., Instead of spending their days in schools and playgrounds waste their child hood in ragpicking or hazardous industries. Childhood is the spring of life. But millions of unfortunate children like Saheb and Mukesh waste this spring either in the garbage of

Seemapuri or in the glass furnaces of Firozabad. Their best part of life, their childhood is lost to the demands of survival. Hence, the title is quite apt and logical.

9. ***Why was Saheb - e - Alam's name ironical?***

Ans. Saheb - e Alam's name meant ' Lord of the Universe.' But unfortunately rather than being blessed with the riches and comforts of life, he roamed the streets with his army of barefoot friends.

10. ***Why had bangle making not been a profitable business?*** (Imp)

Ans. People never had enough, not even adequate food. For generations the same situation had continued. The mind numbing toil had killed all initiative and the ability to dram. Young men had fallen into the vicious circle of middlemen who had trapped their fathers and grandfathers.

11. ***What are the problems faced by the bangle makers?*** (Imp)

Ans. The bangle makers working in the glass industry of Firozabad face many problems. First of all, they have to work in sub human conditions. They work in dingy cells or in the glass furnaces with high temperature. They become blind quite often. They have fallen in the web of poverty and exploitation. Money lenders, middlemen and even the police men exploit them.

Deep Water

1. ***What misadventure does William Douglas speak about?***

Ans. The misadventure William Douglas refers to, is the time when he went to swim in the YMCA, and a big bully threw him into the pool, and he almost drowned.

2. ***What were the series of emotions and fear that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?***

(Imp)

Ans. When Douglas was thrown into the pool, he landed in a sitting position at the bottom. He was frightened but not still out of his wits. He planned to make a big jump to come to the surface. Those nine feet were more like ninety. He opened his eyes and saw nothing but water. It made him panicky.

3. ***How did the drowning experience affect Douglas?***

Ans. He shook and cried once he reached home. He couldn't eat that night and a haunting fear remained in his heart for days. He grew wobbly in the knees and sick in the stomach, at the slightest exertion. He never went back to the pool and he feared water and never went back to it.

4. ***Why was Douglas determined to get over his fear of water?*** (Imp)

Ans. Douglas was determined to overcome his fears, because it ruined his fishing trips, deprived him of the joy of canoeing, boating and swimming.

5. ***How did the instructor 'build a swimmer' out of Douglas?***

OR

How did the instructor make Douglas a perfect swimmer? (Imp)

Ans. The instructor made serious efforts to build a swimmer

out of Douglas. He put a belt around him. A rope attached to the belt around him. A rope attached to the belt went through a pulley. Thus he was made to go back and forth across the pool hour after hour. Then he taught him to exhale and inhale. In this way, he built a swimmer out of Douglas.

6. How did Douglas make sure that he conquered the old terror?

Ans. To make sure that he had conquered the old terror Douglas went to lake Wentworth and swam two miles across the lake to stamp out Island finally to remove any other kind of residual fear. He went to Warm lake and swam across to the other shore and back and finally conquered his fear.

7. How and why did Douglas develop an aversion to the water when he was in it? (Imp)

Ans. William Douglas developed aversion to the water at the age of three or four. His father took him to the beach in California. They stood together in the surf. The waves knocked him down and swept over him. He was buried in water. His breath was gone and he was frightened. So he developed an aversion to water.

The Rattrap

1. Why was the crofter so talkative and friendly with the peddler? (Imp)

Ans. The Crofter was an old man and was lonely, without a wife or child. Thus he was happy to receive the peddler with whom he could share his confidence.

2. What made the peddler think that he had indeed fallen into a rattrap? (Imp)

Ans. He felt this because after he stole the Crofter's money, he tried to escape. But instead of taking the public highway, he turned to the forest and got his way lost. But he kept going round and round in circles. He realised that since he had taken the bait, he had got trapped.

3. Why did the iron master speak kindly to the peddler and invite him home?

Ans. He did this because he thought that the peddler was his former regimental comrade, and had come upon rough times, and needed some care.

4. Why did the peddler decline the invitation?

Ans. He declined the invitation because he felt that after having stolen the Crofter's money, he would be taking a big risk by going to the manor house, as he would not be able to escape from there.

5. What made the peddler accept Edla Willmansons's invitation?

Ans. The peddler accepted Edla's invitation because she looked very kindly and compassionately at him. She was very friendly too, so he felt reassured.

6. What doubts did Edla have about the peddler?

Ans. Edla felt that the man was very afraid. She felt that either he had stolen something or had escaped from jail.

7. When did the iron master realise his mistake?

Ans. In the morning when the peddler had been bathed, shaved and cleaned up, and had a haircut and wore clean clothes and shoes, the iron master realised that

the peddler was a victim of mistaken identity.

8. Why was Edla happy to see the gift left the peddler? (Imp)

Ans. She was happy because the peddler had redeemed himself, and had not let her down. He has kept her trust in him.

9. Why did the peddler sign himself as Captain von Stahle? (Imp)

Ans. He signed himself as Captain von Stahle, because Edla had treated him like a Captain, and given him all the respect and dignity ; a Captain would have received.

10. What is the message conveyed by the story?

Ans. In the story the author Selma Lagerl   conveys a definite message. The story has a universal appeal. The essential goodness in a human being never dies. It can be awakened through understandings and love. Miss Edla awakens the basic goodness of the peddler. He is a transformed noble person in the end.

11. What had the peddler left for Edla?

Ans. The peddler left behind a package for Edla, which contained a small rattrap which contained three wrinkled. Ten Kroneor notes. This was accompanied which a letter asking Edla to return the money to the Crofter. He also wrote that the rattrap was a Christmas present from a rat who would have been caught in this world's rattrap if hadn't been treated as a captain as it gave him power to clear himself.

12. Why did the peddler think that the world was a rattrap? (Imp)

Ans. He felt that it was a rattrap because he felt that the whole world with its lands and seas, cities and villages, existed only to offer baits for people. It offered reaches and joys, shelter and food, heat and clothing just like a rattrap offered cheese and pork. Since the world had never been to kind to him it gave him great pleasure to think of it in this way.

Indigo

1. Why is Rajkumar Shukla described as being resolute? (Imp)

Ans. Raj kumar Shukla wanted Gandhi to take up the cause of the poor peasants in Champaran. But Gandhi had many engagements in different parts of India. Shukla accompanied Gandhi everywhere. He waited till Gandhi was free. Gandhi was impressed by his tenacity and finally went with him to Bihar.

2. Why do you think the servants thought Gandhi to be another peasant? (Imp)

Ans. They thought Gandhi to be another peasant because he accompanied Shukla, and they knew him to be a poor farmer, so they thought that Gandhi too was a peasant.

3. What did the peasants pay the British landlords as rent? What did the British now want instead and why? What would be the impact of synthetic indigo on the prices of natural indigo? (Imp)

Ans. The peasants were forced to rent 15% of their hold-

ings with indigo. They surrendered the entire indigo harvest as rent. Presently Germany had developed synthetic indigo. Indigo plantation was now no more profitable. Now the landlords wanted compensation for freeing the peasants. The peasants saw through their tricks.

4. Why did Gandhi agree to a settlement of 25 percent refund the farmers? (Imp)

Ans. Gandhi agreed to the settlement because for the first time, the British landlords had been obliged to surrender part of the money they had taken in compensation, and with it a part of their prestige.

5. How did the episode change the plight of the peasants?

Ans. Now the peasants saw that they had rights and defenders. He learned courage and with in a few years the British planters abandoned their estates, which reverted to the peasants and Indigo sharecropping disappeared.

6. Why did Gandhi chide the lawyers of Muzaffarpur?

Ans. Muzaffarpur lawyers called on Gandhiji to brief him. They had frequently represented peasants in courts. Gandhi chided them for collecting big fees from the poor sharecroppers. When peasants were so poor and crushed, it was inhuman to charge heavy fees from them.

7. Why did Rajkumar Shukla want to take Gandhiji to Champaran? (Imp)

Ans. Raj kumar Shukla was an illiterate but resolute peasant of Champaran. He wanted to take Gandhiji to Champaran to complain about the injustice of the landlord system in Bihar and to see the injustice first hand.

8. Why didn't Gandhi go straight to Champaran but stayed first at Muzaffarpur? (Imp)

Ans. Gandhiji thought it is advisable to go first to Muzaffarpur. It was en route to Champaran. He wanted to collect more information about conditions prevailing there. Therefore he sent a telegram to Professor J.B. Kripalani. He stayed with him for two days. Even Muzaffarpur layers called on Ghandhi to brief him.

My Mother at Sixty - Six

1. What is the kind of pain and ache that the poet feels?

Ans. The poet experiences the pain and ache of seeing her unwell mother. She also experiences the agony of thinking about her mother's inevitable death. She finds it difficult to come to terms with the thought itself, and the sense of loss and separation brings her intense grief and sadness.

2. Why are the young trees described as sprinting?

Ans. The young trees are a total contrast to the poetess's sickly mother sitting inside the car. When Kamala Das looks out of the moving car, the trees seem to be racing past thus symbolizing youth and energy as contrasted to old age and sickness.

3. Why has the poet brought in the image of merry children spilling out of their homes? (Imp)

Ans. The image of merry vivacious children pouring out to their homes to play has been brought in to intersperse the mood of sadness, old age and sickness, with hope, youth and energy.

4. Why has the mother been compared to the late winter's moon? (Imp)

Ans. During the extreme winters, the moon appears to be dull and does not reflect its normal glory and brightness. So does the poetess's mother who due to old age has lost her glow and sparkle. She appears to be dull and lusterless.

5. What do the parting words of the poet and her smile signify? (Imp)

Ans. When the poet parts from her mother, she says see you soon Amma and she smiles and smiles. This indicates that the poetess wishes to part from her mother on an optimistic note, with the hope of meeting her again. Her smiles is a sign of reassurance.

6. Describe the expressions used to describe the poetess's mother.

Ans. Expressions like face ashen like that of a corpse, face wan, pale as a late winter's moon are used to describe the poetess's mother. These words reflect the illness which has beset the poetess' old mother. Since her mother was already 66, the poetess was stricken by the fear of losing her (mother) to illness.

7. Where is the poet going and who is with her?

Ans. The poet is driving from her parent's home to the Cochin airport. Her mother has come to see her daughter off. She is sitting beside her and dozing with her mouth open. The words 'driving' and 'doze' provide a good contrast. They give images of dynamic activity and passivity respectively.

8. What does the poet see happening outside?

Ans. The thought of the ageing mother at sixty six occupies her mind. Her pale and ashen corpse - looking face brings to her mind the picture of decay and death. The poet needs a diversion and looks outside. Outside she watches young trees. They speed past them and appear as if they are sprinting. Then she sees gay and happy children making merry as they move out of their homes.

An Elementary School Class

1. The walls of the classroom are decorated with the pictures of 'Shakespeare', buildings with domes', world maps and beautiful valleys. How do these contrast with the world of these children?(Imp)

Ans. They beautifully contrast with the world of these children. These pictures mean progress, prosperity and well being. But the present conditions of these children is miserable. They are endeared, poor and live in grim poverty.

2. What does the poet wants for the children of the slums? How can their lives be made to change?

Ans. The poet wants these children to be removed from their

dirty surroundings. New and open surrounding would provide ideal conditions for their learning. They will then land in a world full of progress and prosperity. There will be no social injustice.

3. **What is the message that Stephen Spender wants to give through the poem 'An Elementary School Classroom In a Slum'?(Imp)**

Ans. In 'An Elementary School Classroom in a Slum', Stephen Spender deals with the theme of social injustice and class inequalities. There are two different worlds. Art, culture and literature have no relevance to slum children. They live in dark, narrow cramped, holes and lanes. Unless the gap between the two worlds is abridged, there can't be any real progress or development. The children will have to be made mentally and physically free to lead happy lives.

4. **Why does Stephen Spender say that the pictures and maps in the elementary school classroom are meaningless? (Imp)**

Ans. The pictures on the school walls are quite in contrast with the real life of the children who see them there. They have no meaning for them. The children who are there are devoid of all opportunities of life. They have never seen riches in life.

5. **What does the poet wish for the children of the slum?**

Ans. The poet earnestly wishes the slum children to be exposed to opportunities. They should be provided education. They also must be given ways to enjoy their life.

Keeping Quiet

1. **What will counting upto twelve and keeping still, help us achieve? (Imp)**

Ans. The poet Pablo Neruda exalts the people to count upto twelve and keep still, so that they can meditate and introspect. It will help us achieve peace and stop wars. A feeling of mutual understanding will develop among human beings, and the world will be a better place to live in.

2. **Do you think the poet advocates total inactivity and death? (Imp)**

Ans. No, the poet does not advocate total inactivity and death because life is an on going process. Total inactivity will only bring life to a halt, which is very unrealistic.

3. **What is the sadness that the poet refers to in the poem? (Imp)**

Ans. Man in his desire for personal gain has forgotten his own emotional needs. Continuous mindless activity and a vacuum in fulfilling his emotional requirements, leaves man sad.

4. **What symbol from Nature does the poet invoke to say that there can be life under apparent stillness?**

OR

How can there be life under apparent stillness? How does the poet prove it? (Imp)

Ans. The poet gives the example of mother earth which still supports life. Even though there is destruction and

total annihilation of earth, new life emerges from the ashes of the dead remains. The earth gives a lesson of hope and teaches man that he too can start afresh, after total destruction, by self contemplation, and removal of all follies created by him.

5. **Why does Pablo Neruda urge us to keep still?**

Ans. The poet urges us to keep quiet, because only then, will we be able to introspect and look within, at the mistakes we've made. All aggression and wars will cease. Everyone will be united with a common language of love and brotherhood. Nature will flourish as whales will not be hunted and even those politicians and scientists who cause wars against the environment and create, chemical and nuclear weapons will think clearly and stop their destructive activities. They will unite with their brother and realise that a victor of man's scientific knowledge is of no use, if there are no survivors. Life is a continuous process and understanding. Our emotional needs will be very beneficial.

6. **What is the exotic moment the poet Pablo Neruda wishes for? (Imp)**

Ans. The exotic moment the poet Pablo Neruda wishes for is when we cease all activities to a count of twelve or for a second, and introspect, and reexamine our mistakes. There will be total peace, and an end to wars, and a feeling of brotherhood will unite all.

A Thing of Beauty

1. **List the things of beauty mentioned in the poem.**

Ans. The things of beauty, mentioned in the poem are the sun, the moon, the trees, the daffodils, rivers and streams, undergrowth of flora and fauna, blooming musk - roses and the heroic tales of the brave, which continue to inspire us.

2. **List the things that cause suffering and pain.**

Ans. There are many things described in the poem which cause suffering and pain to human beings. These things are - disappointment, lack of human qualities, lack of nobleness, unhealthy and evil ways adopted by human beings etc.

3. **What does the line 'Therefore are we wreathing a flowery band to bind us to earth' suggest to you?**

Ans. Man has an immortal connection with nature. Objects of beauty appeal and fascinate him. Thus, by wreathing a flowery band, he is a way admires these wreaths and firms his attachment with the earth.

4. **What makes human beings love life in spite of troubles and sufferings? (Imp)**

Ans. In spite of all troubles and sufferings human beings love life. The beauties and blessings of nature move away the 'pall' from our 'dark spirits'. Such things of beauty are joys forever.

5. **Why is 'grandeur' associated with the 'mighty dead'?**

Ans. The mighty dead were the people who were powerful and dominating in their own times. Their achievements made them mighty and great. We imagine that such mighty dead forefathers will attain more grandeur at the doomsday. They will be rewarded. Hence grandeur

is associated with the 'mighty dead.'

6. How is a thing of beauty a joy forever?

Ans. John Keats, a great Romantic poet, considers that a thing of beauty is a joy forever. It is a constant source of happiness and pleasure. Its loveliness increases every moment. A thing of beauty is never devalued. It never passes into nothingness.

7. What is the central theme of the poem?

Ans. The central theme of the poem is that a thing of beauty is a joy forever. It removes the pall of sadness from our hearts. Nature is source of all beauty. Beautiful objects on the earth make our lives worth living.

8. What message is given by the poet? (Imp)

Ans. Through this poem John Keats wished to tell human beings that hardships and difficulties are a part of life. However, they are interspersed with periods of happiness and joy too.

Beauty in any form, is an the happiest moment of life and motivates us to overcome any kind of sadness, gloom and hopelessness.

9. How do the tales of the mighty dead continue to motivate us?

Ans. All tales of heroism, which inspire us, give us the courage to fight against all odds and they are an endless source of inspiration.

10. What is the source of the endless fountain and what is its effect? (Imp)

Ans. The beauties of nature know no limits. Nature is an eternal source of joy to mankind. A fountain of eternal joy and immortality pours into the heart and soul of man. It flows and pours right from the heaven's brink.

Aunt Jennifer's Tigers

1. How do 'denizens' and 'chivalric' add to our understanding of the tigers' attitudes?(Imp)

Ans. Tigers like all beasts of prey are the 'denizens' of the forest. They live far away from human settlements. They are called 'chivalric'. This shows the majestic and honourable position that they occupy in the world of animals. So the use of 'denizens' and chivalric' for tigers add to our understanding of their attitude.

2. Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza? Why is she finding the needle so hard to pull?

Ans. Aunt Jennifer's hands are moving through her wool. They are weaving tigers in the panel. She is finding the needle very hard to pull. The unpleasant and bitter experiences of her married life lie heavy on her. This makes the pulling of the needle so hard.

3. What is suggested by the image 'massive weight to uncle's wedding'band? (Imp)

Ans. 'Massive weight of Uncle's wedding' is a suggestive imagery. It is symbolic of the weight of the harsh and difficult experiences of her married life. The wedding band represents the unbreakable bond of marriage between the husband and the wife.

4. Of what or whom is Aunt Jennifer terrified in the third stanza?

Ans. Aunt Jennifer is referred to as 'terrified hands' in the third stanza. The old unhappy memories are still fresh in her mind. She had passed through many testing and horrible times during her married life. Those ordeals crushed and suppressed her. She fears that such ordeals may crush her even after her death.

5. How does the poet describe Aunt Jennifer's tigers? (Imp)

Ans. The poet describes Aunt Jennifer's tigers as 'bright topaz denizens' of the forest. They are fearless. They pace in 'sleek' chivalry.

6. What will happen to Aunt Jennifer's tigers when she is dead? (Imp)

Ans. Aunt Jennifer's tigers will survive her. The tigers in the panel that she made with her hands will still remain there. They will go on prancing, proud and unafraid. She will die but her creations survive.

7. Why did Aunt Jennifer choose to embroider tigers on the panel? (Imp)

Ans. Aunt Jennifer was timid, nervous and scared. She was easily victimised by her husband. She choose to embroider tigers as a mark of confidence. Tigers were just opposite to her nature but her embroidered tigers who were gallant dominating and landlord masters of jungle. She expressed her desire which couldn't get fulfilled.

8. Why do you think Aunt Jennifer created animals that are so different from her own character?(Imp)

Ans. Really Jennifer has created tigers so different from her own character. They don't fear the men beneath the tree. They pace in sleek chivalric certainty. On the other hand, there is Jennifer herself who is encircled by heavy responsibilities of her married life.

The Third Level

1. What does the third level refer to ?

Ans. The Grand Central Station New York has two levels, but Charley found the third level. It referred to a level, or a zone which in Sam Winner the psychiatrist's view was a refuge, or escape for Charley from the modern day fear, insecurity, war, worry and other things.

2. Would Charley ever go back to the ticket - counter on the third level to buy tickets to Galesburg for himself and his wife?

Ans. Charley drew three hundred dollars from the bank. He bought old style currency to buy two tickets to Galesburg. But he never again found the corridor that led to the third level at Grand Central Station. So he couldn't buy two tickets for him and his wife.

3. Why did Charley think that Sam had escaped to Galesburg?

Or

Why did Charley suspect that Sam had gone to Galesburg? (Imp)

Ans. Charley's friend Sam disappeared all of a sudden. No body knew where. But Charley could make a guess where he could be. Sam was a city boy and he used to tell him about Galesburg. He always said that he liked the sound of the place. That night among his oldest first

day covers he found an envelope. It had been mailed to his grandfather at his home in Galesburg. The paper inside confirmed that Sam was in Galesburg. The letter was written by him.

4. **What did Charley's psychiatrist friend and his friends tell him about his mental state?**

Or

Do you think the third level was a medium of escape for Charley? Why? (Imp)

Ans. When Charley told his psychiatrist friend, about the third level he had discovered at the Grand Central Station, he was told that he was unhappy. The psychiatrist also told him that it was a kind of escape from the modern world full of insecurity, fear, war and worry. Charley's friends too agreed to this version, because everything pointed to it. Even Charley's stamp collecting was a temporary refuge from reality.

5. **What confirmed that Charley was in the year 1894?**

OR

How does Jack Finney describe Galesburg Illinois as it was in 1894? (Imp)

Ans. At the third level of the Grand Central station, Charley saw the newspaper "The world." The paper had not been published for years. It was printed on June 11, 1894. This confirmed that Charley was in the year 1894.

6. **How did Charley's psychiatrist explain his reaching the third level? (Imp)**

Ans. Charley's psychiatrist explained that the modern world is full of insecurity, fear, war, worry etc. Owing to all this, Charley was sad. So the imagination of the third level rose in his mind. This imagination of him was an escape from reality.

The Tiger King

1. **Who is the Tiger King? How does he get the name?**

Ans. The Tiger King is the king of Pratibandapuram. At the time of his birth, royal astrologers predict his death caused by a tiger. On growing up, he hunts ninety-nine tigers. For killing so many tigers, he gets the name 'Tiger King'.

2. **What did the royal infant grow up to be?**

Ans. The royal infant grew up to be very tall and strong. He learnt all the manners of the English. At the age of twenty, he became the king. He famed himself as a brave and courageous king who was not afraid of fighting tigers even bare handed.

3. **What prediction was made at the Tiger King's birth?**

Or

What led the Maharaja to start out on tiger hunt? (Imp)

Ans. At the Tiger King's birth, royal astrologers predicted that he would grow up as a great warrior, hero and champion. They also predicted his death by a tiger. He was born under the star of bull. The bull and the tiger being enemies, his death was predicted by a tiger.

4. **What warning did the astrologers give the Tiger King when he killed the first tiger? Did the**

prediction of the astrologer come to be true?

Or

What was the state astrologer's reaction to see the first tiger killed by the Maharaja? (Imp)

Ans. He said that his prediction could not be false. The Maharaja might kill ninety-nine tigers but he must be careful with the hundredth tiger. If he killed the hundredth tiger too, he would give up being an astrologer.

5. **What will the Maharaja do to find the required number of tigers to kill?**

Ans. Once the Maharaja had killed seventy tigers in his empire, the number of tigers dwindled and later their population became extinct. So he decided to marry a princess whose father's estate would boast of a substantial number of tigers.

6. **What was the Dewan's tiger like? How did he take it into the forest? (Imp)**

Ans. The Dewan's tiger was an old weak tiger brought to the Dewan's home and hidden there. At midnight when the town slept, the Dewan and his aged wife dragged the tiger to the car and showed it into the seat. Later the Dewan drove the car himself to the forest where the Maharaja was hunting. The tiger refused to come out of the car and with great difficulty the Dewan hauled the beast out of the car and pushed it down to the ground.

7. **What happened to the Tiger provided by the Dewan Sahib? (Imp)**

Ans. Once the Tiger provided by the Dewan Sahib, wandered into the Maharaja's presence, the Maharaja shot at it, and it fell in the crumpled heap. However after the king left, and the hunters examined the fallen tiger, they realised that the tiger was alive. The bullet had missed it and the tiger had fainted from the shock. The hunters were scared that they would lose their jobs, if they informed the king, that he had missed the target, so one of the hunters took a shot at the tiger and killed it.

8. **How did the Tiger king celebrate his victory over the killing of the hundredth tiger? (Imp)**

Ans. Once the tiger was dead, the king commanded, that the tiger was taken in procession through the town and buried. A tomb was erected over it.

9. **How did the hundredth tiger take its revenge upon the Tiger King? (Imp)**

Ans. The king decided that a wooden toy - tiger was a perfect gift for his son's third birthday. One day he was playing with that wooden tiger. One of the slivers pierced the Maharaja's right hand. Infection spread all over the arm. Three surgeons performed an operation but couldn't save the King. Thus, the hundredth tiger took its revenge upon the King.

10. **Did the Tiger King shoot the hundredth tiger? Give reasons for your answer. (Imp)**

Ans. The Tiger King did take careful aim at the hundredth tiger. The tiger fell in a crumpled heap. But it was not the king but the hunters who actually shot the tiger dead.

The King's bullet missed its mark. So the Tiger King couldn't fulfil the vow of killing hundred tigers a

The Enemy

1. Who was Dr. Sadao? Where was his house?

Ans. Dr. Sadao was a Japanese surgeon, and a scientist his low square stone house was built upon, rocks well above a narrow beach, outlined with bent pines. It was on the Japanese coast.

2. What will Dr. Sadao and his wife do with the man?

Ans. After being operated on, the young man wakes up weak and terrified. Hana assures him that the need not to be afraid. She serves him herself as none of the servants would enter the room. Sadao instructs him to take more rest.

3. What will Dr Sadao do to get rid of the man?

(Imp)

Ans. Dr Sadao would put the man on his boat with extra food, clothing and water and tell him to row to a little island not far from the coast and live there till he saw a Korean fishing boat pass by, which would rescue him.

4. Why did servants leave Dr. Sadao's house?

OR

How did the gardener react when Dr. Sadao told him about the wounded American soldier?(Imp)

Ans. Japan was at war with America. Dr Sadao was nursing a wounded American a prisoner of war. The servants didn't like Dr Sadao's generosity. He was trying to save a white American. He was giving a new lease of life. They considered Dr Sadao's work an act of treachery. Hence, their patriotic feelings made them leave Dr Sadao's house.

5. Justify the title of the story 'The Enemy' .(Imp)

Ans. Pearl S. Buck has given a suitable title to the story. The title is quite appropriate and logical. The wounded American prisoner of war is a natural enemy of Dr Sadao and his wife Hana. They should have handed him over to the police. But human consideration outweighed all other considerations. His duty as a doctor made Dr Sadao to save the life of even a dying enemy.

On the Face of It

1. Who is Mr. Lamb? How does Derry get into his garden?

Ans. Mr Lamb was an old man with a tin leg, who lived in a big house with a garden. Derry climbed over the garden wall to enter the garden.

2. Do you think all this will change Derry's attitude towards Mr Lamb?

Ans. Mr. Lamb realised that Derry was a lonely child and suffered from several complexes on account of his burnt face. He thus tried to draw Derry out of his shell and encouraged him to overcome his handicap with courage. He told Derry about several people, who never cried though in pain. Neither did they cry or feel sorry for themselves. Sharing all this with Derry could change the latter's mind towards Mr

Lamb because for the first time, someone had spoken to him on equal terms i.e., without pity and had heard him.

3. Why and how did Derry enter Mr Lamb's garden?

Ans. The young man Derry entered Mr Lamb's garden by climbing over the garden wall. He thought that it was an empty place. He didn't know there was anybody there. He didn't come to steal apples or anything. He just wanted to be in a secluded place. The garden appeared to be quite a suitable place for him.

4. The gate's always open. The line is oft repeated in the play. What does it signify? (Imp)

Or

Why does Mr. Lamb leave his gate always open?

Ans. Mr. Lamb says this line again and again. He refers by this to the rate of his garden. By saying this, he means that people are always welcome at his place. He never restricts anybody's entry in his garden. He loves their company and wants them to come to him.

5. Why did Derry come into Mr. Lamb's garden? Why was he startled? (Imp)

Ans. Derry told Mr Lamb that he didn't enter the garden to steal anything. He thought it was an empty place. He didn't know if anybody was living there. He was startled to find Mr. Lamb suddenly coming near and speaking to him. Derry asked in disbelief and surprise : "What ? ... Who's there?"

6. According to Derry, what do people think and say about him? (Imp)

Ans. Derry thought that people were afraid of his burnt face. It was a terrible thing. Derry thought that no one would ever kiss him except his mother. When people stared him, he felt they were afraid of him. This made him withdrawn. He tried to avoid meeting people. Derry thought he was as ugly as a 'devil' and people thought him so.

7. Why does Mr. Lamb have a tin leg?

Ans. Mr Lamb has a tin leg. One of his legs was blown off in the war. He has to walk on an artificial tin leg. But Mr Lamb doesn't feel like a physically handicapped person. Nor does he suffer from an inferiority complex. Children call him "Lamey - Lamb" but he doesn't mind it.

8. Why does Derry's mother warn him not to go to meet Mr. Lamb?

Ans. Derry's mother claims to have heard many things about Mr Lamb. She has been told and warned by the people. She asks Derry not to go back there. Derry asks her not to believe all she hears. He is determined to go there.

9. Why doesn't Derry say to help Mr. Lamb to get crab - apples? (Imp)

Ans. Derry can't stay to help Mr Lamb to get crab apples. He was away from home for long. His mother must be worried. She wanted to know where he was. His home was at a distance of three miles across the fields. He was fourteen but still his mother wanted to know where her son was.

10. Why does Derry go back to Mr Lamb?

Ans. Derry is determined to go back to Mr Lamb. Mr Lamb says "things nobody else has ever said". Moreover, he has promised Mr Lamb to come back to him. He wants to prove that he has fulfilled his promise. Mr Lamb has given him a new meaning of life. So he is coming to meet him again.

11. How do we know that Mr Lamb had left an impact on Derry?

Ans. Once Derry returned home, he argued with his mother about returning to Mr. Lamb's house and telling her that there was nothing to be afraid of. Moreover he said, that he wanted to be with Mr. Lamb because he spoke of things that mattered things that nobody else had ever said, things that he wanted to think about. He told his mother that he hated it in the house, and then ran back to Mr Lamb's House.

Memories of Childhood

1. How did the narrator find her new place?

Ans. The first day of the narrator in the land of apples was a bitter cold one. The snow still covered the ground ; the trees were bare. Noise and other disturbances irritated her sensitive ears. People muttered in an unknown tongue. Her spirit struggled for peace and freedom.

2. What did she notice about the Indian girls in the school?

Ans. The narrator was place in a line of girls who were marching into the dining room. These were Indian girls. They were in stiff shoes and closely clinging dresses. Small girls wore sleeved aprons and shingled hair.

3. Why did she feel uncomfortable in the dining room?

Ans. The narrator felt quite uncomfortable in the dining room. A small bell was tapped. She pulled her chair out and sat on it. She was the only one seated there. A second bell was sounded. All were seated. A 'pale-face woman' watched her keenly. Then everyone started eating. All these activities confused her. She felt quite uncomfortable and uneasy.

4. Why was Zitkala - Sa terrified when Judewin told her that her hair would be cut short?

Or

Why was Zitkala - Sa object to the Cutting of her long heavy hair? (Imp)

Ans. Judewin had overheard the paleface woman talk about cutting our long, have hair. Zitkala - Sa was sterrified. Their mothers had taught them that only unskilled warriors who were captured had their hair shingled by the enemy. Among her people short hair was worn by mourners and shingled hair by cowards.

5. What made the narrator double up and shriek with laughter?

Ans. The narrators stood at threshing floor near her house. Just then, and elder of her street came along from the bazaar. He was carrying a small packet. It contained vadai or green banana bhajji in it. He was holding out the packet by its string, without touching it. The man-

ner in which he was walking made her double up and shriek with laughter.

6. Why did the narrator feel terribly sad and provoked?

Ans. The narrator came to know why the elder carried the packet with a sting. She didn't want to laugh any more. She felt terribly sad. She felt so provoked and angry that she wanted to touch those wretched vadais herself. She felt bad that people had to bow low and work so far for their masters.

7. What did Annan say about his community to the narrator?

Ans. Annan told the narrator that they belonged to a 'low caste. The people of his community were not respected, honoured or given any importance. The members of their community can attain hounour and dignity if they study and prosper. If they become learned, people will come to them of their own accord.

8. What did Zitkala sa da to save her hair from being cut?

Or

How did Zitkala sa try to prevent the shingling of her hair? (Imp)

Ans. She rebelled against the idea, and then when she got the chance, she disappeared upstairs as quietly as she could. She turned aside to an door along the hall. Here she found a large room with three white beds in it. The room was very dim, and she crawled under the bed, on her hands and knees and huddled herself in the dark corner. Though she was being called out she did not open her mouth to answer. She held her breath when the sound came nearer, and late resisted by kicking and scratching wildly when she was dragged out. She cried aloud and shook her head all the while her hair were cut, but then she lost her spirit and gave in.

9. How did Annan try and enlighten Bama about ever coming her caste stigma?

Or

What was Anna's influence in Bama's life? (Imp)

Ans. Annan tole Bama that since they were born into this community, they were never given any honour or dignity or respect. But if she studied and made progress then she could throw away all these indignities. He told her to study with care, learn all she could, and if she was always ahead in her lessons people would come to her of their own accord and attack themselves to her. She accomplished this dream and won many friends.

10. When did Bama first come to know of the social discrimination faced by the people of her community? (Imp)

Ans. Bama first came to know of the social discrimination faced by community only when she narrated the incident of the manner in which the community leader delivered the packet of vadais to the landlord, to her brother. Her brother told her that the elder held the packet by the sting and delivered it with reverence to the landlord, because the former belonged to the marginalised community. This infuriated Bama and she felt provoked.

LONG ANSWER TYPE QUESTIONS

The Last Lesson

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

Ans. A shocking order had come from Berlin. Two French speaking districts of Alsace and Lorraine were under German occupation. German language was imposed on the people of Alsace.

The order from Berlin added insult to the injury. It hurt the pride of the people. M. Hamel, a school teacher, broke this shocking news to his students. He declared that it was his last lesson in French. He would leave the place for good. A new master would replace him to teach German. The news aroused patriotic feelings in students as well as the villagers. The village elders came to the school to listen to the last lesson in French. He spoke at length about French languages. He called French the most beautiful language in the world. It was the clearest and the most logical language. He expressed his dismay that the people of Alsace were quite indifferent to the learning of French. He called upon them to guard it among themselves and never forget it. Their language was the key to their unity and liberation. Everyone listened to him with rapt attention and respect.

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

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

M. Hamel was highly respected both by his students and the village elders. He had completed 40 years in the same school. The village elders came to pay their respect to such grand teacher.

M. Hamel loved France and French from the core of his heart. He considered French as the most beautiful language in the world. He asked the people to guard it among themselves and never to forget it.

3. *What did the French teacher tell his students in his last French lesson? What impact did it have on them? Why*

Or

What message does the teacher want to convey in his last lesson? (Imp)

Ans. The teacher M. Hamel wants to make the most advantage of his last lesson. He leaves no stone unturned to inspire his students as well as his fellow countrymen. He wants all of them to take their education seriously and to learn their own language i.e. French properly, so that they may not be blamed for not being able to speak or write their own language. He says when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. He intends to make them proud of their country and language.

Lost Spring

1. *What forces conspire to keep the workers in the bangle industry of Firozabad in poverty? (Imp)*

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

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

OR

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

Ans. Seemapuri is a settlement of more than 10,000 ragpickers. It is a place on the periphery of Delhi. Those who live here are squatters who came from Bangladesh in 1971. They live here without an identity and without permits. They do have ration cards that enable them to vote and buy grain. Food is more important for them than their identity. Children group to become partners in survival. And survival in Seemapuri means rag-picking. Through the years it has acquired the 'proportions of a fine art'. An army of barefoot children appear in the morning with their plastic bags on their shoulders. They disappear by noon. Garbage has a different meaning for children. For them it is wrapped in 'wonder'. They may find a rupee, even a ten rupee note or a

silver coin. There is always hope of finding more. Seemapuri may be on the periphery of Delhi yet it is miles away from it, metaphorically. It is a little hell. Ragpickers live in structures of mud. They have roofs of tin and tarpaulin. There is no swayed, drainage or running water. It is unimaginable that it is a part of Delhi the capital of India.

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

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

4. Saheb and Mukesh are two poor boys with no reasons. But their attitudes to life are entirely different. Comment.

Ans. Saheb is a ragpicker who scrounges garbage heaps to find out something valuable. Mukesh is the son of the poor bangle - maker. Future holds no promise for both Saheb and Mukesh. Both have no means to do anything different. But there is a difference in their attitudes of life. Saheb is a ragpicker with no dream for the future. He carries this bag on his shoulders, walk bare - foot in search of garbage heaps and feels happy when he finds something valuable. He likes Tennis, but it is only a dream for him. He starts working at a tea - stall. He feels sorry to lose his freedom but he has no plans to regain it. Mukesh dreams of becoming a motor mechanic. He wants to do something different which his caste does not allow. But he is determined. He must fight against all odds to reach his goal. Thus, he is different from Saheb in that he has dreams while Saheb hasn't any.

Deep Water

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

Ans. William O. Douglas had developed aversion to water when he was just a boy of three or four. He and his father stood together in the surf. He was knocked down by the waves. He was frightened and developed a permanent fear for water. This fear revived when he was at the YMCA swimming pool. A big boy of eighteen tossed him into the deep end of the pool. He soon reached the bottom of the nine feet deep pool. But those nine feet were more like ninety. He was nearly drowned. He was gripped with terror but

still not out of his wits. He planned to jump up to the surface but without any success. His hands and legs were paralysed and rigid. His lungs ached and head throbbed. He went down, endlessly. Then all efforts ceased. When he came to senses, he found himself lying beside the pool, vomiting.

William O. Douglas decided to get an instructor and learn how to swim. He went to a pool and practised five days a week. The instructor put a belt around Douglas. A long rope was attached to it. He made him go back and forth across the pool. He made him a perfect swimmer. He was not sure that all his terror had left. So he went to Lake Wentworth and dived off a dock. He swam two miles across the lake. Only once did the terror return. But it finally fled and he swam on in lake water freely. He had conquered his fear of water.

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

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

3. What efforts did William Douglas make to overcome his fear of water? (Imp)

Ans. The 'misadventure' that William O. Douglas experienced at the Y.M.C.A. swimming pool left deep impression on his mind. The fear stayed with him as the years rolled by. Finally, he decided to get an instructor and learn to swim. He went to a pool and practised five days a week, an hour a day. The instructor put a belt round him. A rope was attached to the belt. The rope went through a pulley. He was made to go back and forth across the pool. After three months the tension began to slack. Then he taught Douglas how to exhale under water and inhale outside it. Thus, piece by piece, the instructor made him a perfect swimmer. William O. Douglas was still not sure that all the terror had left him. So he went to Lake Wentworth and dived

off a dock at Triggs Island. He swam two miles across the lake. But still he had residual doubts. So he dived into Warm Lake and swam across to the other shore and back. He shouted with joy. At last, he had conquered his fear of water.

The Rattrap

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

Or

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

Or

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

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

Daughter more kind and generous — Edla is kind and generous to the poor. She wants to give the peddler happiness and peace of mind. She understands his plight and tries to assuage his woes. Her father is a man of dry reason. He threatens the peddler as soon as he comes to know that he is not the captain. He impulsively tells him to get out. But the daughter, kind and compassionate as she is, reasons with his father and again persuades him to let the peddler stay with them.

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

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

OR

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

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

3. *The story "The Rattrap" is both entertaining and philosophical. Do you agree with this statement why/ who not?*

or

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

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

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

4. *Attempt a character sketch of the crofter. How did he treat the peddler?*

Ans. The Crofter was a generous host and a good companion. He was an old man without wife or child. He was a lonely man always in search of a good company. He was happy to get someone to talk to in his loneliness. Hence, when the peddler knocked on the door of his cottage to ask shelter for night, he was happy to receive him. The old man was equally generous with his confidences. In his days of prosperity he had been a Crofter at Ramsjö Ironworks. Now it was his cow which supported him. He picked up three ten kronor notes, he received from selling the creamery from the pouch. He did it in the presence of his guest. He stuffed them back into the pouch. It proved to be a bait difficult to be resisted by the peddler.

The generous host made every effort to make his guest comfortable. Immediately he put the porridge pot on the fire and gave him supper. He carved off a big slice from his tobacco roll and gave it to the guest. Finally, he got out an old pack of cards. He played 'Jolis' with his guest until bedtime.

Indigo

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

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

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

the refund money was less important. More important was that English landlords were forced to surrender part of the money. Previously they behaved as lords above the law. Now the Indian peasants had people to defend their rights.

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

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

OR

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

Ans. Gandhiji came to Champaran to fight against the injustice of the landlord system there. First he went to Muzaffarpur to obtain complete information about the actual conditions there. He met Kriplani and Prof. Malkani who briefed him on the matter. Most of the land in Champaran was divided into large estates owned by Englishmen. They were worked by Indian tenants to grow indigo. The landlords compelled all tenants to plant 15 percent of their holding with indigo. They surrendered the entire harvest as rent. When synthetic indigo was developed in Germany Indigo plantation no longer remained profitable. The landlords release the tenants from 15 percent agreement. Thus, indigo sharecropping disappeared. They obtained agreements from sharecroppers to pay them compensation. Many refused to sign and others wanted their money back. At this doing Gandhiji arrived in Champaran.

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

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

Ans. Gandhiji has achieved his goal of providing justice to the sharecroppers of Champaran. The sharecroppers were liberated from the fear of the landlords and were made aware of their rights and their defenders. However, much was still to be done.

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

change in social and cultural situation.

The Third Level

1. ***How did Charley reach the third level of Grand Central? How was it different from the other level? (Imp)***

Ans. One night when Charley worked late in his office he decide to take the subway from Grand Central Station to his apartment. He went down the steps to the 1st level where one took trains like the Twentieth Century. He then walked another flight to the second level, where the suburban trains leave from, ducked into an arched doorway heading for the subway and got lost. He kept walking in the corridor he was in, which began angling left and slanting downwards, when suddenly the tunnel turned left. He went down a short flight of stairs and came out on the third level.

It was different because here the room was smaller, there were fewer ticket windows and train gates and the information booth was wooden and old looking. The man in the booth wore a green eye shade and Long Black Sleeve protectors, long out of fashion in charley's present world. Lights were dim as open flame gaslights were in use. There was a brass spittoon on the floor, and a man was pulling a gold watch from his waist pocket. He wore a derby hat a four button suit with tiny lapels and had a big black handlebar moustache. Everyone in the station was dressed like the 1890 something. Men wore beards, sideburns and fancy moustaches. A woman wore a dress with a leg of mutton sleeves and skirts to the top of her high buttoned shoe and a Currier and Ives locomotive with a funnel shaped stack, stood at the station.

The Tiger King

1. ***How did the Tiger King meet his end? What is ironical about his fate? (Imp)***

Ans. The Tiger King till now had paid attention only to tiger hunting. But once he killed the hundredth tiger in his opinion, he turned his attention to his crown prince. For the child's third birthday, the Maharaja decided to present him with a wooden tiger toy. However the boy had been carved by an unskilled carpenter and its surface was rough. Tiny silvers of wood stood up like quilts all over it. Once one of those silvers pierced the Maharaja's right hand. Though the tiger pulled out the sliver the next day, infection flared in his hand. In a few days it developed into a suppurating sore, which spread all over his arm. Famous surgeons operated the wound, but the tiger could not survive and he died. It is very ironical that a toy wooden tiger was the cause of Tiger's death. Though the king had killed tigers all his life to break the astrologer's forecast of his death by a tiger in reality a toy tiger cost him his life.

2. ***How was the hundredth tiger killed? (Imp)***

Or

Describe the efforts made by the Tiger King to achieve his target of killing a hundred tigers.

Ans. The Maharaja was sunk in gloom as he was unable to

locate the hundredth tiger. But he was determined to kill the hundredth tiger so he remained in the forest and did not return to his kingdom. After a few days he saw an old tiger. He shot at the tiger and it fell down. The Maharaja took it to be dead and left for his capital. Later on, the hunters found out that the tiger was not dead. It had just got failed because of fear. The Maharaja's bullet had missed its mark. Now, one of the hunters shot the tigers. This time the tiger was killed.

3. Draw a character sketch of the Tiger King in your own words.

Ans. The Maharaja of Pratibandapuram, Sir Jilani Jung Bahadur, had many and sub names. But he was popular as the Tiger King. The chief astrologer predicted that his death would come from a tiger. Crown prince Jung Bahadur grew taller and stronger day by day. He was brought up by an English governess. He was tutored in English by an Englishman. When he grew to twenty he took the reign in his hands.

The Maharaja continued his campaign of tiger-hunting with rare single mindedness. With in a span of ten years he killed 70 tigers. It was his master stated to marry a girl of a state which had a large tiger population. So he was able to kill 99 tigers in all.

The Tiger King could pay any price to maintain his kingdom. He had to give a bride worth three lakh rupees to a high ranking British official to retain his kingdom.

The Maharaja knew how to take work from his minions. He used the dewan to find out the suitable girl for his marriage. He could be hot-headed and doubled the tax on the people. He also threatened the dewan to dismiss him from his service. It is ironical that the King met his death by a wooden tiger. At last, the hundredth tiger took revenge upon him.

4. How did the Tiger King come in the danger of losing his throne and how did he save his kingdom? (Imp)

Or

When did the Tiger King stand indanger of losing his kingdom? How was he able to avert the danger?

Ans. The state banned tiger hunting by anyone except the king. Once a high ranking British officer visited Pratibandapuram. He was fond o hunting tigers. He liked to be photographed with the tigers he had shot. The Maharaja was firm in his resolve. He refused permission. He was ready to organise any other hunt. The officer could go on a boar hunt but the tiger hunt was impossible.

The British officer's secretary sent word through the dewan. The Maharaja could do the actual killing. The officer only wanted to be photographed holding the gun near the dead tiger. The Maharaja didn't relent. He prevented a British officer from fulfilling his desire. The Maharaja stood in danger of listing his kingdom itself. He held deliberation over the issue with

the dewan. Samples of expensive diamond rings were ordered. A famous British company of jewellers in Calcutta sent fifty rings. The Maharaja sent the whole lot to the British officer's good lady. She was expected to choose one or two rings. The lady kept all the rings wither. She sent her thanks to the Maharaja for the gifts. The Maharaja was very happy. Though he had lost three lakh of rupees, he had managed to retain his kingdom.

5. How did the hundredth tiger take its revenge upon the Tiger King ? (Imp.)

Or

The chief astrologer's prediction about the death of the king came to be true. Do you agree with the statement ? Explain why or why not?

Ans. The chief-astrologer had already warned the king of Pratibandapuram that his death would come from a tiger. The king should be particularly aware of the hundredth tiger. The king was relieved to have shot the hundredth tiger dead. His vow seemed to be fulfilled. Little did he know that the hundredth tiger survived. The bullet missed its mark. The hunters shot the old tiger dead. Ironically, the King's death came from a tiger. It was a toy-tiger that caused the Maharaja's death.

The Maharaja's anxiety reached a fever pitch. The hundredth tiger was nowhere to be found out. The dewan himself was in danger of losing his job. He got a tiger arranged and left it in the forest where the Maharaja was hunting. The stage-managed drama was not successful. The tiger was killed but not by the Maharaja. The toy-tiger he bought as a birthday gift for his son caused his death. One of the slivers of the toy-tiger pierced his right hand. It caused deadly infection. The king couldn't survive and became the victim of the hundredth tiger. The prediction of the chief astrologer came out to be true.

The Enemy

1. Give a character sketch of Dr. Sadao.

Or

Describe Sadao as a true doctor.

Or

Why did Dr. Sadao let the wounded American soldier escape? Explain highlighting the character of Dr. Sadao. (Imp)

Ans. Dr. Sadao is not only good doctor but a true human being also. As a doctor, he is expert at his work. He has good knowledge of medicine and surgery. He also remembers that he has been trained to save lives against all oddities. As a good human beings, his hearts full of sympathy for all. Saving lives is his religion. That is why he saves the life of a soldier who belongs to his enemy country. He is a loving husband too. When the servants go away, he helps his wife in taking care of the children. We may say that Dr. Sadao is an ideal human being.

2. *How does the story show that basic human goodness overpower all other factors?*

Or

What is the message of the story?(Imp)

Ans. This story gives the message of human love and brotherhood. It teaches us to rise above narrow feelings of nationality and consider the whole world as our family. A Japanese doctor saves the life of an American soldier at a time when Japan and America are at war, His patriotism demands him to hand over the soldier to the police. But his goodness as a doctor prompts him to heal his wound. He forgets his nationality and treats the man as a human being. We see that basic human goodness overpowers all other factors. We learn to listen to our heart that is basically good. We learn to develop human feelings in us and put them above everything else in practical life.

3. *Describe the difficulties faced by Dr. Sadao when he tried to help the enemy soldier.*

(Imp)

Ans. An American prisoner of war was washed ashore in a dying state. He was found at the doorstep of a Japanese doctor, Dr. Sadao. First of all, the doctor faced a dilemma. Should he save him as a doctor or hand him over to the Army as a patriot? Japan was at war with America. He acted promptly and packed the wound with the sea moss lying on the beach. Once he thought of throwing the man "back in the sea". If he sheltered a white man in his house, he could be arrested. If he turned him over as a prisoner, he would certainly die. Would even die if he was not operated on. Dr. Sadao and his kind-hearted wife Hana faced resistance of the servants and Yumi. Yumi refused to wash the wounds of a white man. Servants left them in anger. Hana rose to the occasion. She washed the wounds and helped giving the anaesthetic. Dr. Sadao was no less a patriot than anyone else. But the ethics of profession had trained him to save even a dying enemy. Putting aside all obstacles, difficulties and dangers, he operated on the enemy soldier. Not only that. He also helped him to escape freedom.

On the Face of It

1. *What change did Mr. Lamb bring in Derry's attitude towards life?*

Or

How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?(Imp)

Ans. Derry had a burnt face. This made him feel low of himself. He avoided meeting people and talking to them. But his chance meeting with Mr. Lamb became a turning point in his life. Mr. Lamb's one leg was of tin. But he led just as normal life as all others did. He did not have any inferiority complex. He loved meeting people. His life became a motivation for Derry and he overcame his inferiority complex. Now, he got rid of the feeling that people did not like him. He started

to love life. He started to love meeting people and talking to them. He came out of his seclusion. Thus, Mr. Lamb brought a positive change in Derry's attitude towards life.

2. *What kind of a person was Mr. Lamb?*

Or

Give the character sketch of Mr. Lamb.

Ans. Mr. Lamb was an old man and suffered a physical disability. His leg was blown off years ago and now he had a tin - leg. He was called Lamey - Lamb by some kids but the remark did not disturb him. He lived all alone in a big house with a huge garden. He kept the gates of the house open to let anyone wander in, and talk to him. He loved company of perfect strangers, and did not let his loveliness overpower him. His optimism in life was magnified when he tried to advise Derry. He saw and lived life to the brim. He did not hear the bees in his garden buzz. He heard them sing. He liked to sit in the sun, read books and the sound of the wind through the open windows. He did not have curtains in his house because he didn't like to shut in or shut out the light. He liked to make toffees with honey and jelly from the crab apples in his garden for children. He never scolded children from plucking apples and pears from his garden. He saw life even in weeds and admired it. His never say die spirit, his enthusiasm, his courage and strong will power, made Derry realise that it was important for him to think and feel too, and thus he too wanted to see, find out and hear and listen and look at things. The defiant and withdrawn Derry was converted to a sensitive and understanding boy.

3. *What are the differences between Derry and Mr. Lamb?*

(Imp)

Or

Though both Mr. Lamb and Derry suffer from a physical disability, their attitude to life is very different. Justify the relevance of this statement with reference to the story 'On The Face of It'

Ans. Derry was pessimistic and saw the bad side of life. When asked by Mr. Lamb what he saw beyond the wall, he replied weed, whereas Mr. Lamb said that they were a kind of flowers which showed his optimistic attitude towards life. Derry was a young hobby with a burnt face, whereas as Mr. Lamb was old and had a tin leg. Derry disliked people as he said so and was an introvert whereas Mr. Lamb loved people and kept the gates of his house open, so that people could enter his house anytime. He was an extrovert. Derry had a low self esteem and suffered from an inferiority complex, whereas Mr. Lamb was sure of himself and was a mature man. Derry was very sensitive and reacted to people's remarks and barks, whereas Mr. Lamb was strong and confident and ignored remarks like 'Lamey - Lamb' by people. Derry took life too seriously and found mistakes in everything, whereas Mr. Lamb had a pleasant attitude and found small pleasure in little things.

Memories of Childhood

1. *Describe how Zitkala - Sa tried in vain to save her hair from being cut. Why did she want to save her hair? (Imp)*

Ans. Zitkala sa belonged to the American Indian community which was a marginalised community. She had to face several prejudice and struggled and triumphed. She suffered prejudices in the Carlisle Indian school, a school run by the majority community. There were young Indian girls and boys in this school who led a very regimented life as strict rules were enforced on them. Zitkala too had to face this situation. When she got to know from her friend Judewin that her hair were to be cut, she rebelled. This was because her mother had taught her that only unskilled warriors who were captured had their hair shingled by the enemy. Moreover, along the Indians, short hair were worn by mourners and shingled hair by cowards.

To save her hair from being cut she disappeared when no one was looking and entered an empty room with three white bed. The room was very dim and she crawled under the bed and huddled herself in the dark corner. Though she was being called, she kept quite. She held her breath, when the sound came nearer. She kicked, scratched widely and resisted when she was pulled out. She even cried a loud, and shook her head all the while until she felt the cold blades of the scissors against her neck and heard one of her thick braids cut off. Then she lost her spirit.

2. *What are the similarities in the lives of Bama and Zitkala though they belong to different cultures?*

Ans. Both Zitkala sa and Bama's narratives are based on their personal experiences when they were subjugated to humiliations as members of their respective marginalised communities. Though they belonged to two totally contrast cultures and backgrounds, a thread of commonality connects them. A recurring theme is found in their circumstances and situations.

Firstly, both girls belonged to marginalised communities and different backgrounds. Zitkala - sa was a native American woman and Bama was a Tamil Dalit from a Roman Catholic family. Both suffered various humiliations at the hands of the dominant community. Secondly, Zitkala sa was a victim of cultural invasion in which her own cultural identity was threatened whereas Bama was a victim of caste discrimination and untouchability.

Thirdly, both saw the reality of life at very young age. Zitkala sa as a young adolescent and Bama as an 8-9 years old child.

Fourthly, both had to struggle to come to terms with their identity. Zitkala sa in the Carlisle Indian school run by the white for the native Americans and Bama

as an untouchable among the members of the upper caste, in her own village.

Fifthly both the girls struggled for existence. Though both rebelled, Zitkala sa against the shingling of her hair and Bama against caste discrimination and untouchability the former lost her battle and was forced to submit. Bama on the other hand educated herself and did well in academics and stood first in class.

- 3 *What kind of a child was Bama?*

Ans. Bama was a young girl studying in the third class. She was a Tamilian and belonged to the marginalised community. She was a typical young girl, occupied with her own world of thoughts and the sights and sounds around her. Very innocent, she was totally unaware about the indignities heaped onto her community. She enjoyed watching the performing monkey, the snake, the cycle rider pongal offerings, sweet stall, hunter, gypsy etc. This child like quality kept her totally glued to the street. She was easily amused, and the sight of her community elder holding the vadai packet in a strange and awkward way made her laugh. She was too simple and innocent to understand the gravity of the situation. It was only after her brother told her about the indignities their community suffered from did a feeling of self-respect arise within her. She got angry and infuriated on the insult meted out to the community elder and fought hard by studying hard to lift herself from this backwardness.

She looked up to her brother and obeyed him. She understood what he told her, about studying hard to win, over her detractors.

4. *Describe the experience Bama had on her way back home which made her feel sad. (Imp)*

Ans. The narrator was still a little girl. She belonged to a 'low' caste but never had any bitter experience related to 'untouchability'. One day an old man of her street attracted her attention. He was carrying a small packet of food by its string without touching it. The elder went straight to the landlord, bowed low and extended the packet towards him. She wanted to shriek with laughter. The way such a big man was carrying a small packet looked very funny.

Bama told this story in all its comic detail to her elder brother. But her brother was not amused. The landlord was from an upper caste. He didn't want that man to touch him. If he did, he would be polluted. That was why the man had to carry the packet by its string. When she heard this her laughter vanished. She felt terribly sad. She felt so much provoked and angry that she herself wanted to touch those 'vadais' herself straightaway. These people too were human beings and deserved human dignity and respect.

SECTION - D

QUESTION NO. - 23 (MARKS - 4)

ADVERTISEMENTS

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

Categories of Advertisement (विज्ञापन की श्रेणियाँ)

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

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

विज्ञापन लिखते समय निम्न बिन्दुओं को ध्यान में रखना चाहिए –

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

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

BRIDE WANTED

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

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

SITUATION WANTED

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

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

MISSING

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

Contact Ram/Rama, 9829276181

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

BRIDE GROOM

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

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

SITUATION VACANT

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

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

FLAT FOR SALE

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

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

LOST & FOUND

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

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

YOGA CENTER

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

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

FOR IMMEDIATE SALE

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

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

HOBBY CLASSES

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

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

SITUATION VACANT

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

NOTICES

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

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

1. Write a notice on 'Clean India/Swachchh Bharat Awareness Camp' in a nearby village.

GOVT SR. SEC. SCHOOL, LADUSAR

July 21, 20--

NOTICE

SWACHCH BHARAT AWARENESS CAMP

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

S. R. Khichar
(Principal)

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

GOVT.SR. SEC. SCHOOL, LADUSAR

20th September, 20--

NOTICE

ANNUAL FUNCTION/PRIZE DISTRIBUTION

FUNCTION/ TEACHER'S DAY

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

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

GOVT. SR. SEC. SCHOOL, JODHPUR

5th January, 20--

NOTICE

PUBLICATION OF SCHOOL MAGAZINE

All the students are informed that our school is going to publish a magazine PERFECT ENGLISH in the month of March. Therefore, the interested students are requested to give their original articles in the form of essays, stories, poems, songs etc. by the 31 of this month. Hoping for your cooperation.

M. L. Saini
Editor

4. As an incharge N.C.C., prepare a notice for the students to inform them about the pulse polio campaign on Sunday. Ask them for the contribution

as volunteers.

SARSWATI SR. SEC. SCHOOL,MANDAWA

22th December, 20--

NOTICE

PULSE POLIO CAMPAIGN

It is hereby informed to all the students that a Pulse Polio Campaign is going to be held in the school campus on Sunday, 30 December 20--. Students are requested to cooperate in this campaign as volunteers.

Subhash Karwasara

N.C.C. Incharge

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

GOVT. SR. SEC. SCHOOL, DHIGAL

8th January, 20--

NOTICE

LOST!

LOST!

LOST!

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

Shrikishan

Class- 12 Z

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

GOVT. SR. SEC. SCHOOL, NAGAU

10th March 20--

NOTICE

EXTRA CLASSES

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

Mr. U. R. Singh

(Principal)

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

GOVT. SR. SEC. SCHOOL, LADNU

15th Sept., 20--

NOTICE

A DEBATE

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

Rakesh

Secretary, Debating Society

8. **As librarian of Satya Bal Jyoti Sr. Sec. School, Bhurasar Ka Bass draft a notice in not more than 50 words asking all students and teachers to re-**

turn the library books they have borrowed two days before the commencement of the examination.

SATYA BAL JYOTI SR. SEC. SCHOOL,

BHURASAR KA BASS

15th February, 20--

NOTICE

RETURN OF LIBRARY BOOKS

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

Satya Prakash

Librarian

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

GOVT. SR. SEC. SCHOOL, DHANURI

16th September 20--

NOTICE

EDUCATIONAL TOUR /

TOUR OF RAJASTHAN

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

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

Sachin

Secretary, Shivaji Club

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

THE TAGORE SR. SEC. SCHOOL, SITSAR

20th September 20--

NOTICE

CHANGE IN SCHOOL TIMINGS

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

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

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

Rangdev Singh

Principal

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

DIFFENCE SR. SEC. SECHOO, JHUNJHUNU

2nd May, 20--

NOTICE

INTERCLASS SWIMMING COMPETITION

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

Rakesh

Head Boy

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

INDORIA SR. SEC. SCHOOL, DERWALA

25th August, 20--

NOTICE

THE FINAL BASKET BALL MATCH

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

Sports Captain

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

**SHANTI DEVI PUBLISHING SOCIETY,
JHUNJHUNU**

25th August, 20--

NOTICE

BLOOD DONATION CAMP

Shanti Devi Publishing Society, Jhunjhunu is going to organise a blood donation camp at its office on 30

August. A team of the doctors of B.D.K. Jhunjhunu is assisting the society to organize this camp. All the members of the society are humbly requested to come in large numbers for the noble cause. The blood donation camp will start at 11.00 A.M.

Sunita/Sunil

Secretary

- 14. Write a notice on 'International Yoga Day Celebration' on 21th June.**

GOVT. SR. SEC. SCHOOL, DEVGAN

June 15, 20--

NOTICE

INTERNATIONAL YOGA DAY CELEBRATION

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

Sanjiv Kulhari

(Secretary, Yoga Club)

- 15. Your School is holding a summer camp for training students in Hockey and Basketball. Write a notice for the School Notice Board of L.B.S. Sr. Sec. School, Bharounda. You are the Sports Secretary of the school.**

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

05th August 20--

NOTICE

SUMMER CAMP

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

Satish Kulhari

Sports Secretary

INVITATIONS AND REPLIES

REPLIES

निर्देश : कक्षा - 12 के पाठ्यक्रम में Replies को शामिल किया गया है।

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

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

Formal Replies

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

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

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

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

3. *You are Akshya/Aakriti. You have been invited to participate in a seminar on 'Fundamental Rights of Children', organised by the Lions Club of your district. Respond to the invitation by writing a letter to the Secretary of the club.*

25, Aram Bagh Road
Meerut 5 May, 20--
The Secretary
Lions Club, Meerut

Sub: Acceptance of Invitation.

Sir

Thanks for your invitation for a seminar on 'Fundamental Rights of Children', and your concern for the under-privileged children. I would like to utilise this opportunity to share my experiences with other like-minded enthusiasts and experts. I hereby confirm my participation in the seminar.

Yours sincerely
Akshya/Aakriti

OR

Sub: Inability to accept the invitation

Sir

Thank you very much for inviting me to participate in a seminar on 'Fundamental Rights of Children'. I feel honoured and obliged. However, I shall not be able to accept your invitation due to some previous commitments which keep me confined to my place on that day. Thanking you once again for your kind invitation.

Yours sincerely
Akshay / Aakriti

Informal Replies

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

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

Thank you very much for inviting me on the marriage of

your elder sister Madhu on December 15, 20--. I feel honoured and obliged. I shall be delighted to be present on the occasion to wish the newly weds a very happy married life.

With regards
Yours sincerely
Arun

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

58 Shastri Nagar
Bundi

31st Dec. 20--

Dear Sanjay

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

Yours Sincerely
Suresh

6. *You are Manoj/Mini. You have been invited to attend a birthday party of your closest friend. Respond to this invitation.*

217 MIG Flats Surya Vihar
New Delhi

15 March, 20--

Dear Shuchi

I have received your invitation for your birthday party on 25 March, 20-- at 5 p.m. at Hotel Janpath. I am extremely happy to know that all our old friends are likely to be there. I would like to confirm my participation. Looking forward to the momentous occasion.

With love.

Mangji/Mini

OR

Dear Shuchi

I acknowledge with thanks your kind invitation to your birthday party on the 25th March. I regret to inform you that I will not be able to join you in the celebrations due to some very urgent and unavoidable prior engagements that may keep me tied down here on that day.

Please accept my heartiest felicitations and love.

Kindly accept a small gift that I am sending through courier.

Wishing you a very happy birthday.

Yours sincerely

Manoj/Mini

REPORT AND TRANSLATION

REPORT WRITING

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

Essentials of a good Report

एक अच्छी Report की निम्नलिखित विशेषताएँ होती हैं—

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

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

A Report on Cleanliness Drive

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

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

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

Train Accident Cause Havoc

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

3. Put the following information in the form of a report:

Students on strike/demands for better facilities in games and sports/students assemble with banners and slogans/property damaged/ classes suspended /negotiation expected.

Report on Students' Strike

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

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

One Day Cricket Match

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

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

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

Electric Failures in the Town

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

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

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

A Fair

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

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

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

Science Fair

Kota 11th December, 20-- : A district science fair was organised at Govt. Sr. Sec. School on 10th December. All the schools of Kota district participated in the science fair. Students of different schools came with their scientific instruments. There were seventy five entries in all. There were different sections of the fair such as electricity, environment, agriculture, food and nutrition. etc. Boys and girls had prepared working models and charts on these topics. The best models were in the electricity section. The Alarm apparatus to catch the thief was judged the best. The winners were awarded prizes and certificates.

8. *Given below are some main points of information on the basis of these points. Prepare a report on Gandhi Jayanti Celebration Gandhi Jayanti celebration in School / spinning competition / songs loved by Gandhi sung / oath against drinking / trees planted.*

Gandhi Jayanti Celebration

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

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

World Health Day

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

10. Write a report on The Highway (Road) Accident in about 100 words. Invent necessary details.

Highway (Road) Accident

Jaipur 15th November, 20-- : The Delhi - Jaipur highway yesterday witnessed a serious accident. Some passengers, say three or four were travelling by a maruti car. The car was in motion just behind them a heavy truck loaded with goods was coming. The truck driver failed to stop the truck. The result was that it collided with the car. The car was smashed. The car passenger received minor injuries and were taken to the nearest hospital where they were reported to be out of danger. The truck driver who was unhurt wanted to escape but the mass arrested him and handed over to the police. We should always follow the rules measured limit.

11. Write a report on 'Bank Robbery' in about 100 words. Invent necessary details.

Bank Robbery

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

12. Write a report on 'Bad roads' in about 100 words. Invent necessary details.

Report on Bad Roads

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

13. Write a report on A House on Fire in about 100 words. Invent necessary details.

Report on a House on Fire

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

14. Prepare a report under the heading 'Prize Distribution Function'. In about 100 words.

Report on Prize Distribution Function/Annual Function

Mukundgarh, 3rd March, 20-- : Last Sunday we celebrated the prize distribution function/Annual function in our school. It was at 3 p.m. The Collector was the chief guest. He came at 3 p.m. The Principal welcomed and garlanded him. The function was started with the Saraswati Vandana. The Principal read out the annual report of the school. The collector made a speech. After it, he gave away the prizes to the prize-winners one by one. All clapped again and again All the students were rejoicing. Many photographs were taken. The function ended with the national anthem.

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

Report on Water Conservation

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

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

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

Jhunjhunu, 10th January 20 (Somya/Sumit) : It is the third case in Rajasthan that a two-day-old girl child was found on the road. It was the incident of RIICO. In the early morning a passerby was going through the street of the Block. Hearing the cries he went to the spot from where the cries were coming. He noticed that a bag was lying on the road near the drain. He opened the bag and was surprised when he saw a baby girl in the bag. He informed the police and the neighbours about the incident. The police registered FIR and is trying its best to find the clues. In fact, the male dominance has given birth to female foeticide. The govt. should rise from a long slumber.

QUESTION NO. - 24 (MARKS - 4)

TRANSLATION**Translate the passage into Hindi-**

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

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

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

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

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

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

LETTER WRITING

निर्देश :- कक्षा 12 के नवीनतम पाठ्यक्रम में Verbal Input के आधार पर किन्हीं दो पत्रों में से एक पर पत्र लिखना होगा जो 4 अंकों का होगा।

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

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

1. Business or Official Letters

2. Letters to the editors

3. Application for a job

विद्यार्थियों की सुविधा के लिए कुछ बिन्दु ध्यान देने योग्य है –

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

C-15, Model Town

Jaipur

January 15, 20--

अथवा

Examination Hall

XYZ

25th March, 20--

(ii) Salutation or greeting को Address and date से नीचे की पंक्ति में पृष्ठ के बांये कोने पर

लिखते हैं जैसे –

My dear Father

Dear Sir/Madam

My dear Brother

Dear Naresh

Dear Uncle

My dear Sister

(iii) Body पत्र का मुख्य भाग होता है। पत्र के विषय सम्बन्धी भावों को इसी भाग में लिखा जाता है।

इसमें tense, Vocabulary तथा Punctuation सम्बन्धी बातों का विशेष ध्यान रखा जाता है।

(iv) The Subscription पत्र की Body की अन्तिम पंक्ति जहां समाप्त होती है उससे नीचे वाली पंक्ति

में बांयी तरफ कोने में लिखते हैं जैसे :-

(a) Yours affectionately (Blood Relation के लिए)

(b) Yours Sincerely (Friends के लिए)

(c) Yours Obediently (Principal, Headmaster आदि के लिए)

(d) Yours faithfully (अधिकारियों व व्यापारियों के लिए)

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

BUSINESS LETTERS

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

Govt. Sr. Sec. School

Mandawa

5th March 20--

The Manager

The National Travel Agency

Jhunjhunu

Sub : Enquiring the charges and facilities

Sir

Govt Sr. Sec. School, Mandawa is planning to organise a tour to Fatehpur Sikri, and Agra. We are a group of two hundred and seventy students. Seven teachers and four peons will also accompany us. We plan to leave Mandawa

for Fatehpur Sikri early in the morning of 25th June. You will arrange for the comfortable stay of students and teachers. We expect a reasonably clean and affordable accommodation in a good hotel. However arrange for two separate rooms with attached baths for the teachers.

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

1. How will you accommodate 270 students?

2. Number of rooms and their total charges.

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

4. Air - conditioned luxury buses and their charges.

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

Yours faithfully

Jagat / Anandi

Tour Incharge

2. As proprietor of a Garment Showroom, write a letter to the M/s Amba & Brothers inquiring about the range of children's wear and variety they provide. Invent all the necessary details.

Kitty Garment Showroom
Mohan Nagar
Sriganganagar
14th November 20--
M/s Amba and Brothers
Nai Sarak
Ajmer

Subject : Information about the kids' wear

Sir,

We have opened a new showroom for Children's wear and are not spared with the glory of your esteemed name. We also want to associate with you and flourish in the field. Thus provide us the details of your range and variety in the mentioned wear. Also favour us by enlightening on the following.

- * Discounts you offer on a new business relation.
- * Usual concessions
- * Mode of payment and transport.
- * Provision of the unsold wear and nature of the seasonal wear.
- * Any peculiar information you want to convey us.

Looking forwards for a positive response.

Yours faithfully
Raja Chaudhary
(Proprietor)

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

R.N. Tagore Sr. Sec. School
Jhunjhunu
Messrs. Vikas Publishers
Jaipur
20th November 20--

Sub : Order for books

Dear Sir

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

List of Books

Name	Copies Required
Perfect English	30
A Practical English Grammar	30
Wonder That Was India	20
History of England	15
Modern Algebra	25
Indian Economic System	10
The Discovery of India	25

We hope timely delivery and maximum discounts.

Yours Faithfully
Rakesh Kumar
Librarian

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

of your order.

7/14 Lajpat Nagar
Ajmer
20th Februray, 20--
The Sales Manager
City Central Book Depto
Shop No. 10 Chora Rasta
Jaipur

Sub : Non - Compliance of order.

Sir

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

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

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

Yours faithfully

Kalpana

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

18, Ganpati Nagar

Nawalgarh.

20th April, 20--

M/s Shanti Computers

Sikar

Sub : Poor quality of computers

Dear Sir

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

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

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

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

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

Hoping to hear favourable from you soon.

Yours faithfully

Ramesh Gupta

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

15, Tagore Garden
Jhunjhunu
4th January, 20--
M/s Pioneer Sports Company
Jaipur

Subject : Supply of sports material for school.

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

List of Sports Items

Name	Items Required
Cricket Kit	12 Pairs
Volleyball Net	10 Pairs
Footballs	10 Pairs
Volleyballs	10 Pairs
Badminton rackets	15 Pairs
Leg Guards	6 Pairs
Sports Shirts	2 dozens

We hope timely delivery and maximum discounts.

Yours faithfully

Surendra Kumar

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

12/5 Jalori Gate

Jodhpur

10th Dec., 20--

Messers Premier Electronic Goods

Jodhpur

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

I would like to bring your kind attention that last month I bought a cordless electric iron shop in Jodhpur. The case memo for it was 1225 dated 15th Nov., 20-- and it is against a warranty of two years. It is hardly one month since I bought this iron, and I find that there is something gravely wrong with it. Its heat lasts hardly for a few seconds after it has been taken off the mains. I request you to change this defective piece since it is yet within the warranty period. Kindly have it replaced at your earliest and oblige.

Thanking you

Yours faithfully

Amol/Anubha

OFFICIAL LETTERS

1. Complaint Against the use of Loud Speakers

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

B-15 Laxmi Bai Nagar,

Sikar

17th February, 20--
The District Collector
Sikar

Subject : Complaint against the use of loudspeakers

Sir,

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

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

Yours faithfully

Poonam Choudhary

2. A letter of Complaint against the postman

4/204, Housing Board

Kota

August 14, 20--

The Post master

Post Office

Kota

Sub : Complaint against the postman.

Sir,

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

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

Yours faithfully,

Gagan Deep

3. Write a letter to the Sub-Divisional Office, Telephones of your district regarding frequent telephone disorders in your locality including yours.

A-283, RIICO

Jhunjhunu

16th August, 20--

The Sub Divisional officer

Department of Telephones,

Jhunjhunu

Sub : Irregularity in telephone communication.

Sir,

I want to draw your kind attention to streamline the telephone disorder in my locality. In spite of my repeated oral complaints and your departments oral assurance, no concrete action has been taken. It is indeed regretting that your department has turned a deaf ear to our complaint followed by several reminders. Most of telephones including mine in this locality is lying dead.

Please get the needful done without any further loss of time.

Yours faithfully

Subhash Singh

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

15 Nehru Park
Jodhpur
7th November, 20--
The Police Commissioner
Jodhpur

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

Respected Sir

I would like to draw your kind attention that recently there has been an alarming increase in the number of thefts in the Nehru Park area of this city. Hardly a day passes when there is no theft of burglary. Cases are regularly reported to the nearest Police Divisions but no head way has so far been made in apprehending the culprits. To be quite frank, people have started doubting that the policemen have a hand in these thefts and burglaries. Though it is a wild charge, the fact remains that the culprits always go scot-free. There is a danger to the life of the residents also since the burglars come armed with knives and pistols.

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

Yours faithfully
Tarun Jain

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

15 Bajaj Nagar
Ajmer
8th August, 20--
The collector
District of Ajmer
Ajmer

Sub. : Frequent electricity failure during exam time.

Sir

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

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

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

Thanking you
Yours faithfully
Saroj
Prem Prakash

LETTER TO EDITORS

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

A-181, Residential Colony
Bikaner
March 14, 20--
The Editor

The Times of India
Bikaner

Sub : Repair of a bad piece of road.

Sir

I would like to draw your kind attention that the main Road of the city has been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages that pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. It is scandalous that we should be inconvenienced in this way for weeks, and I hope the public will bring pressure to bear on those responsible for the road may be put in thorough repair without further delay.

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

Yours faithfully

Mangilal

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

45/47 Jat Colony
Dausa
15th September, 20--
The Editor
Rajasthan Patrika
Dausa

Sub.: About frequent break down of water supply.

Sir

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

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

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

Thanking you

Yours truly

Shiv Narayan Choudhary

APPLICATIONS FOR A JOB

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

B-41 Sector -12
Jhunjhunu
16th Oct., 20--
The Principal
Sarswati Sr. Sec. School
Mandawa

Subject : Application for the post of Secondary Teacher in English.

Dear Sir

This application is in reference to your advertisement, which

appeared in the Times of India dated 5 Oct. 20-- regarding a vacancy for the post of an English teacher in the Secondary Section of your esteemed school. I would like to apply for the same. My bio data is enclosed for your kind perusal. I would be highly obliged if given a chance to work in your school.

Yours Faithfully
Dalip Singh

Bio data

- 1.Name: Dalip Singh
- 2.Date of Birth : 15-9-1986
- 3.Permanent Address: B-41 Sector 12, Jhunjhunu
- 4.(a) Father,s Name: Rameshwar Singh
(b) Mother's Name: Shanti Devi
5. Educational Qualification:
 - (i) Passed XII with 89%
 - (ii) Graduation with 75%
 - (iii) Post graduation in English with 70%
 - (iv) B.Ed with 75%

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

14 Court Road,
Jaipur
March 20, 20--
The Manager
Oriental Bank
Jaipur

Sub. : Application for the post of a clerk.

Sir

With reference to your advertisement in the Hindustan Times dated 4th March, 20-- for the post of a clerk, I beg to apply for the same. My complete Bio data is given below

- 1.Name: Ajay Singh
- 2.Father's Name: Sh. N.N. Singh
- 3.Address: 14 Court Road, Jaipur
- 4.Date of Birth: 1.6.1996
- 5.Qualification:
 - 1.Passed B. Com. with commerce subject in 1998 with 72%
 - 2.Typing speed 50WPM
6. Experience: One year as Clerk with M/s Jiwan Publishing House (P) Ltd.

Kindly consider my case and oblige.

Yours faithfully,
Ajay Singh

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

13, Rajaji Nagar
Ganganagar
2nd February 2018
The Director
Perfect Coaching Classes
Jhunjhunu

Subject : For the Post of Lady Receptionist

Dear Sir

In response to your advertisement in the renowned newspaper "Dainik Amber" dated 1st February 20-- for the post of Lady Receptionist. I want to offer myself as a candidate for it.

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

Yours faithfully

Radhika

Bio Data

- Name: Radhika Sharma
- Father's Name: Mr. A.K. Sharma
- Sex: Female
- Date of Birth: 11 July 1986
- Marital Status: Single
- Permanent Address: 13,Rajaji Nagar, Ganganagar

- Educational Qualification: Secondary from DPS CBSE Board, Higher Sec. from Prince Sr. Sec.Sikar CBSE Board, B.A. and M.A. from Rajasthan University.
- Computer Qualification: 6 Months diploma in computer Basics.

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

Shanti Niwas

Basant Vihar

Jhunjhunu

20th Feb. 20--

The Manager Personnel

HDFC Bank

Jhunjhunu

Subject : Application for the post of Cashier.

Sir,

With reference to your advertisement published in the Times of India date. 15th Februray 20-- for the post of cashier, I hereby submit my bio-data.

Thanking you,

Yours faithfully

Naresh Kumar

Bio Data

- 1.Name: Naresh Kumar
- 2.Date of Birth : 10th July 1986
- 3.Permanent Address: Shanti Niwas, Basant Vihar, Jhunjhunu
- 4.(a) Father,s Name: Khemchand Chahar
(b) Mother's Name: Shanti Devi
5. Educational Qualification:
 - (i) Passed XII with 89%
 - (ii) B.Com. with 75%
 - (iii) M.Com. in Accountancy with 70%

BOARD OF SECONDARY EDUCATION, RAJASTHAN AJMER

MODEL PRACTICE PAPER - 1

ENGLISH (COMPULSORY)

Time :- 2 Hours 45 Min.

Marks :- 80

SECTION – A

1. Choose the correct alternative -

- (i) According to the author what was garbage for the parents ?
(A) Means of entertainment (B) Means of joy (C) Means of sorrow (D) Means of survival 1
- (ii) What does the title 'lost spring' symbolize ?
(A) Lost blooming childhood (B) Autumn season (C) Lost money (D) Lost age 1
- (iii) 'Trying to scare me' who said these words and to whom ?
(A) Douglas to the instructor (B) Douglas to his mother (C) Author to the terror (D) Author to the big boy 1
- (iv) The gift package left for Edla contains -
(A) A bangle (B) A rattrap with 30 kronor (C) A necklace (D) A diamond ring 1
- (v) Which language was taught in 'The Last Lesson' ?
(A) French (B) German (C) Chinese (D) Russian 1
- (vi) Where was the annual convention of the Indian National Congress held in December 1916 ?
(A) Lucknow (B) Cawnpore (C) Champaran (D) Bihar 1
- (vii) Who was REVEREND J.Z. HODGE ?
(A) The British Pacifist (B) A British Missionary (C) The Lieutenant Governor (D) The Magistrate
- (viii) Where was Kamala Das born ?
(A) Chennai (B) Malabar (C) Patna (D) Bombay 1
- (ix) "The stunted, unlucky heir of twisted bones" means the boy —
(A) has an inherited disability (B) was short and bony (C) is mentally ill (D) is full of hope in the future
- (x) Now we will count to — and we will all keep still
(A) ten (B) thirteen (C) seven (D) twelve 1
- (xi) Which object is not mentioned in 'A Thing of Beauty' ?
(A) Sun (B) Moon (C) hills (D) daffodils 1
- (xii) The Tigers are not afraid of —
(A) the hunters (B) the men beneath the tree (C) the uncle (D) the ivory needle 1

Q. 2. Combine the sentences using the words given in brackets –

- (i) The house is costly. It is modern. (Which) 1
- (ii) The girl is my sister. She has secured 90% marks. (Who) 1

Q. 3. Fill in the blanks by choosing words given in brackets :

- (i) He is poor, He is honest. (Although / So/ If) 1
- (ii) She is ___ intelligent ___ she can pass the exam. (So-that/too-to) 1
- (iii) Covid-19 ___ all over the world last year. (Broke out / break up) 1
- (iv) You should ___ early in the morning. (get up / put up) 1
- (v) This table is made ___ wood. (from / of) 1
- (vi) The letter should be written ___ ink. (in/with) 1

SECTION - B

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

Medicines have become an element of surprise and a cause of concern. This is because they have begun to aggravate diseases instead of curing them. No one has a solution. The doctors are perplexed and the patients are annoyed. The outcome of intensive research and in-depth studies has startled everyone. These findings show that unnecessary use of medicines has created a trend in which people not only take medicines for every small ailment, but also advise others to do so. This habit is now a fashion, a passion and a mark of being educated and aware. Sometimes, it is even considered a status symbol. People think that they should take strong drugs, irrespective of whether the disease is minor or major. Nowadays, a shelf of medicines is found in every house. This practice is not merely confined to general medicines, but has now spread even to antibiotics. The literal meaning of the word antibiotics is – 'against life'. In fact, due to their

misuse, they have really begun acting against our life. Experts say that unnecessary consumption of antibiotics is increasing the longevity of the microbes on the one hand, while adversely affecting the patient's health on the other. This is because due to the overuse of these medicines the resistance of microorganisms is increasing, while the immunity of the individuals is decreasing. The medical experts have now begun to accept openly that neither the doctors refrain from prescribing the antibiotics for even simple ailments, nor the patients observe restraint in consuming them. It is a matter of concern that these medicines are used excessively without understanding their side-effects. Recently, the World Health Organization has also issued an advisory to the Southeast Asian countries, including India. It has warned that if the unrestricted use of antibiotics continues, the coming times may witness a substantial rise in the number of deaths occurring due to 'microbial resistance.' Antibiotics either destroy the disease-causing bacteria completely or prohibit their growth. However, their prolonged use gives rise to mutation in the bacteria, which makes them resistant towards these drugs. Consequently, they stop, having any effect on them. This situation is termed by medical experts as 'microbial resistance'. Various researches and studies carried out in this context also lead to the conclusion that medicines are becoming poisonous. The chief cause of this situation is the unrestrained use of antibiotics. Studies have revealed that sometimes strong antibiotics are taken even for treating simple problems.

- | | | |
|-------|---|---|
| (i) | What have the medical experts begun to accept openly ? | 2 |
| (ii) | what advisory has been issued by the WHO? | 2 |
| (iii) | What do the outcome of intensive research and in-depth studies show ? | 2 |
| (iv) | What is the mean of 'microbial resistance' ? | 2 |
| (v) | Find a similar word for 'confused' and an antonym for 'solutions' from the passage. | 2 |

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

Marriage is an important institution of human society. In the remote past of human history man was living and behaving like an animal. Then he was hardly even aware of his relationship to his parents, brothers and sisters. In the biological kingdom, this primitive man was even subordinate in status to the animals, neither did he have the strength of an elephant nor the sharp teeth and claws of the carnivore. He did not even have the hard protective hide of the rhinoceros and could not protect himself by any other extraordinary physical capability. Nevertheless, he did possess the unique human instinct of cooperation and organization, with the help of which, he could dominate over the animals besides protecting and proliferating his own species. But in spite of this natural trait, in absence of permanent arrangements for housing, food and clothes, the primitive man was living in small groups, in large caves and on trees. Since in those days the institution of family had not come into existence, the relation between man and woman was different from what it is today, in modern times. There is little doubt that tradition of marriage has made a significant contribution in organization and development of human society and with the help of this institution man has been able to make significant achievements by joining much larger families and thereby enlarging fields of activities. Giving due importance to this human necessity, the Indian philosophers declared the ceremony of marriage as a great religious rite, decreeing that the bond between husband and wife be considered ever-lasting, pious in all activities of life. The couple were to participate with absolute cooperation, so that their resultant contribution became many times than even their combined individual input. This institution of family further enlarged to constitute ethnic groups, which later became the foundation stones for the various nations of the world. The tradition of marriage was adopted by people all over the world with ceremonial modifications according to local requirements and local atmosphere of the region. Nevertheless, the basic framework of the process continued to be the same in that the suitability of the would-be husband for maiden was first ascertained by the father of the girl and on his approval, the couple was declared as man and wife after participating in some religious ceremony. While handing over the responsibilities for looking after bride (Kanya Dan), the groom was also gifted with articles of domestic requirements like eatables, clothes and kitchenware. Nowhere in the scriptures there is reference to the so-called tradition of pre-fixing a dowry prior to matrimony, entertaining large number of guests from the groom's party or celebrating the event with pompous dance, music and feasts for days.

- | | | |
|-------|---|---|
| (i) | When had the institution of family not come into existence? | 1 |
| (ii) | What is an important institution of human society? | 1 |
| (iii) | What is declared by the Indian Philosophers about the ceremony of marriage? | 1 |
| (iv) | Where did the primitive man live? | 1 |
| (v) | What is Kanya Dan? | 1 |

SECTION - C

Write the answers of the following questions in about 20 words -

6. Who was Tiger King ? Why did he get that name ? 1
7. Why do the people in the modern world want to escape? 1
8. Who was Dr. Sadao ? Where was his house ? 1
9. What things stopped Bama on her way to school ? 1
10. How did Derry enter Mr. Lamb's Garden ? 1

Write the answers of the following in about 30-40 words –

11. What did Franz see as he passed the town hall ? 2
12. Mention the hazards of working in the glass bangles industry. 2
13. Why has the mother been compared to the late winter's moon ? 2
14. What does the poet wish for the children of the slum? 2
15. List the things that cause suffering and pain. 2
16. Why was Tiger hunting banned in Pratibandapuram? 2
17. What changes did Mr. Lamb bring into Derry's attitude towards life? 2
18. What will Dr. Sadao do to get rid of the man (enemy soldier)? 2

Write the answers of the following in about 60-80 words :

19. What are the reasons that are responsible for bangle makers' plight ? 3

OR

- What did Gandhiji do to uplift culturally and socially the people of Champaran village. 3
20. Who was Edla ? How did she change the peddler's behaviour ? 3
21. How was the 100th Tiger killed? 3

OR

- Give the character sketch of Mr. Lamb . 3
22. Describe the difficulties faced by Dr. Sadao , when he tried to help the enemy soldier . 3

OR

- What are the similarities in the lives of Bama and Zitkala though they belong to different culture ? 3

SECTION - D

23. **You have constructed a new house . You want to let out a portion of that house . Write an advertisement to be published in the “ To let “ classified column of a local newspaper .** 4

OR

You are Vinod studying in Govt. Sr. Sec. School , Sikar . Your school is organizing an educational tour to Mt. Abu . Draft a notice informing the students of class XI and XII in about 80 words . 4

24. **Last Sunday district girls' hockey tournament was held in your school . Write a report to be published in local newspaper in , about 100 words .** 4

OR

Translate the passage into Hindi. 4

Ashoka was a great emperor. He thought that the duty of a great king was to protect the people and safeguard their rights. He gave protection to the public and made arrangement for justice. He instructed his officials to behave properly with the public. He engraved the message of justice and non-violence on pillars and installed them at different places. Some of the pillars still tell us about his greatness. He opened hospitals for the infirm and the old where good treatment was given to the patients. He also opened hospitals for animals. He was really great as he advocated pity and mercy for all living creatures.

25. **Write a letter to the editor of Rajasthan Patrika complaining about frequent breakdown of water supply in your locality .You are Amit / Anita , living at Radhakishanpura , Sikar.** 4

OR

Write a job application for the post of computer teacher to the principal of Govt. Sr. Sec. School , Lakhani. 4

BOARD OF SECONDARY EDUCATION, RAJASTHAN AJMER

MODEL PRACTICE PAPER - 2

ENGLISH (COMPULSORY)

Time :- 2 Hours 45 Min.

Marks :- 80

SECTION – A

1. Choose the correct alternative -

- (i) M. Hamel had told the students to prepare questions on –
(A) Gerunds (B) Participles (C) Clauses (D) Synthesis 1
- (ii) In 'Lost Spring' Anees Jung analyses -
(A) Grinding poverty (B) Unemployment (C) Agriculture (D) None of these 1
- (iii) 'Indigo' is written by -
(A) Selma Lagerlof (B) Alphonse Daudet (C) William Douglas (D) Louise Fischer 1
- (iv) The Yakima River was -
(A) Safe (B) Beautiful (C) Full of water (D) Treacherous 1
- (v) The Y.M.C.A Pool was two or three feet deep at one end while it was _____ feet deep at another end.
(A) Seven (B) Eight (C) Nine (D) Ten 1
- (vi) Who was so talkative and friendly with the peddler?
(A) Edla (B) The Ironmaster (C) Master Smith (D) The crofter 1
- (vii) Rajkumar Shukla was -
(A) Land lord (B) Physically strong (C) A sharecropper (D) A lawyer 1
- (viii) What is the theme of poem ' My Mother At Sixty Six'?
(A) Ageing (B) Driving (C) Sprinting (D) Spilling 1
- (ix) " Far far from gusty waves" is an example of -
(A) Simile (B) Alliteration (C) Metaphor (D) All of these 1
- (x) Who composed the poem ' A Thing of Beauty'?
(A) Pablo Neruda (B) Robert Frost (C) Kamala Das (D) John Keats 1
- (xi) Pablo Neruda won the Nobel Prize for literature in the year -
(A) 1971 (B) 1871 (C) 1981 (D) 1881 1
- (xii) 'Aunt Jennifer's Tigers' is written by -
(A) Robert Frost (B) Adrienne Rich (C) Stephen Spender (D) AR. Barton 1

2. Combine the sentences using the words given in brackets -

- (i) I saw a dog. The dog was laying on the road. (who) 1
- (ii) This is the school. I was taught here in my childhood. (where) 1
3. Fill in the blanks by choosing words given in brackets -
- (i) The curd is _____ sour for me _____ eat. (so - that / too - to) 1
- (ii) Ram walks slowly _____ if he were sick. (as / so) 1
- (iii) Let me _____ the light. (put out / put down) 1
- (iv) Hard works _____ success. (brings forth / brings out) 1
- (v) Water boils _____ 100°C. (at / on) 1
- (vi) India lies _____ Pak, China, Bangladesh and Ceylon. (between / among) 1

SECTION - B

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

The revolution in information technology (IT) for from helping India to leapfrog to a postindustrial society.threatens to rupture the social fabric by enriching a few at the cost of many. In a very short time and quite unexpectedly,India has risen to considerable eminence in the world of information technology. This year, software products are expected to account for \$5.7 billion in exports and will account for a quarter of the growth in the economy, which is expected to grow nearly seven percent. Within eight years, predicts a recent study by Mekinsey 4Co. and the National Association of Software Service Companies (Nasscorn) India's annual IT exports could hit \$50 billion and 33 percent of global software exports. Such a surge is expected to generate 2.2 million jobs-and push our growth rate near the double digits that many East Asian Tigers enjoyed before the 1997 crash. For the rapidly growing middle class, which was disparate to make its presencefelt but remained mired in the great Indian outback of the global economy and regretfully watched the industrial revolution pass it by, this is the moment they have been waiting for. When countries like Japan and Germany, the objects of Indian admiration, should come knocking on our doors to solicit our talent to invigorate their industry, it is indeed redemption of sorts. And IT is the cause of it all. The big question is, will IT do an encore for India as a nation and not just for a wafer thin percentage of IT literate Indians mostly the poster boys of the IITs ? IT has as yet, failed to touch the lives of the average citizen and India is nowhere close to being a knowledge economy or society As per the International Data Corporation (IDC), in a survey of 55 countries, India ranks 54th on its Information Society Index. The fact is, it is a straightforward reflection of the deep inequality of our education system which breeds a few 'geniuses' at the cost of the entire nation. A study by former Director of the National Center for Software Technology, R. Narasimhan, points out that nowhere is the digital divide more glaring than in IT education.

- (i) Why is the digital divide clearly visible in IT revolution ? 2
- (ii) Why is IT not beneficial for average Indians ? 2
- (iii) What is middle class of India waiting for ? 2

- (iv) What does the survey of IDC tell ?
 (v) Find the similar word for 'machinery' and antonym for 'dim'.

2
2

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

One morning the Giant got out of his window as he was dressing. He did not hate the winter now, for he now that it was merely the spring asleep, and that the flowers were resting. Suddenly he rubbed his eyes in wonder and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were golden and silver fruit hung down from them, and underneath it stood the little boy he had loved. Downstairs ran the Giant in the great joy and out in to the garden quite close his face grew red with anger, and he said, "Who hath dared to wound tree?" For on the palms of the child's hands were the prints of two nails and the print of two nails were on the little feet. "Who hath dared to wound tree?" cried the Giant; "tell me, that I may take my big sword and slay him." "Nay!" answered the child: "but these are the wounds of Love." "Who are you?" said the Giant and a strange awe fell on him and he knelt before the little child. And the child smiled on the Giant and said to him, "You let me play once in your garden; today you shall come with me to my garden, which is paradise." And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

- (i) 'The Giant saw a most wonderful sight.' What did he see? 1
 (ii) Who was standing underneath the tree? 1
 (iii) Why did the Giant's face grow red with anger? 1
 (iv) What did the child say to the Giant? 1
 (v) What did the children find under the tree? 1

SECTION - C

Write the answers of the following in about 20 words :-

- | | | |
|---|-------------------------|---|
| 6. Who was the Tiger King? | (The Tiger King) | 1 |
| 7. What does the third level refer to? | (The Third Level) | 1 |
| 8. What do you know about Dr. Sadao's father? | (The Enemy) | 1 |
| 9. How does Derry enter Mr. Lamb's garden? | (On the Face of It) | 1 |
| 10. Who was Annan? | (Memories of Childhood) | 1 |

Write the answers of the following in about 30 - 40 words :-

- | | | |
|---|--------------------------|---|
| 11. Mention the hazards of working in the glass bangles industry. | (Lost Spring) | 2 |
| 12. From where did the peddler get the idea of the world being a rattrap? | (The Rattrap) | 2 |
| 13. What is the sadness that the poet refers to in the poem? | (Keeping Quiet) | 2 |
| 14. List the things that cause suffering and pain. | (A Thing of Beauty) | 2 |
| 15. What is the kind of pain and ache that the poet feels? | (My mother at Sixty Six) | 2 |
| 16. Why do people in the modern world want to escape? | (The Third Level) | 2 |
| 17. What advice did Annan offer Bama? | (Memories of Childhood) | 2 |
| 18. What did Dr. Sadao do to get rid of the man? | (The Enemy) | 2 |

Write the answers of the following in about 60 - 80 words :-

- | | | |
|---|-------------------------|---|
| 19. How did Franz begin to like his school and teacher? | (The Last Lesson) | 3 |
| OR | | |
| How did Douglas overcome his fear of water? | (Deep Water) | 3 |
| 20. Describe the difficulties faced by Gandhi at Champaran. | (Indigo) | 3 |
| OR | | |
| What made the peddler finally change his ways? | (The Rattrap) | |
| 21. Write a character sketch of Dr. Sadao | (The Enemy) | 3 |
| OR | | |
| Give a character sketch of Mr. Lamb. | (On the Face of It) | |
| 22. How was the hundredth tiger killed? | (The Tiger King) | 3 |
| OR | | |
| What was the hardest trial faced by Zitkala - Sa? | (Memories of Childhood) | |

SECTION - D

23. As the editor of your school magazine, write a notice for the school notice board inviting articles from the students. Your school is Prince International School, Jhunjhunu. 4

OR

You have a set of two rooms. You wanted to give it to students only. Draft an advertisement for the 'to let' column giving other necessary information.

24. Write a report on the topic "Science and Culture Fair". 4

OR

Translate the passage into Hindi :-

Water, water everywhere, not a drop to drink," said Coleridge. In the present scenario, his word sound prophetically true, for our blue planet, seventy percent of which is water, is reeling from acute fresh water scarcity, especially in the developing and densely populated parts. It is easier to blame the problem on the changing climate all over the world but let's admit it, the real culprits are we, the people, for we waste water with impunity - be it industry, agriculture, washing clothes, cleaning dishes, bathing, flushing, shaving and even drinking. Do we ever realize how much water gets wasted due to our apathy and carelessness?

25. You are Rehana or Rahim living in Kota and pursuing M.B.A. Write a letter to the C.E.O Oracle India Pvt. Ltd, Surat applying for the post of software engineer giving your resume. 4

OR

Write a letter to the Editor of 'The Times of India' about the poor lighting arrangement in your city. You are Chirag living at Saraswati Colony, Jhunjhunu.



AAYAAM
CAREER ACADEMY
A NEW DIMENSION OF 'SUCCESS'
NEET | XI & XII FOUNDATION

पंखों को खोल
जमाना सिर्फ
उड़ान
देखता है



Admission Open
Session 2022-23

NEET
XI & XII
FOUNDATION

Result: NEET 2020

131+ विद्यार्थियों का सरकारी मेडिकल कॉलेज में चयन !

AIR
67



JITENDRA KUMAWAT
S/o SURENDRA KUMAR
PALSANA

**MAULANA AZAD GOVT.
MEDICAL COLLEGE, DELHI**



MANOJ KUMAR
S/o BABU LAL VERMA
PALSANA

**AIIMS
JDHPUR**

AIR
197

Result: NEET 2021

उत्कृष्ट परिणाम के लिए
आयाम
ही सर्वोपरी संस्थान

एक बार फिर आयाम ने
साबित की अपनी श्रेष्ठता....






AIR
190
(OBC)

SAKSHAM YADAV
S/O RAJENDRA YADAV
Neem Ka Thana

Result: NEET 2021

सीकर में अनुपात की दृष्टि से सबसे **ज्यादा सलेक्शन** देने वाला संस्थान!

100+ विद्यार्थियों का सरकारी मेडिकल कॉलेज में चयन संभावित !

<div>AIR</div> <div>215</div> <div>(OBC)</div> <div></div> <div>RAGHUVEER YADAV</div> <div>S/o SITA RAM YADAV</div> <div>Chhapoli, Udaipurwati</div>	<div>AIR</div> <div>435</div> <div>(SC)</div> <div></div> <div>RAJESH</div> <div>S/o CHHOTU RAM</div> <div>Tibbi, Hanumangarh</div>	<div>AIR</div> <div>470</div> <div>(OBC)</div> <div></div> <div>NISHANT BAGARIA</div> <div>S/o SAGAR BAGARIA</div> <div>Malikpur, Khandela</div>	<div>AIR</div> <div>665</div> <div>(OBC)</div> <div></div> <div>MANISH YADAV</div> <div>S/o Sh. ARJUN LAL YADAV</div> <div>Amber, Jaipur</div>	<div>AIR</div> <div>689</div> <div>(ST)</div> <div></div> <div>POOJA KUMARI</div> <div>D/o Sh. SHANKAR LAL</div> <div>Lisadiya, Shrimadhopur</div>	<div>AIR</div> <div>789</div> <div>(OBC)</div> <div></div> <div>ARJUN YADAV</div> <div>S/o Sh. GOPAL LAL YADAV</div> <div>Nathi ka Bas, Renwal</div>	<div>AIR</div> <div>828</div> <div>(SC)</div> <div></div> <div>HIMANSHU KUMARI</div> <div>D/o Sh. RAMESH KUMAR</div> <div>Singrawat Khurd, Didwana</div>
<div>AIR</div> <div>902</div> <div>(OBC)</div> <div></div> <div>GAYATRI SIDDH</div> <div>D/o Sh. SAWANT RAM</div> <div>Napasar, Bikaner</div>	<div>AIR</div> <div>940</div> <div>(OBC)</div> <div></div> <div>NEETU</div> <div>D/o Sh. BHOLA RAM</div> <div>Mathandi, Shrimadhopur</div>	<div>AIR</div> <div>1477</div> <div>(SC)</div> <div></div> <div>YASHWANT VERMA</div> <div>S/o Sh. GANPAT LAL</div> <div>Kadiya Seema, Rajsamand</div>	<div>AIR</div> <div>1585</div> <div>(OBC)</div> <div></div> <div>DEVENDRA KUMAR</div> <div>S/o Sh. RAMAVATAR</div> <div>Jalpali, Shrimadhopur</div>	<div>AIR</div> <div>1619</div> <div>(OBC)</div> <div></div> <div>RAVI SAINI</div> <div>S/o Sh. CHIRANJI LAL SAINI</div> <div>Thanagazi, Alwar</div>	<div>AIR</div> <div>1621</div> <div>(OBC)</div> <div></div> <div>ABHAY SINGH</div> <div>S/o Sh. SAGAR SINGH</div> <div>Kotri Dhayalan, Reengus</div>	<div>AIR</div> <div>1841</div> <div>(GEN.)</div> <div></div> <div>DEVISHI SHARMA</div> <div>D/o Sh. JAIPRAKASH SHARMA</div> <div>Karad, Dantaramgarh</div>
<div>AIR</div> <div>1977</div> <div>(GEN.)</div> <div></div> <div>RAHUL SHARMA</div> <div>S/o Sh. OMPRAKASH</div> <div>Amber, Jaipur</div>	<div>AIR</div> <div>2062</div> <div>(SC)</div> <div></div> <div>BABU LAL NAYAK</div> <div>S/o Sh. TAKA RAM</div> <div>Pogal, Bikaner</div>	<div>AIR</div> <div>2144</div> <div>(GEN.)</div> <div></div> <div>RAHUL SHARMA</div> <div>S/o Sh. NANU RAM SHARMA</div> <div>Jorpara, Renwal</div>	<div>AIR</div> <div>2330</div> <div>(OBC)</div> <div></div> <div>SURENDER MOOND</div> <div>S/o Sh. NARSA RAM</div> <div>Ranisar, Bikaner</div>	<div>AIR</div> <div>2338</div> <div>(OBC)</div> <div></div> <div>RISHI YADAV</div> <div>S/o Sh. SHIVPAL YADAV</div> <div>Gopalpura, Ajitgarh</div>	<div>AIR</div> <div>2505</div> <div>(GEN.)</div> <div></div> <div>POOJA SHARMA</div> <div>D/o Sh. PAWAN KUMAR</div> <div>Sari, Chirawa</div>	
<div>AIR</div> <div>2905</div> <div>(GEN.)</div> <div></div> <div>ARBAZ KHAN</div> <div>S/o SAMSHER KHAN</div> <div>Mangloona, Laxmangarh</div>	<div>AIR</div> <div>3104</div> <div>(OBC)</div> <div></div> <div>OM PRAKASH</div> <div>S/o Sh. SANWALA RAM</div> <div>Bhedana, Barmer</div>	<div>AIR</div> <div>3240</div> <div>(OBC)</div> <div></div> <div>RAHUL KUMAWAT</div> <div>S/o Sh. BABU LAL KUMAWAT</div> <div>Alisar, Badi Dhani, Chomu</div>	<div>AIR</div> <div>3355</div> <div>(OBC)</div> <div></div> <div>ARYAN JANGIR</div> <div>S/o Sh. SANJAY JANGIR</div> <div>Udaipurwati, Jhunjhunu</div>	<div>AIR</div> <div>3381</div> <div>(OBC)</div> <div></div> <div>SAROJ GEELA</div> <div>D/o Sh. JALU RAM GEELA</div> <div>Geelon Ki Dhani, Lamiya</div>	<div>AIR</div> <div>3626</div> <div>(OBC)</div> <div></div> <div>AJAY KUMAR KURI</div> <div>S/o Sh. GOPAL SINGH</div> <div>Panawali Dhani, Kasarda</div>	
<div>AIR</div> <div>4228</div> <div>(OBC)</div> <div></div> <div>ROSHAN KUMAR</div> <div>S/o Sh. MANOHAR LAL</div> <div>Jharli, Thoi</div>	<div>AIR</div> <div>4285</div> <div>(OBC)</div> <div></div> <div>SANGHARSH KUMAR</div> <div>S/o Sh. MURARI LAL SAMOTA</div> <div>Patwari ka Bas, Shrimadhopur</div>	<div>AIR</div> <div>4551</div> <div>(OBC)</div> <div></div> <div>RAHUL KUMAR</div> <div>S/o Sh. SITA RAM YADAV</div> <div>Mohanpura, Kishangarh, Renwal</div>	<div>AIR</div> <div>4656</div> <div>(OBC)</div> <div></div> <div>AKASH SERAWAT</div> <div>S/o Sh. PHOOL CHAND</div> <div>Nimadi, Hathnoda, Chomu</div>	<div>AIR</div> <div>4689</div> <div>(OBC)</div> <div></div> <div>ANITA YADAV</div> <div>D/o Sh. BALU RAM YADAV</div> <div>Munduru, Shrimadhopur</div>	<div>AIR</div> <div>4943</div> <div>(OBC)</div> <div></div> <div>VEENA DORATA</div> <div>D/o Sh. MAHIPAL DORATA</div> <div>Dumoli Khurd, Khetri</div>	
<div>AIR</div> <div>4951</div> <div>(OBC)</div> <div></div> <div>RAMESH CHOUDHARY</div> <div>S/o Sh. BAJRANG LAL</div> <div>Lunkaransar</div>	<div>AIR</div> <div>5116</div> <div>(OBC)</div> <div></div> <div>ANIL KUMAR SAINI</div> <div>S/o Sh. SHIMBHU DAYAL</div> <div>Shyampura Bansur, Alwar</div>	<div>AIR</div> <div>5467</div> <div>(OBC)</div> <div></div> <div>ASHISH KUMAWAT</div> <div>S/o Sh. KRISHNA GOPAL</div> <div>Palsana</div>	<div>AIR</div> <div>5658</div> <div>(OBC)</div> <div></div> <div>SANTOSH YADAV</div> <div>S/o Sh. RAMAWATAR YADAV</div> <div>Sherpura, Khori, Shahpura</div>	<div>AIR</div> <div>5730</div> <div>(OBC)</div> <div></div> <div>ROSHAN YADAV</div> <div>S/o Sh. BANSHIDHAR YADAV</div> <div>Etawa-Bhopji, Chomu</div>	<div>AIR</div> <div>5945</div> <div>(OBC)</div> <div></div> <div>ANIL CHOUDHARY</div> <div>S/o Sh. SITARAM</div> <div>Bilanderpur, Shahpura</div>	



हर बार.. लगातार...

Highest Selection Ratio

Session 19-20

131 Selection

Session 18-19

129 Selection

Session 17-18

108 Selection



AAYAAM

CAREER ACADEMY

A NEW DIMENSION OF 'SUCCESS'

NEET | XI & XII FOUNDATION

☎ 01572-244555, 7300335555 📍 PIPRALI ROAD, SIKAR

E-mail: info@aayaamacademy.com

Website: www.aayaamacademy.com

FOLLOW US ON SOCIAL MEDIA



Subscribe to our
YouTube Channel
AAYAAM ACADEMY, SIKAR



Follow & Like
us on Facebook
facebook.com/AAYAAMACADEMYSIKAR



Join us on
Whatsapp
7300335555