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CHAPTER 1

Discursive Passages

1.1 INTRODUCTION

Comprehension means the ability to read text, process it and understand its meaning. It is an exercise which aims at improving or testing one's ability to understand a language. It enables the reader to understand the content of the given passage and answer the questions that follow. The questions helps to prove how well the reader has understood the text. A reader would be able to comprehend only when he has completely grasped the content, the theme of the text, has understood what is asked through the questions. The art of attempting a comprehension can be easily developed by regular practice.

1.2 POINTS TO REMEMBER

One should keep the following points in mind before answering the questions set on a given unseen passage:

1. Read the passage quickly to have some general idea of the subject matter.
2. Read the passage again and underline the important points.
3. Read the questions and try to know what has been asked.
4. Underline the portions where the probable answers may be available.

1.3 DISCURSIVE PASSAGES

A passage where the writer rambles from topic to topic is called a discursive piece of writing. The adjective discursive is often used to describe a speech or writing that tends to stray from the main point, but the word can also have almost the opposite meaning. Discursive can also be used to describe an argument based on reason instead of intuition, a writing that is well-argued and well reasoned. Also tending to depart from the main point or cover a wide range of subjects. While attempting a 'discursive passage' it is important to read through the passage, scan for details, and then answer the given questions.

Read the passages given below and answer the questions based on them that follow by choosing the most appropriate option out of the given four alternatives:

PASSAGE 1

1. Keep your watch accurate. For some people, moving up the time on their watch will help them get up earlier. For others, they will remember that the time on the watch is wrong and will disregard it altogether. It may be helpful to set your watch just two minutes ahead instead of five or ten.
2. Keep a clock, phone, computer or anything that displays time in each room of your house. One of the easiest ways to run late is simply by not realising that the time is passing as quickly as it is.
3. Set all your clocks and watches to the same time. Don't be an optimist. Things usually take Longer than what you'd expect, even without major delays. If you have a dinner appointment at 7:30 p.m., don't think you can work till 7 p.m., then take a bath, dress and reach on time. Realistically, calculate the time you will take at each step and then add 10 minutes more to allow for unexpected delays, or you cannot get to your job done in time.
4. Wake up when you are supposed to wake up. Don't hit the snooze button, keep on lying in bed, and watch TV at the very start of your day. May be you can try even setting your clock 10 minutes earlier than you need. If you have difficulty with this, move your alarm clock to somewhere away from your bed; that way, you will have to get up to turn it off. Commit yourself to being 15 minutes early for everything. If you have to reach your place of work at 8:00, don't even tell yourself this. Just tell yourself (and everyone else who listens - but don't annoy them or make them think that they are late or early!) "I have to be at work at 7:45." If you do this, you will be on time even with little unforeseen delays. You will be on time even with a traffic jam.
 - (a) We should be _____ in approach with time management.
 - (i) optimistic
 - (ii) pessimistic
 - (iii) realistic
 - (iv) utopian

Ans : (iii) realistic

- (b) It is good to commit yourself _____ for

everything.

- (i) to be late
- (ii) to delay
- (iii) to being 15 minutes early
- (iv) to search the last moment

Ans : (iii) to being 15 minutes early

(c) The passage highlights:

- (i) the value of time
- (ii) the importance of being ahead of time
- (iii) the value of being upto time
- (iv) the value of calculating time

Ans : (ii) the importance of being ahead of time

(d) To be punctual we should _____.

- (i) hit the snooze button of the alarm clock
- (ii) get up at the right time
- (iii) start watching TV in the morning
- (iv) keep on lying in bed

Ans : (ii) get up at the right time

(e) The narrator does not deny which of the following activity just after waking up:

- (i) hitting snooze button
- (ii) keep on lying in bed
- (iii) watch TV
- (iv) wake up when you actually have to

Ans : (iv) wake up when you actually have to

(f) What does the author mean when he uses the word “delay”?

- (i) Late
- (ii) Turn off
- (iii) Disregard
- (iv) Accurate

Ans : (i) Late

(g) One of the major reasons for being delayed is

- (i) absence of clock, phone or computer
- (ii) being overindulged in work
- (iii) not realising that time passes quickly
- (iv) not keeping a margin in the expected time of work

Ans : (iii) not realising that time passes quickly

(h) Being ahead by _____ minutes should be everyone’s commitment.

- (i) 10 minutes
- (ii) 15 minutes
- (iii) 5 minutes
- (iv) 30 minutes

Ans : (ii) 15 minutes

(i) The author uses the word ‘unexpected’ in paragraph 4. He means to say:

- (i) commit
- (ii) unforeseen
- (iii) annoy
- (iv) snooze

Ans : (ii) unforeseen

(j) Which word conveys the opposite of realistically?

- (i) Impracticable
- (ii) Rational
- (iii) Achievable
- (iv) Pragmatic

Ans : (i) Impracticable

(k) Which word means ‘disregard’?

- (i) Attention
- (ii) Consider
- (iii) Ignore
- (iv) Regard

Ans : (iii) Ignore

(l) The narrator denies us to:

- (i) be realistic
- (ii) be optimistic
- (iii) keeping our watch accurate
- (iv) wake up when we are supposed to

Ans : (ii) be optimistic

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PASSAGE 2

1. If you are addicted to coffee, and doctors warn you to quit the habit, don’t worry and just keep relishing the beverage, because it’s not that bad after all! In fact, according to a new study, the steaming cup of Java can beat fruits and vegetables as the primary source of antioxidants. Some studies state that coffee is the number one source of antioxidants in American diet and both caffeinated and decaf versions appear to provide similar antioxidant levels.
2. Antioxidants in general have been linked to a number of potential health benefits, including protection against heart diseases and cancer. But Sandra Vinson, a dietitian, said that their benefits ultimately depend on how they are absorbed and utilised in the body. The research says that coffee outranks popular antioxidant sources like tea, milk, chocolate and cranberries. Of all the food and beverages studies, dates actually have the most antioxidants based solely on serving size, but since dates are not consumed anywhere near the level of coffee, the drink comes as the top source of antioxidants, Vinson said.
3. Besides keeping you alert and awake, coffee has been linked to an increasing number of potential health benefits, including protection against liver and colon cancer, type 2 diabetes, and Parkinson’s disease according to some recently published studies.

4. The researchers, however, advise that one should consume coffee in moderation, because it can make you jittery and cause stomach pains.

(a) _____ have the most antioxidants among all the food and beverages.

- (i) Dates
- (ii) Cranberries
- (iii) Tea and milk
- (iv) Coffee

Ans : (i) Dates

(b) _____ is an important source of antioxidants in American diet.

- (i) Tea
- (ii) Coffee
- (iii) Milk
- (iv) Chocolate

Ans : (ii) Coffee

(c) According to dietitian Sandra Vinson, the benefits of coffee ultimately depend on:

- (i) how it is relished
- (ii) how they are absorbed and utilised in the body
- (iii) how they are served and consumed
- (iv) whether it keeps us alert and awake

Ans : (ii) how they are absorbed and utilised in the body

(d) What is the correct order of the information given below?

- I. Antioxidants are linked to a number of health benefits
- II. One should consume coffee in moderation
- III. Decaf versions of coffee provide antioxidants levels
- IV. Dates have the most antioxidants based solely on serving size

- (i) III, I, IV, II
- (ii) III, IV, I, II
- (iii) III, I, II, IV
- (iv) II, I, IV, III

Ans : (i) III, I, IV, II

(e) Coffee provides a large number of health benefits including protection against:

- (i) liver and colon cancer
- (ii) type 2 diabetes
- (iii) Parkinson's disease
- (iv) All of these

Ans : (iv) All of these

(f) Besides keeping us alert and awake, coffee provides us protection against:

- I. liver and colon cancer
- II. stomach ache
- III. type 2 diabetes

IV. lung diseases

- (i) I and II
- (ii) II and III
- (iii) I and IV
- (iv) I and III

Ans : (iv) I and III

(g) The word which means the same as 'nervous' is:

- (i) alert
- (ii) awake
- (iii) moderation
- (iv) jittery

Ans : (iv) jittery

(h) Consumption of coffee in excess:

- (i) is a suggestion from doctors
- (ii) doesn't call the utter need to quit it
- (iii) provides the richest source of maximum antioxidants
- (iv) will make one feel jittery and cause stomach pains

Ans : (iv) will make one feel jittery and cause stomach pains

(i) Which of the following is the primary source of antioxidants?

- (i) Java
- (ii) Fruits
- (iii) Vegetables
- (iv) Both (i) and (ii)

Ans : (i) Java

(j) What does the author mean when he uses the word 'absorbed'?

- (i) Solely
- (ii) Immersed
- (iii) Utilised
- (iv) Potential

Ans : (ii) Immersed

(k) Which word conveys the opposite of 'sober'?

- (i) Decaf
- (ii) Quit
- (iii) Addicted
- (iv) Primary

Ans : (iii) Addicted

(l) The word _____ is an antonym of 'inattentive'.

- (i) alert
- (ii) potential
- (iii) awake
- (iv) linked

Ans : (i) alert

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PASSAGE 3

1. Man does not Live by food alone. Water is vital to human health and fitness. Although it is not a nutrient per se as are carbohydrates, fats, proteins, vitamins and minerals. It, in fact, is a key nutrient as no life is possible without it. Whereas we can do for weeks without food, we cannot live without water longer than a couple of days.
2. Water approximates 60 per cent of the body weight of human adults. The total amount of water in a man weighing 70 kilograms is approximately a little over 40 litres. It is an excellent solvent—more substances are soluble in water than in any other liquid known so far. This makes it an ideal constituent of the body fluids which sustain life supporting chemical reactions. It dissolves varied products of digestion and transports them to the rest of the body. Likewise, it dissolves diverse metabolic wastes and helps drain them out of the body. Besides, it performs a variety of functions—some well known and well understood while others not so well appreciated yet vital. The no less important role of water is to distribute/dissipate the body heat efficiently, thereby regulating body's temperature. Water accomplishes this role ideally because it has high thermal conductivity ensuring rapid heat transfer from one part to the other.
3. Above all, water has a high-specific heat, implying that it takes a lot of heat to raise the temperature of water and likewise much heat must be lost to lower its temperature.
4. Drinking a lot of water is an inexpensive way to stay healthy. Even excess of water is harmless. Water therapy- drinking a litre or so the first thing in the morning is kidney-friendly.
5. The water regulation in the body is affected by hypothalamus in two ways i.e., (i) by creating the sensation of thirst which makes us drink water and (ii) by controlling the excretion of water as urine. If water regulation fails, medical emergency ensues.

(a) Water is vital to human health and fitness because:

- (i) man does not live by food alone
- (ii) it is an excellent solvent
- (iii) we cannot survive for more than a couple of days without it
- (iv) it controls thirst and excretion of water as urine

Ans : (iii) we cannot survive for more than a couple of days without it

(b) Water is called a key nutrient because:

- (i) it dissolves different products of digestion
- (ii) no life is possible without it
- (iii) it carries products to the rest of the body
- (iv) it raises temperature of the body

Ans : (ii) no life is possible without it

(c) Water is an ideal constituent of the body fluids

because:

- (i) it is an excellent solvent
- (ii) it dissolves metabolic wastes
- (iii) it drains wastes out of the body
- (iv) it regulates excretion of urine

Ans : (i) it is an excellent solvent

(d) Water regulates body temperature efficiently as:

- (i) it circulates easily
- (ii) it has high-specific heat
- (iii) it dissolves food easily
- (iv) it has high thermal conductivity

Ans : (iv) it has high thermal conductivity

(e) What does the author means when he uses the word 'regulation'?

- (i) Official rule
- (ii) Control
- (iii) Device for fair use
- (iv) Worn or used as per rules

Ans : (ii) Control

(f) Which component is an inexpensive way to stay healthy?

- (i) Water
- (ii) Minerals
- (iii) Vitamins
- (iv) Proteins

Ans : (i) Water

(g) Which of the following statements is not true?

- (i) Water regulates body temperature
- (ii) Excess water is not harmless
- (iii) Excess water is not harmful
- (iv) Water transports nutrients to the body

Ans : (ii) Excess water is not harmless

(h) Which activity is considered as water therapy?

- (i) Its high thermal conductivity ensuring rapid heat transfer from one part to another
- (ii) Drinking a litre of water in the morning
- (iii) Drinking excess quantity of water
- (iv) All of the above

Ans : (ii) Drinking a litre of water in the morning

(i) What is the per cent of water content in a human body?

- (i) 60%
- (ii) 40%
- (iii) 80%
- (iv) 70%

Ans : (i) 60%

(j) Which word conveys the opposite of 'similar'?

- (i) Dissipate
- (ii) Ideal
- (iii) Accomplished
- (iv) Diverse

Ans : (iv) Diverse

- (k) Which word is a synonym or undamaging'?
- Excess
 - Harmless
 - Therapy
 - Friendly

Ans : (ii) Harmless

- (l) Which word is a synonym of 'maintain'?
- Supporting
 - Sustain
 - Diverse
 - Varied

Ans : (ii) Sustain

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PASSAGE 4

- Hobbies help us grow as a person. The best way to have a new hobby is to try something new. All of us are unique, and this is the reason why our hobbies and interests are different. Once we find an activity we are passionate about, we can explore that activity more. When you get hooked, you will realize that your hobby has become an integral part of your life. Having a hobby that we enjoy brings us joy and refreshes us. Hobbies help us to manage our leisure and unplanned time more productively. It also affords you the opportunity to learn new skills in your work. But these are not the only benefits of having a hobby.
 - It feels great to be skilled and good at something, doesn't it? And this is what that makes you confident. It can take some time to develop your hobby so that you may be able to tell that you are skilled. But, the journey of experiencing your hobby is very rewarding in itself. With the exposure to different types of activities these days, it doesn't matter which activity you choose. Whether you are pursuing a craft, sports, puzzles, or skill development, your hobby should be a diversion and a passion. Simultaneously, if your hobby gives you a sense of purpose, then you will be more confident about challenging yourself in your hobby and help you prepare for learning new things at work.
 - Hobbies give you an opportunity to enhance your life. Hobbies allow you to de-stress yourself while remaining mentally productive. Having hobbies promotes better health and may lower the risk of having high blood pressure. Enjoying a few hours of your hobby a week can also reduce the risk of depression and dementia. Hobbies refocus your mind on to something that you enjoy doing. Hobbies that include physical activities create chemical changes in your body that help to reduce stress.
- Even if it doesn't involve physical activities, you can still reap the benefits of having a hobby. Getting a short break from work and doing something you are passionate about can rejuvenate your mind and help prepare you to handle challenges in the future in a better way.
 - Hobbies may provide an opportunity for you to socialize with people and that can be an additional benefit for your overall well-being. You can connect with people who enjoy doing the same things that you do. You can meet new people, discuss your hobby and get connected to a bigger circle that may even help you turn your hobby into your profession. The internet provides numerous groups and forums to connect with people that enjoy doing the same things that you want to do.
 - Some hobbies require creativity and if you develop creativity through your hobby, it can be beneficial. Creativity can help you experience new things at school and work. The skill of being creative is essential in today's world.
 - When a person gets hooked on a hobby, he realises that :
 - it has become an integral part of our life.
 - it has much more benefits than we realised.
 - it is much more enjoyable to have a hobby.
 - it is quite essential for us to learn some skills through our hobbies.

Ans : (i) it has become an integral part of our life.
 - No matter which sort of hobby you are pursuing, be it a craft, sports, puzzles, or skill development, your hobby should be :
 - useful for you in the long run.
 - a skill that improves your present circumstances.
 - a diversion and a passion.
 - followed through till the end.

Ans : (iii) a diversion and a passion.
 - The journey of experiencing a hobby is quite :
 - challenging for a person.
 - rewarding in itself.
 - demanding in itself.
 - inspirational for a person.

Ans : (ii) rewarding in itself.
 - Which of the following is not a way through which hobbies enhance your life?
 - may lower the risk of having high blood pressure
 - reduce the risk of depression and dementia
 - distracts the mind from other useless problems

- IV. promotes better health
- V. reduces stress
- VI. manages the regular balanced exercise

- (i) I, II, II and IV
- (ii) I, III, IV and VI
- (iii) I, II, IV and V
- (iv) I, III, V and VI

Ans : (iii) I, II, IV and V

(e) Getting a hobby means having a short break from work and doing something you are passionate about which can :

- (i) give you a peace of mind from all the other problems of daily hectic life and make you feel refreshed.
- (ii) help you enhance and improve your skills and push you forward on your path to success.
- (iii) make you enjoy and appreciate your life much more as you are happy pursuing what you love.
- (iv) rejuvenate your mind and help prepare you to handle challenges in the future in a better way.

Ans : (iv) rejuvenate your mind and help prepare you to handle challenges in the future in a better way.

(f) Choose an option that is not a benefit of having a hobby.

- (i) Provides an opportunity for us to socialize with people.
- (ii) Gives us an opportunity to enhance our life.
- (iii) Help us to manage our planned time more beneficially.
- (iv) Makes us more confident in ourselves.

Ans : (iii) Help us to manage our planned time more beneficially.

(g) The skill of being _____ is essential in today's world.

- (i) confident
- (ii) creative
- (iii) sociable
- (iv) opportunistic

Ans : (ii) creative

(h) Choose an option that is clearly a synonym of the word 'hooked'.

- (i) opposed
- (ii) indifferent
- (iii) willing
- (iv) captivated

Ans : (iv) captivated

(i) Choose an option that can be considered as an appropriate title for the passage.

- (i) The Importance of Having a Hobby
- (ii) The Usage of Hobby
- (iii) The Advantages and Disadvantages of Having a Hobby
- (iv) The Correct Usage of Free Time- A Hobby

Ans : (i) The Importance of Having a Hobby

(j) Hobby provides you with an opportunity to socialise with people by making :

- I. you get connected to a bigger circle that may even help you turn your hobby into your profession.
- II. you meet new people with whom you can discuss your hobby.
- III. you connect with people who enjoy doing the same things that you do.
- IV. you get together with people of your own age and profession.

- (i) I, III and IV
- (ii) II, III and IV
- (iii) I, II and III
- (iv) I, II, III and IV

Ans : (iii) I, II and III

(k) Which of the following option is not similar in meaning to the word 'beneficial' ?

- (i) advantageous
- (ii) favourable
- (iii) rewarding
- (iv) worthless

Ans : (iv) worthless

(l) If your hobby gives you _____, then you will be more confident about challenging yourself in your hobby and help you prepare for learning new things at work.

- (i) confidence to move forward
- (ii) a sense of purpose
- (iii) a reason to develop yourself
- (iv) skills that help you in your work

Ans : (ii) a sense of purpose

PASSAGE 5

1. Over the past few decades, research has revealed a great deal of information about how readers get meaning from what they read and about the kinds of instructional activities and procedures that are most successful in helping students to become good readers. For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these

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skills.

2. One important classroom study conducted during the 1970s found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.
3. At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works — how people think and learn. A goal of this new research movement, called cognitive science, was to produce an applied science of learning.
4. In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning - not skill application.
The act of constructing meaning is :
5. While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms.
6. The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

(a) Which of the following is not a procedure that followed a typical comprehension instruction during the 1970s, as revealed after a classroom study done by researchers ?

- (i) practicing procedure
- (ii) mentioning procedure
- (iii) memorisation procedure
- (iv) assessing procedure

Ans : (iii) memorisation procedure

(b) A goal of a new research movement called

cognitive science was :

- (i) to promote a more practical sort of learning.
- (ii) to produce an applied science of learning.
- (iii) to introduce an element of learning through assessment.
- (iv) to reveal a better method of learning.

Ans : (ii) to produce an applied science of learning.

(c) A number of cognitive scientists, in the field of reading, focused their attention on :

- (i) how much an average reader can read in a day.
- (ii) learning why many people preferred learning through reading.
- (iii) learning why readers had a much better knowledge of vocabulary than others.
- (iv) how readers construct meaning as they read.

Ans : (iv) how readers construct meaning as they read.

(d) According to the new concept of reading, reading is not _____ but a complex, active process of constructing meaning.

- (i) an insignificant expertise
- (ii) a comprehension skill
- (iii) a skill application
- (iv) a preferred ability

Ans : (iii) a skill application

(e) The act of constructing meaning is :

- I. Comprehensive
 - II. Adaptable
 - III. Strategic
 - IV. Interactive
- (i) I, II and III
 - (ii) I, III and IV
 - (iii) II, III and IV
 - (iv) I, II, III and IV

Ans : (iii) II, III and IV

(f) Many years ago the mastery of reading instruction skills was viewed as :

- (i) comprehension.
- (ii) cognitive learning.
- (iii) interactive learning.
- (iv) interpretation.

Ans : (i) comprehension.

(g) Which instruction gave no help to the students to learn how or when to use certain skills nor was it ever established that this particular set of skills enabled comprehension ?

- (i) reading instruction
- (ii) typical comprehension instruction
- (iii) cognitive instruction
- (iv) adaptable comprehensive instruction

Ans : (ii) typical comprehension instruction

(h) The readers change the strategies they use as they read different kinds of text or as they read for different purposes. This is an _____

feature of the act of constructive meaning.

- (i) adaptable
- (ii) strategic
- (iii) cohesive
- (iv) interactive

Ans : (i) adaptable

(i) Choose an option that lists a statement that is not true.

- (i) In the late 20th century a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works i.e. how people think and learn.
- (ii) The act of constructing meaning is interactive because it involves not just the reader but also the text and the context in which reading takes place.
- (iii) Research has revealed a great deal of information about the kinds of instructional activities and procedures that are most successful in helping students to become good readers.
- (iv) Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

Ans : (iv) Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

(j) The convergence of the strands of cognitive science research and reading education research has provided a wealth of information about :

- 1. what methods are required to instil in students the habit of learning through reading.
- 2. the kind of instruction that is needed to help students to become good readers.
- 3. what good readers do as they read.
- 4. how good and poor readers differ.

- (i) 1, 2 and 3
- (ii) 1, 3 and 4
- (iii) 2, 3 and 4
- (iv) 1, 2, 3 and 4

Ans : (iii) 2, 3 and 4

(k) Choose an option that is a synonym of the word 'engage'.

- (i) develop
- (ii) understand
- (iii) immerse
- (iv) release

Ans : (iii) immerse

(l) Choose an option that clearly states the meaning

of the word 'convergence'.

- (i) two or more things become similar or come together
- (ii) two thoughts or things going parallelly
- (iii) the emergence of new and distinct thoughts or patterns
- (iv) the violent mixing of two or more things

Ans : (i) two or more things become similar or come together

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PASSAGE 6

1. The problem of the conservation of historical monuments (statues, columns, ancient buildings) requires an accurate study of the many environmental agents which bring about the deterioration process and affect the actual rate of deterioration. Among the most active causes of weathering, we can cite : (i) the weakening of the outer layer of the art work, which is caused by complex microphysical effects and is in particular due to wetting of the outer layer of the artwork (a comparison between the effects of rainwater and condensation is made); (ii) the chemico-physical action of pollutants captured in both the dry and wet phase.
2. The destructive processes depend on many factors : the past history of the monument, the capture and nature of the pollutants, and the frequency of some microclimatic conditions, particularly those supplying the water necessary for chemical reactions. To this end studies of diurnal and seasonal variations on the monument of both the heat wave and the fluxes of moisture and energy are very important.
3. Some of these processes have been shown with microclimatic studies and microphysical investigation associated with mineralogic and chemical analyses of samples of weathered material. Mathematical models in some cases (especially for solar radiation and temperature) permit physical simulation, reconstruction of past data and extrapolation into the future observation of many monuments from different epochs; situated at various sites, gives examples of the fundamental processes that are often associated with, or masked by, other effects.
4. The main weathering processes are due to the combined action of rainwater and atmospheric pollutants (particularly the carbonaceous particles due to combustion) deposited on the surface of the monument. The way in which the surface is wetted is

very important : in fact, a short drizzle can activate the dry deposit without washing it away, and in this case the pH of rain droplets is of secondary importance; on the other hand, showers supply abundant water which favours dissolution of the stone and removal of the solute, resulting in a thinning of the original rock. Another important factor is the dynamic regime (i.e. laminar or turbulent) of the water flowing over the surface of the monument.

5. In zones where the surface of marble or calcareous monuments is only wetted, but protected from run-off, black crusts (characterized by crystals of gypsum and calcite with carbonaceous particles embedded in the crusts) are formed. Zones subjected to heavy run-off are also subjected to a thinning of the rock and small authentic calcite crystals form that are white in appearance.
6. In the case of relatively unpolluted towns, where marble and limestone sulphation is not the main cause of the deterioration process, biological deterioration mechanisms are often very important, due to the activity of epilithic and endolithic microflora and microfauna.
7. The case of particularly precious mortars, e.g. murals or frescoes, is discussed in order to clarify the thermodynamic method proposed for the analysis of experimental campaigns. Finally actions are described that act on the causes and not only on the effects.

- (a) The destructive processes of historical monuments depend on many factors, that are :
- I. the capture and nature of the pollutants
 - II. the supply of necessary chemical water reactions
 - III. the past history of the monument
 - IV. the frequency of some microclimatic conditions
- (i) II, III and IV
 - (ii) I, II and III
 - (iii) I, III and IV
 - (iv) I, II, III and IV

Ans : (iii) I, III and IV

- (b) The problem of the conservation of historical monuments requires :
- (i) an understanding of the deterioration process.
 - (ii) an accurate study of the many environmental agents.
 - (iii) an accurate assumption of effects of rainwater.
 - (iv) an understanding of the effects caused by the chemico-physical action of pollutants.

Ans : (ii) an accurate study of the many environmental agents.

- (c) The main weathering processes of the monument are caused due to the deposition of _____ on

the surface of the monument.

- (i) gypsum and calcite with carbonaceous particles
- (ii) the heat wave and the fluxes of moisture and energy
- (iii) pollutants which weaken the art work
- (iv) the combined action of rainwater and atmospheric pollutants

Ans : (iv) the combined action of rainwater and atmospheric pollutants

- (d) What favours the dissolution of the stone and removal of the solute, resulting in a thinning of the original rock ?

- (i) showers which supply abundant water
- (ii) pollutants in the air
- (iii) deterioration over a period of long time
- (iv) excessive restoration of an artwork

Ans : (i) showers which supply abundant water

- (e) To understand the destructive process of a monument it is very important to study the :

- (i) moisture deposited on the monument yearly.
- (ii) understand the variations of heat affecting the monument.
- (iii) diurnal and seasonal variations on the monument.
- (iv) fluxes of energy experienced by the monument.

Ans : (iii) diurnal and seasonal variations on the monument.

- (f) What are formed on the monuments in the zones where the surface of marble or calcareous monuments is only wetted but protected from run-off ?

- (i) green patches
- (ii) black crusts
- (iii) grey mould
- (iv) yellow residue

Ans : (ii) black crusts

- (g) Zones that experience _____ are also subjected to a thinning of the rock and small authentic calcite crystals form that are white in appearance on the monument.

- (i) extreme air pollution
- (ii) acid rainfall
- (iii) harsh winds
- (iv) heavy run-off

Ans : (iv) heavy run-off

- (h) Which of the following will be the most appropriate title of the passage ?

- (i) Deterioration Process of Historical Monuments
- (ii) Monuments and their Deteriorations
- (iii) The Legacy of Monuments
- (iv) The Science of Deterioration

Ans : (i) Deterioration Process of Historical Monuments

(i) When considering the deterioration in the case of particularly precious mortars, actions are described that act on :

- (i) the maintenance of the artwork.
- (ii) keeping the mural in its original condition.
- (iii) the causes and not only on the effects.
- (iv) the effects of time that can be clearly seen.

Ans : (iii) the causes and not only on the effects.

(j) In the passage the phrase 'run-off' refers to :

- (i) the flowing of excessive water across a surface.
- (ii) the fast deterioration of a surface.
- (iii) the thinning of the upper layer of a monument.
- (iv) the destructive affect of wind erosion.

Ans : (i) the flowing of excessive water across a surface.

(k) When talking about weathering processes, the way in which the surface is _____ is very important.

- (i) eroded
- (ii) wetted
- (iii) handled
- (iv) built

Ans : (ii) wetted

(l) Choose an option that is not similar in meaning to the word 'weathering'.

- (i) worn-out
- (ii) eroded
- (iii) disintegrated
- (iv) softened

Ans : (iv) softened

the learning process. Most students don't like to go to school if they feel like they are wasting their time. When there is technology allowed in the classroom, then teachers have an opportunity to let children work at a pace which suits them the best without disturbing others. They can look up additional information about a subject they are learning about that day, play educational games that reinforce the lesson, or work on advanced material using a program.

3. Because many of today's technology options allow students to see how well they are doing compared to the average of all users, it gives them a chance to push harder for themselves and their education. Many of the programs that encourage learning also issue rewards or award certificates, which helps to make the lessons fun as well.
4. Technology encourages more communication between teachers and parents. When there is technology in the classroom, then there are more opportunities for parents and teachers to connect with each other. Using a blog for the classroom can help parents get to see what their children are learning each day. Apps and software options allow teachers to instantly report on a child's behaviour to let parents know in real-time what is happening throughout the day. There are options for chat boxes, instant messaging, and other forms of communication as well.
5. Let's not forget about email here either. Since the 1990s when this technology option came into the classroom, it created more reliability in messaging between teachers and parents should there be a need to talk.
6. Technology also creates new ways to learn for today's student. There are three critical forms of intelligence that we see in children today : emotional, creative, and instructional. The traditional classroom environment, which typically encourages lecture-based lessons, focuses more on the latter option. Standardized tests and similar ranking tools do the same. When children have access to technology today, then those who excel outside of the standard learning setup can still achieve their full potential.
7. Technology allows children to embrace their curiosity in multiple ways. They can try new things without embarrassment because their tech access gives them a level of anonymity. This process allows children to work, through trial-and error if they wish, to see if a different strategy helps them to learn more effectively.
8. It even encourages students to stay engaged with their learning environment. Children get bored very easily when they feel like they already know what is being taught in their classroom. Some children will transform into mentors or leaders in this situation to help their fellow students, but there are many more who disengage because they lack stimulation. By introducing technology to the classroom, there are fewer places where repetitive learning must take

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PASSAGE 7

1. The modern classroom has taken several steps forward in its evolution of the learning environment in the past 25 years. Many of the benefits that we have seen in this setting are due to the introduction of new technology options for students. Instead of having a single computer for a class to use or a laboratory environment for the entire school placed in one room, we can now help students learn at their table or desk with items issued to them directly. Thus, there are quite a lot of advantages of having technology in classrooms.
2. Technology helps children to stay motivated during

place. Teachers can introduce new subjects, try new techniques, or use different projects to encourage ongoing learning, which creates more overall engagement.

- (a) Most children don't like to go to school if :
- they don't understand what is being taught in class.
 - they feel like they are wasting their time.
 - they find class too boring.
 - they can get away with it.

Ans : (ii) they feel like they are wasting their time.

- (b) What is the advantage of having a technology that allows students to see how well they are doing compared to the average of other students ?

- it gives an opportunity to learn from other students
- it tells one how much more hard work is needed to achieve a goal
- it motivates them to seek help where needed to reach the level of others
- it gives them a chance to push harder for themselves and their education

Ans : (iv) it gives them a chance to push harder for themselves and their education

- (c) Technology allows children to embrace their _____ in multiple ways.

- intelligence
- hard work
- curiosity
- passion

Ans : (iii) curiosity

- (d) Which of the following is not something that technology helps a student with in education ?

- Technology creates new ways to learn for today's student.
- Technology encourages more communication between parents and students.
- Technology helps children to stay motivated during the learning process.
- Technology encourages students to stay engaged with their learning environment.

Ans : (ii) Technology encourages more communication between parents and students.

- (e) Which of the following is not a way through which technology helps children to stay motivated during the learning process ?

- play educational games that reinforce a lesson
- work on advanced material using a program
- look up additional information about a subject they are learning about
- allow them to work on a lesson beyond their curriculum

Ans : (iv) allow them to work on a lesson beyond their

curriculum

- (f) The three critical forms of intelligence that we see in children today are :

- motivational
- creative
- instructional
- competitive
- emotional

- I, II and III
- II, III and IV
- II, III and V
- I, IV and V

Ans : (iii) II, III and V

- (g) Who is a mentor ?

- someone who gives someone help and advice related to something
- someone who leads someone to become a better person
- someone who helps someone in their time of need
- someone who provides a better learning standard

Ans : (i) someone who gives someone help and advice related to something

- (h) Children can try new things with the help of technology without embarrassment because their tech access gives them a level of :

- confidence
- anonymity
- superiority
- satisfaction

Ans : (ii) anonymity

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- (i) Which of the following is not a method through which technology encourages more communication between teachers and parents ?

- Apps and software options that allow teachers to instantly report on a child's behaviour.
- Usage of a blog for the classroom to help parents get to see what their children are learning each day.
- Communication options such as chat boxes, instant messaging, and other forms of communication.
- Software programs that allow parents to access the child's tech and keep a check on their usage.

Ans : (iv) Software programs that allow parents to access the child's tech and keep a check on their usage.

(j) Choose an option that makes the correct use of 'stimulation' as used in the passage, to fill in the space.

- (i) Babies who love with their parents receive much more _____ than babies who sleep in a cot.
- (ii) It was known that _____ made the heart to increase its oxygen consumption.
- (iii) Near the boundary, the electrical _____ spreading enough to evoke both movements.
- (iv) She has a low threshold of boredom and needs the constant _____ of physical activity.

Ans : (iv) She has a low threshold of boredom and needs the constant _____ of physical activity.

(k) Technology helps children to see if a different strategy helps them to learn more effectively through :

- (i) hard work and diligence.
- (ii) trial and error method.
- (iii) advanced software programs.
- (iv) strategies and lessons.

Ans : (ii) trial and error method.

(l) Choose an option that is clearly a synonym of the word 'engaged'.

- (i) immerse
- (ii) surrender
- (iii) release
- (iv) disrupt

Ans : (i) immerse

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PASSAGE 8

1. Social media has become almost a necessity for us, in today's world. It's become so important and evolved so much, that we carry our social media with us throughout the day, on our phones.
2. One of the major benefits of social media is that you can connect with people all over the world, for free. This comes in handy if you have friends who have travelled abroad. You can send them messages on Facebook or Twitter or Instagram, and they can respond quickly from wherever they are. Social media helps to fortify and maintain your personal relationships, even with people who are far away from you. If you have a family member that's travelling, you won't have to wait until they return to hear about their adventures. Just hop on Facebook or Instagram

and start chatting and exchanging pictures.

3. This ability to communicate quickly and easily with people overseas is also very convenient for those who do business, in foreign lands. Social media platforms provide a cheap, easy way to quickly communicate your point to your customers or clients, who are across the world. You can send a private message, publicly share something or video chat, for free. Using social media for a company is very cost effective and time efficient. Staying connected to these people is important to improve your business relationship, and keep your company running properly.
4. Staying connected to your social networks on the platforms that you use can be vital to your professional success. Through social media sites, you can find jobs, inform your community of business opportunities and career openings, and you can even monetize your accounts. Keeping a well-maintained network will help you achieve success in your career. A good site to look at, if you're trying to create a professional network, is LinkedIn. The site is designed specifically to help you advance in your career. You'll open up plenty of new opportunities that you didn't have, before.
5. Being an active participant in social media is a great way to learn new things. News outlets are constantly using social media, to help keep people in the loop. Social media is the way that news is heard, and it's the way that news is spread. You can make the argument that staying connected to social media is, in fact, staying connected to life. It's not only good for sharing and spreading news, it's a great place to find out about people's opinions on various topics. For example, if you've built a sports community, you'll learn about the sports that you love. You can build communities around politics, business, cars, family, education and pretty much whatever other topic you'd like. Social media will enhance your life. It will provide you the chance to communicate, connect and be involved like never before. You'll stay connected with news outlets, family, friends and virtually whatever else you'd like to connect with.

(a) One of the major benefits of social media is that :

- (i) you can see what is happening all over the world.
- (ii) you can connect with people all over the world for free.
- (iii) you can talk to people far away from you easily.
- (iv) you can connect with people you have never met before.

Ans : (ii) you can connect with people all over the world for free.

(b) Using social media for a company is :

- (i) very cost effective.
- (ii) time efficient.
- (iii) very profitable.
- (iv) both (i) and (ii).

Ans : (iv) both (i) and (ii)

(c) Being an active participant in social media is a great way to :

- (i) meet new people.
- (ii) learn new things.
- (iii) increase your social circle.
- (iv) stay connected to life.

Ans : (ii) learn new things.

(d) In today's world, social media has become a _____ for us.

- (i) necessity
- (ii) luxury
- (iii) backbone
- (iv) support

Ans : (i) necessity

(e) Which of the following is not a social media platform ?

- (i) Facebook
- (ii) Instagram
- (iii) Google
- (iv) Twitter

Ans : (iii) Google

(f) For whom is the ability to communicate quickly and easily with people overseas very convenient ?

- (i) those who live away from their families
- (ii) those who have connections with people in other countries
- (iii) those who travel to foreign lands a lot
- (iv) those who do business in foreign lands

Ans : (iv) those who do business in foreign lands

(g) Social media platforms that you use can be vital to your professional success because through them you can :

1. create a business circle and increase your business connections
2. inform your community of business opportunities
3. find jobs
4. monetize your accounts
5. inform your community of career openings

- (i) 1, 2 and 4
- (ii) 2, 3 and 4
- (iii) 1, 2, 3 and 4
- (iv) 2, 3, 4 and 5

Ans : (iv) 2, 3, 4 and 5

(h) Which is a good site to look at if you're trying

to create a professional network ?

- (i) Twitter
- (ii) Gmail
- (iii) LinkedIn
- (iv) Facebook

Ans : (iii) LinkedIn

(i) Which of the following is not a feature of social media ?

- (i) Social media will enhance your life.
- (ii) Social media comes in handy if you have friends who have travelled abroad.
- (iii) Social media is the way that news is spread, even if it is not heard this way.
- (iv) Keeping a well-maintained network will help you achieve success in your career.

Ans : (iii) Social media is the way that news is spread, even if it is not heard this way.

(j) Which of the following is an appropriate title for the passage ?

- (i) The Beneficial Social Media
- (ii) Social Media - A Necessity
- (iii) Importance of Staying Connected Through Social Media
- (iv) The Revolution of the Whole World Around the Social Media

Ans : (iii) Importance of Staying Connected Through Social Media

(k) Choose an option that clearly states the meaning of the word 'enhance'.

- (i) further improve the quality or value of something
- (ii) highlight a quality that was being ignored before
- (iii) understand the true value of something
- (iv) something that empowers you

Ans : (i) further improve the quality or value of something

(l) Choose an option that is a synonym of the word 'fortify'.

- (i) barricade
- (ii) strengthen
- (iii) improve
- (iv) boost

Ans : (ii) strengthen

PASSAGE 10

1. The news that the Indian Railways are going to incur a shortfall of Rs. 1000 crore in their resources generation - and will, therefore, have to seek budgetary support to that extend - will not surprise many. That's a scenario that has been played out for years now, and the outcome, too, has been

predictable - with railways budget doing its duty by doling out public money. But it's time to look at the problem differently, in view of the current concerns of the government in economizing its charity and the feeling that the railways have to stand on their own legs.

2. The Railways have, over the last few months, continued to experience a shortfall of Rs. 85 crore per month, a feature that could add to their woes if it continues. Fall in expected goods traffic, in the rate per tonne and also a dip in passenger traffic have contributed to the shortfall. All these may not be new concerns for the Railways; the relevant point, however, is how the system and the government hope to tackle it.
3. Clearly, budgetary support should be considered only in the last instance, after various measures to both reduce expenditure and raise resources have been tried out. Consider subsidies on passenger traffic- the expenditure which really digs into the government's coffers. In fact, passenger traffic subsidy accounted for nearly 90 per cent of the railways' losses in 1992-93, with freight traffic subsidies taking up the rest.
4. Freight traffic subsidy cuts should prove more easy if this year's budget exercise is any indication. Till now, sixteen commodities were subsidized. In 1993-94, budget subsidy on four commodities were removed. Prices did not rise, there was little protest and now the Railways ought to be emboldened to do more. Reduction in passenger subsidies is more tricky given the dependence of such a large population, mostly poor, on the system and most governments have been reluctant to do much. In fact, passenger rates have been hiked very few times and that, too, only in recent years.
5. One area where the Railways could do a lot more pruning is in shutting uneconomic branch lines. For instance, in 1992-93 it was found that 114 branch lines contributed a loss of Rs. 121 crore.
6. To its credit, however, the railways have been looking around for sources of funds other than the budget.

(a) Which of the following is correct regarding the shortfall in the Railways' resource generation ?

- (i) it was higher than earlier years
- (ii) it is happening for the first time
- (iii) it was anticipated by most people
- (iv) This is the largest shortfall ever to happen

Ans : (iii) it was anticipated by most people

(b) How does the government expect to 'economise its charity' ?

- (i) By requiring the railways to be self-sufficient
- (ii) By stopping the budget support
- (iii) By showing its concern through the Railway ministry
- (iv) By not doling out public money

Ans : (i) By requiring the railways to be self-sufficient

(c) Which of the following has the same meaning as

the phrase 'played out' as it has been used in the passage?

- (i) Enacted
- (ii) Dramatised
- (iii) Repeated
- (iv) Predicted

Ans : (iii) Repeated

(d) Which of the following is false regarding the railway operation?

- (i) Reduction in goods traffic is not a new phenomenon
- (ii) Passenger traffic has shown an increase in recent years
- (iii) Rates per tonne of goods carried has come down
- (iv) Railways are aware of the problem of reduction in income

Ans : (ii) Passenger traffic has shown an increase in recent years

(e) How does the cut in freight traffic affect the shortfall?

- (i) By increasing the income
- (ii) By reducing the expense
- (iii) Simultaneously increasing income and reducing expense
- (iv) None of these

Ans : (iv) None of these

(f) Which of the following has the same meaning as the word 'dip' as it has been used in the passage?

- (i) Drift
- (ii) Plunge
- (iii) Slowness
- (iv) Reduction

Ans : (iv) Reduction

(g) Which of the following seems to be the major contributing factor towards the losses of the railways?

- (i) Passenger subsidies
- (ii) Freight subsidies
- (iii) Uneconomical lines
- (iv) All of these

Ans : (i) Passenger subsidies

(h) What does the author suggest that the railways should do as regards freight subsidy?

- (i) It should introduce subsidy for more items
- (ii) It should be very courageous
- (iii) It should remove or reduce subsidies of more items
- (iv) Author's views are not explicit

Ans : (iii) It should remove or reduce subsidies of more items

(i) Which of the following is true regarding the

passenger fare charged by the railways?

- (i) It is excessively high now
- (ii) First class passengers are not given any subsidy
- (iii) Only second class passengers get subsidy
- (iv) None of these

Ans : (iv) None of these

(j) What seems to be the ultimate consideration for allowing freight subsidy by the railways?

- (i) Keeping the freight charges low
- (ii) Keeping the railway in losses
- (iii) Keeping the prices of commodities low
- (iv) Cannot be made out from the passage

Ans : (iii) Keeping the prices of commodities low

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PASSAGE 11

1. The task which Gandhiji undertook was not only the achievement of political freedom but also the establishment of a social order based on truth and non-violence, unity and peace, equality and universal brotherhood, and maximum freedom for all. This unfinished part of his experiment was perhaps even more difficult to achieve than the achievement of political freedom. Political struggle involved fight against a foreign power and all one could do was either join it or wish it success and give it his moral support. In establishing the social order of this pattern, there was a lively possibility of a conflict arising between groups and classes of our own people. Experience shows that man values his possessions even more than his life because in the former he sees the means for perpetuation and survival of his descendants even after his body is reduced to ashes. A new order cannot be established without radically changing the mind and attitude of men towards property and, at some stage or the other, the 'haves' have to yield place to the 'have-nots'. We have seen, in our time, attempts to achieve a kind of egalitarian society and the picture of it after it was achieved. But this was done, by and large, through the use of physical force.
2. In the ultimate analysis, it is difficult, if not impossible, to say that the instinct to possess has been rooted out or that it will not reappear in an even worse form under a different guise. It may even be that, like a gas kept confined within containers under great pressure,

or water held by a big dam, once a barrier breaks, the reaction will one day sweep back with a violence equal in extent and intensity to what was used to establish and maintain the outward egalitarian form. This enforced egalitarianism contains, in its bosom, the seed of its own destruction.

3. The root cause of class conflict is possessiveness or the acquisitive instinct. So long as the ideal that is to be achieved is one of securing the maximum material satisfaction, possessiveness can neither be suppressed nor eliminated but will grow on what it feeds. Nor will it cease to be such- it is possessiveness, still, whether it is confined to only a few or is shared by many.
 4. If egalitarianism is to endure, it has to be based not on the possession of the maximum material goods by a few or by all but on voluntary, enlightened renunciation of those goods which cannot be shared by others or can be enjoyed only at the expense of others. This calls for substitution of spiritual values for purely material ones. The paradise of material satisfaction, that is sometimes equated with progress these days neither spells peace nor progress. Mahatma Gandhi has shown us how the acquisitive instinct inherent in man could be transmuted by the adoption of the ideal of trusteeship by those who 'have' for the benefit of all those who 'have not' so that, instead of leading to exploitation and conflict, it would become a means and incentive for the amelioration and progress of society, respectively.
 - (a) According to the passage, egalitarianism will not survive if
 - (i) It is based on voluntary renunciation
 - (ii) It is achieved by resorting to physical force
 - (iii) Underprivileged people are not involved in its establishment
 - (iv) People's outlook towards it is not radically changed
- Ans :** (iv) People's outlook towards it is not radically changed
- (b) According to the passage, why does man value his possessions more than his life?
 - (i) He has an inherent desire to share his possessions with others
 - (ii) He is endowed with the possessive instinct
 - (iii) Only his possessions help him earn love and respect from his descendants
 - (iv) Through his possessions he can preserve his name even after his death
- Ans :** (iv) Through his possessions he can preserve his name even after his death
- (c) According to the passage, which was the

unfinished part of Gandhiji's experiment?

- (i) Educating people to avoid class conflict
- (ii) Achieving total political freedom for the country
- (iii) Establishment of an egalitarian society
- (iv) Radically changing the mind and attitude of men towards truth and non-violence

Ans : (iv) Radically changing the mind and attitude of men towards truth and non-violence

(d) Which of the following statements is 'not true' in the context of the passage?

- (i) True egalitarianism can be achieved by giving up one's possessions under compulsion
- (ii) Man values his life more than his possessions
- (iii) Possessive instinct is a natural part of the human being
- (iv) In the political struggle, the fight was against the alien rule

Ans : (ii) Man values his life more than his possessions

(e) According to the passage, true egalitarianism will last if

- (i) It is thrust upon people
- (ii) It is based on truth and non-violence
- (iii) People inculcate spiritual values along with material values
- (iv) 'Haves' and 'have-nots' live together peacefully

Ans : (iii) People inculcate spiritual values along with material values

(f) According to the passage, people ultimately overturn the form of a social order

- (i) Which is based on coercion and oppression
- (ii) Which does not satisfy their basic needs
- (iii) Which is based upon conciliation and rapprochement
- (iv) Which is not congenial to the spiritual values of the people

Ans : (i) Which is based on coercion and oppression

(g) According to the passage, the root cause of class conflict is

- (i) The paradise of material satisfaction
- (ii) Dominant inherent acquisitive instinct in man
- (iii) Exploitation of the 'have-nots' by the 'haves'
- (iv) A social order where the unprivileged are not a part of the establishment

Ans : (ii) Dominant inherent acquisitive instinct in man

(h) Which of the following statements is not true in

the context of the passage?

- (i) A new order can be established by radically changing the outlook of people towards it
- (ii) Adoption of the ideal of trusteeship can minimise possessive instinct
- (iii) Enforced egalitarianism can be the cause of its own destruction
- (iv) Idea of new order is to secure maximum material satisfaction

Ans : (iv) Idea of new order is to secure maximum material satisfaction

(i) According to the passage, which of the following statements is true?

- (i) A social order based on truth and non-violence alone can help the achievement of political freedom
- (ii) In establishing the social order of Gandhiji's pattern, the possibility of a conflict between different classes of society hardly exists
- (iii) It is difficult to change the mind and attitude of men towards property
- (iv) In an egalitarian society, material satisfaction can be enjoyed only at the expenses of others

Ans : (ii) In establishing the social order of Gandhiji's pattern, the possibility of a conflict between different classes of society hardly exists

(j) According to the passage, what does adoption of the ideal of trusteeship mean?

- (i) Equating peace and progress with material satisfaction
- (ii) Adoption of the ideal by the 'haves' for the benefit of the society
- (iii) Voluntary, enlightened renunciation of the possessive instinct by the privileged class
- (iv) Substitution of spiritual values by material ones by those who live in the paradise of material satisfaction

Ans : (ii) Adoption of the ideal by the 'haves' for the benefit of the society

(k) Which of the following is synonym of 'Possessions'?

- (i) Perfection
- (ii) Custody
- (iii) Parameters
- (iv) Arguments

Ans : (ii) Custody

(l) Which of the following is Antonym of 'Radically'?

- (i) Presumably
- (ii) Possibility
- (iii) Elaborate
- (iv) Conservative

Ans : (iv) Conservative

PASSAGE 12

1. Our body is a wondrous mechanism and when subjected to unusual stress over a period of time, it adapts itself to deal more effectively with that stress. Therefore, when you exert your muscles against resistance, they are forced to adapt and deal with this extraordinary work load. This is the principle of weight training. Strands of muscle fibers become thicker and stronger in response to the demands placed on them.
2. One of the great merits of weight training is the strength of your heart. During weight training, your heart is forced to beat faster and stronger in order to pump sufficient blood to the muscles being worked. In time, your heart, like your body, will adapt to this extra-workload by becoming stronger and more efficient. Since your body needs a given amount of blood to perform its daily tasks your heart will now need fewer beats to pump the same quantity of blood. Sounds good? There's more. Your entire circulatory system is given a thorough workout every time you exercise, which increases its overall efficiency. Even the neural paths from your brain's command centers to each individual muscle become more effective, enabling easier recruitment of muscle fibers for carrying out physical tasks. In essence, your body becomes a well-oiled and finely-tuned piece of machinery, whirring along without any breakdown. In today's stress filled world, you need all help you can get.

(a) What is the principal of weight training?

- (i) Adapting the body to muscle force
- (ii) Adapting muscles to force implied on them
- (iii) Disposing extra-workload
- (iv) Mechanised response to external conditions

Ans : (ii) Adapting muscles to force implied on them

(b) What affects the nature of muscle fibres?

- (i) Intensity of workload
- (ii) Alimentary system
- (iii) Nutrition
- (iv) Stress imposed on them

Ans : (iv) Stress imposed on them

(c) How does the heart become stronger owing to physical exercise?

- (i) Thorough acclimatization
- (ii) Naturalization
- (iii) Adapting to excessive workload
- (iv) By accelerating the circulation of blood

Ans : (iii) Adapting to excessive workload

(d) How much blood does the heart pump at the same number of heartbeats, when exposed to

excessive stress?

- (i) Same quantity
- (ii) Less than before
- (iii) More than normal
- (iv) None of these

Ans : (iv) None of these

(e) What happens to our body due to physical exercise?

- (i) More efficient
- (ii) Less efficient
- (iii) Efficiency of the body remains the same
- (iv) None of these

Ans : (i) More efficient

(f) What does the term 'well-oiled' in the passage denote?

- (i) Healthy
- (ii) Efficient
- (iii) Massaged
- (iv) None of these

Ans : (i) Healthy

(g) Which one of the following is the most appropriate title for the passage?

- (i) Health is wealth
- (ii) Exercise - its benefits
- (iii) The mechanics of weight training
- (iv) How to retain your health

Ans : (iii) The mechanics of weight training

(h) In the present world, the importance of physical exercise has

- (i) Increased
- (ii) Decreased
- (iii) Remained at the same level
- (iv) None of these

Ans : (i) Increased

(i) What, according to the passage, is the function of the heart?

- (i) Oxygenation of blood
- (ii) Pumping the blood to the muscles
- (iii) Pumping the blood to capillaries
- (iv) Accelerating the circulation of blood

Ans : (ii) Pumping the blood to the muscles

(j) What does the above passage suggest?

- (i) We should carry out physical exercise as a routine
- (ii) Physical exercise is necessary occasionally
- (iii) We should ignore physical exercise
- (iv) We should subject our body to as much exercise as it can withstand.

Ans : (i) We should carry out physical exercise as a routine

PASSAGE 13

- Economist, ethicists and business experts persuade us that honesty is the best policy, but their evidence is weak. We hoped to find data that would support their theories and thus, perhaps, encourage higher standards of business behaviour. To our surprise, their pet theories failed to stand up. Treachery, we found, can pay. There is no compelling economic reason to tell the truth or keep one's word. Punishment for the treacherous in the real world is neither swift nor sure.
- Honesty is, in fact, primarily a moral choice. Business people do tell themselves that, in the long run, they will do well by doing good. But there is little factual or logical basis for this conviction. Without values, without a basic preference of right over wrong, trust based on such delusion would crumble in the face of temptation. Most of us choose virtue because we want to believe in ourselves and because others respect and believe us.
- And due to this, we should be happy. We can be proud of a system in which people are honest because they want to be, not because they have to be. Materially, too, trust based on morality provides great advantages. It allows us to join in great and exciting enterprises that we could never undertake if we relied on economic incentives alone.
- Economists tell us that trust is enforced in the market place through retaliation and reputation. If you violate a trust, your victim is apt to seek revenge and others are likely to stop doing business with you, at least under favourable terms. A man or woman with a reputation for fair dealing will prosper. Therefore, profit maximisers are honest. This sounds plausible enough until you look for concrete examples. Cases that apparently demonstrate the awful consequences of trust turn out to be few and weak, while evidence that treachery can pay seems compelling.

(a) According to the passage, what do economists and ethicists, want us to believe?

- Businessmen should always be honest
- Businessmen cannot always be honest
- Businessmen turn dishonest at times
- Businessmen are honest only at times

Ans : (i) Businessmen should always be honest

(b) What did the author find out about the theory that 'honesty is the best policy'?

- It is correct on many occasions
- It is correct for all businesses
- It is a useless theory
- It is a theory which seems to be correct only occasionally

Ans : (ii) It is correct for all businesses

(c) Why are businessmen, according to the author,

honest in their dealings?

- Businessmen are God-fearing
- Businessmen choose to be honest
- Businessmen are honest by nature
- All businessmen are caught if they are dishonest

Ans : (ii) Businessmen choose to be honest

(d) According to the author, which of the following, is the reason for being honest in business?

- It gives no immediate benefits
- It gives no long-term benefits
- It makes a person self-seeking
- None of these

Ans : (iv) None of these

(e) Why does the author say that one can be proud of the present situation?

- People are self-respecting
- People are respect seekers
- People are unselfish
- People are honest without compulsion

Ans : (iv) People are honest without compulsion

(f) What is the material advantage which the author sees is being honest?

- It permits one to undertake activities which may not be economically attractive
- It permits one to be honest for the sake of honesty alone
- It permits one to be make a lot of profit in various areas
- It permits one to form various trusts to make profits

Ans : (iii) It permits one to be make a lot of profit in various areas

(g) Why do businessmen, according to economists, remain honest?

- Dishonest businessmen can make more money
- Dishonest businessmen make money in the long run
- Dishonest businessmen cannot stay in business for long
- Dishonest businessmen are flogged in the market place

Ans : (iii) Dishonest businessmen cannot stay in business for long

(h) Which of the following phrases is most nearly the same in meaning as the word 'persuade' as it has been used in the passage?

- Give an assurance
- Give an opinion
- Try to convince
- Cheat

Ans : (iii) Try to convince

(i) Which of the following is false according to the

passage?

- (i) Economists believe that all businessmen are dishonest
- (ii) Generally people are honest so as to earn self-respect
- (iii) Virtuous behaviour earns the respect of others
- (iv) All dishonest men are not caught

Ans : (i) Economists believe that all businessmen are dishonest

(j) Which of the following best describes what the author is trying to point out through the last sentence of the passage, "Cases that..... compelling"?

- (i) The consequences of business
- (ii) The contradictions in the real world
- (iii) Economists predict incorrectly
- (iv) The contradictions is unreal

Ans : (ii) The contradictions in the real world

(k) Which of the following is synonym of 'Treachery'?

- (i) Treasure
- (ii) Perfidy
- (iii) Debit
- (iv) Failure

Ans : (ii) Perfidy

(l) Which of the following is antonym of 'conviction'?

- (i) Phrase
- (ii) Standard
- (iii) Doubt
- (iv) Place

Ans : (iii) Doubt

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PASSAGE 14

1. The greatest enemy of mankind, as people have discovered, is not science, but war. Science merely reflects the social forces by which it is surrounded. It is found that when there is peace, sciences constructive, when there is war, science is perverted to destructive ends.
2. The weapons which science gives us don't necessarily create war, these make war increasingly more terrible. Until now it has brought us to the doorstep of doom. Our main problem, therefore, is not to curb science but to stop war. This is a job in which everybody must participate including the scientists.

3. But the bomb of Hiroshima suddenly woke us to the fact that we have very little time. The hour is late and our work has scarcely begun. Now we are face to face with this urgent question: "Can education and tolerance, understanding and creative intelligence run fast enough to keep us abreast with our own mounting capacity to destroy?" This is the question which we will have to answer one way or the other in this generation. Science must help us in finding the answer, but ultimately the main decision lies within ourselves.

(a) According to the author, the real enemy of mankind is not science but war, because

- (i) science during the war is very destructive
- (ii) science merely invents the weapons with which war is fought
- (iii) the weapons that science invents necessarily lead to war
- (iv) the weapons invented by science do not cause war though they make it more destructive

Ans : (iv) the weapons invented by science do not cause war though they make it more destructive

(b) War can be stopped if

- (i) Science is not allowed to lead us to utter destruction
- (ii) We replace force and lawlessness by law and international government
- (iii) Science is restricted to be utilised only during war time
- (iv) Weapons invented by science are not used to launch a war.

Ans : (ii) We replace force and lawlessness by law and international government

(c) According to the author, the main problem we are faced with is to

- (i) Stop science from reflecting social forces
- (ii) stop scientific activities everywhere
- (iii) Abolish war
- (iv) Prevent scientists from participating in destructive activities

Ans : (iii) Abolish war

(d) Our mounting capacity to destroy can be kept under control by

- (i) encouraging social forces
- (ii) education and broad-mindedness
- (iii) Insight and constructive thinking
- (iv) Both (ii) and (iii)

Ans : (iv) Both (ii) and (iii)

(e) The expression 'bring to the doorstep of doom' means

- (i) lead us to threshold of a new destiny
- (ii) introduce us to an unpredictable future
- (iii) carry us close to death and destruction
- (iv) take us step by step to ruin

Ans : (iii) carry us close to death and destruction

(f) Which one of the following statements is not implied in the passage?

- (i) People needlessly blame science for war
- (ii) Science is misused for destructive purposes
- (iii) Neither science nor the weapons it invents add to the horrors of war
- (iv) The role of science in ensuring world peace is subsidiary to that of man

Ans : (iii) Neither science nor the weapons it invents add to the horrors of war

(g) Which of the following is opposite in meaning to the word 'anarchy' in the passage?

- (i) Law and order
- (ii) Political dominance
- (iii) Economic prosperity
- (iv) Communal harmony

Ans : (ii) Political dominance

(h) The phrase, 'our work has scarcely begun' implies that our work

- (i) has only just begun
- (ii) has not yet begun
- (iii) has begun but not yet finished
- (iv) is not likely to begin

Ans : (i) has only just begun

(i) The expression 'keep us abreast' in the passage means

- (i) Keep at a distance
- (ii) Keep side by side
- (iii) Hold out a challenge
- (iv) Prevent from escaping

Ans : (ii) Keep side by side

(j) Which of the following would be the most suitable title for the passage

- (i) Science and social forces
- (ii) Science and the horrors of war
- (iii) Science and world peace
- (iv) Science and the new generation

Ans : (iii) Science and world peace

PASSAGE 15

1. Amartya Sen wrote about the Indian tradition of skepticism and heterodoxy of opinion that led to high levels of intellectual argument. The power sector in India is a victim of this tradition at its worst. Instead of forcefully communicating, supporting and honestly and firmly implementing policies, people just debate them. It is argued that central undertakings produce power at lower tariffs and must therefore build most of the required extra capacities. This is a delusion. They no longer have access to low-cost government funds.
2. Uncertainty about payment remains a reason for the hesitation of private investment. They had to sell only to SEBs (State Electricity Boards), SEB balance sheets are cleaner after the "securitisation" of the Rs. 40,000 crore or so owed by SEBs to central government undertakings, now shown as debt instruments. But state governments have not implemented agreed plans to ensure repayment when due. The current annual losses of around Rs. 28,000 crore make repayment highly uncertain. The central undertakings that are their main suppliers have payment security because the government will come to their help. Private enterprises do not have such assurance and are concerned about payment security, that must be resolved.
3. By the late 1990s, improving the SEB finances was recognized as fundamental to power reform. Unbundling SEBs, working under corporate discipline and even privatization and not vertically integrated state enterprises, are necessary for efficient and financially viable electricity enterprises. Since government will not distance itself from managing them, privatizing is an option. The Delhi model has worked. But it receives no public support.
4. The Electricity Act 2003, the APRDP (Accelerated Power Reform and Development Programme) with its incentives and penalties, and the creation of creation of independent regulatory commissions, were the means to bring about reforms to improve financial viability of power sector. Implementation has been half-hearted and results disappointing. The concurrent nature of electricity in the Constitution impedes power sector improvement. States are more responsive to populist pressures than the central government, and less inclined to take drastic action against electricity thieves.
5. Captive power would add significantly to capacity. However, captive generation, three years after the Act enabled it, has added little to capacity because rules for open access were delayed. Redefined captive generation avoids state vetoes on purchase or sale of electricity except to state electricity enterprises. Mandating open access on state-owned wires to power regardless of ownership and customer would encourage electricity trading. The Act recognized electricity trading as a separate activity. A surcharge

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on transmission charges will pay for cross-subsidies. These were to be eliminated in time. Rules for open access and quantum of surcharge by each state commission (under broad principles defined by the central commission) have yet to be announced by some. The few who have announced by some. The few who have announced the surcharge have kept it so high that no trading can take place.

- (a) The author thinks it appropriate to _____.
- discuss any policy in details and make it fool proof instead of implementing it hastily.
 - follow Indian tradition meticulously as skepticism is essential for major decisions.
 - divert our energies from fruitlessly contracting policies to supporting its implementation wholeheartedly.
 - intellectual arguments and conceptualization of every policy is definitely better than its enforcement.

Ans : (iii) divert our energies from fruitlessly contracting policies to supporting its implementation wholeheartedly.

- (b) Why are the Central undertakings not capable of generating power at low cost?
- Due to paucity of low-cost funds
 - Due to their access to Government funds
 - Due to their delusion about government funds
 - Because of their extra capacities

Ans : (iii) Due to their delusion about government funds

- (c) Which of the following is the reason for apathy of private investors in power sector?
- Their hesitation
 - Uncertainty of their survival
 - Cut-throat competition
 - Lack of guarantee of timely returns

Ans : (iv) Lack of guarantee of timely returns

- (d) What was the serious omission on the part of the State Government ?
- Agreement for late recovery of dues
 - Reluctance to repay to private investors as per agreed plan
 - Non-implementation of recovery due to unplanned and haphazard policies
 - Lack of assurance from private enterprises

Ans : (ii) Reluctance to repay to private investors as per agreed plan

- (e) Which of the following is/are considered necessary for improving performance of

electricity enterprises?

- Corporate work culture
- Privatisation
- Properly integrated State enterprises
- None of these

Ans : (i) Corporate work culture

- (f) The example of 'Delhi Model' quoted by the author underlines his feelings of _____.

- happiness about its success.
- unhappiness for lack of public support.
- disgust towards privatisation.

- A and B only
- B and C only
- A and c only
- None of these

Ans : (i) A and B only

- (g) Which of the following was/were not considered as the instrument(s) to accomplish financial well-being of power sector?

- The Electricity Act 2003
- The APRDP with its incentives and penalties
- Setting up of independent regulatory commissions
- States' vulnerability to populist pressures

Ans : (iv) States' vulnerability to populist pressures

- (h) Why were the results of the power sector reforms not as had been anticipated?

- The means to bring about reforms were ill-conceived
- The enforcement of the reform means was inadequate and apathetic.
- The Act and the reform measures were contradicting with each other.
- The incentives on the one hand and penalties on the other created dissatisfaction.

Ans : (iv) The incentives on the one hand and penalties on the other created dissatisfaction.

- (i) What serious drawback of the States is pointed out by the author of the passage?

- The incentives and penalties enforced by the States were disproportionately incomparable
- The enforcement of the provisions of the acts was drastic and harsh
- Their vulnerability to fall prey to populist pressures
- Imposition of penalties were not judicious and incentives were not free from partiality

Ans : (iii) Their vulnerability to fall prey to populist pressures

- (j) Choose the word or group of words which is most nearly the same in meaning as the word printed in bold

VIABILITY

- (i) ability to reform
- (ii) ability to meditate
- (iii) power to bounce
- (iv) capability to survive

Ans : (iv) capability to survive

- (k) Choose the word or group of words which is most nearly the same in meaning as the word printed in bold

DELUSION

- (i) proper understanding
- (ii) wrong prediction
- (iii) false belief
- (iv) unrealistic optimism

Ans : (iii) false belief

- (l) Choose the word which is most opposite in meaning of the word printed in bold

IMPEDES

- (i) interferes
- (ii) grows
- (iii) excels
- (iv) promotes

Ans : (iv) promotes

- (m) Choose the word which is most opposite in meaning of the word printed in bold

UNBUNDLING

- (i) disorganising
- (ii) reorienting
- (iii) segregating
- (iv) integrating

Ans : (iv) integrating

boycott of many African regimes - after nearly a century of extreme colonial exploitation – left the continent in the grip of oppressive rulers looking for new political sponsors, arms-sellers and trading partners. Not only was it an abdication of the developed world’s responsibility to the world’s least developed region, sanctions actually compounded the sufferings of poorer Africans. The Darfur killings continue and there is no mellowing of Robert Mugabe’s repression in Zimbabwe.

3. Abandoned by the West Africa looked elsewhere. Beijing filled the vacuum by eagerly embracing dangerous and unsavoury regimes in its search for oil and other minerals. China demonstrated its influence by playing host to 48 out of 53 African leaders a year ago in a jamboree that was historic as well as historical. Historic because China has succeeded in becoming the pre-eminent outside power in Africa and its second biggest trading partner. Historical because modern Chinese diplomacy draws on the Middle kingdom’s ancient formula; the tribute system. It was how the son of Heaven brought those nations whom the Celestial Empire called “barbarians’ into his imperial trading and , through it, cultural and political system.
4. Contemporary China’s economic penetration of Africa also heralds a new era of cultural and political ties though the Chinese foreign ministry repeatedly assure the world that “our cooperation is not designed to be against or preclude any third party.” This is untrue in a world of finite resources. Once the Chinese are established in a country, no one else gets a foothold. Myanmar, where India failed to obtain the desired gas concessions, is a prime example. Aware that the hunt for energy is a zero-sum game, China’s leadership courts African leaders with regular visits and substantial grants.
5. After decades of neglect – Vajpayee’s Africa visit over a decade ago was to attend a Commonwealth Summit– India will have to move cautiously but quickly if it is to break China’s monopoly. Along with investing in Africa’s human capital, ,China has outlined a strategic investment plan to build three to five trade economic cooperation zones in Africa by 2009 to boost trade, which is expected to tap \$40 billion this year. That could double to \$30 billion by 2010 on the back of an insatiable demand for natural resources to feed China’s booming economy.

- (a) What was Jawaharlal Nehru’s consideration for helping African nations?
- (i) The people in the continent were extremely backward
 - (ii) The Bandung Conference was held in African Continent
 - (iii) African Continent is emotionally related to Asian Continent
 - (iv) Nehru had promised the British rulers to help Africa after independence

Ans : (iii) African Continent is emotionally related to

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PASSAGE 16

1. The Prime Minister’s recent trip to Nigeria, the first bilateral prime ministerial visit to Africa since Jawaharlal Nehru’s 45 years ago, recalls a long neglected Indian obligation. “It is up to Asia to help Africa to the best of her ability,” Nehru told the Bandung Conference in 1955, “because we are sister continents. “The Prime Minister’s proposed strategic partnership with African nations might at last make good that 52-year old promise and also, perhaps, challenge China’s expedient diplomacy.
2. In the intervening years, the West’s sanctimonious

Asian Continent

(b) The example of Myanmar given by the author proves

- (i) that when China patronizes a country it does not allow other nations to enter
- (ii) India's foresight to feed its growing hunger for energy
- (iii) Myanmar's political acumen to have symbiosis with China
- (iv) that a country's political wisdom does not necessarily establish economic stability

Ans : (i) that when China patronizes a country it does not allow other nations to enter

(c) Which of the following is the author's suggestion to India to break the Chinese monopoly?

- (i) Move away cautiously but quickly from the African nations
- (ii) Arrange PM's regular visits to African countries
- (iii) Outline a strategic plan of investment in the African countries
- (iv) None of these

Ans : (iv) None of these

(d) From the contents of the passage, it can be inferred that the author's views are:

- (i) appreciate of oppressive and barbaric African rulers
- (ii) in favour of not making any investment in African countries
- (iii) against India's entering into a competition with China
- (iv) in favour of India gaining an edge over China

Ans : (iv) in favour of India gaining an edge over China

(e) The author considers the claims of the Chinese Foreign Ministry regarding third party as

- (i) just and worthy of trust
- (ii) true but slightly exaggerated
- (iii) too exorbitant to be true
- (iv) None of these

Ans : (iv) None of these

(f) Which of the following best explains the term "Middle kingdom's ancient formula"?

- (i) Rendering free hand for political, cultural & commercial upliftment
- (ii) Influencing the underdeveloped countries through apparently patronizing policy
- (iii) Referring the underdeveloped folks as barbarians and mistreating them
- (iv) Becoming pre-eminent outside power and thus ruling over them

Ans : (ii) Influencing the underdeveloped countries through apparently patronizing policy

(g) Which of the following was/were the reason(s) for the backwardness of African Nations?

- 1. Mistreatment by the alien rulers

2. Tyrannical leaders governing the gullible masses

3. Exploitation and neglect by Western countries

- (i) 1 and 2 only
- (ii) 2 and 3 only
- (iii) 1 and 3 only
- (iv) All of these

Ans : (iv) All of these

(h) China's substantial grants to African countries are an act of

- (i) China's modern policy of rendering social service on humanitarian considerations
- (ii) stepping up its campaign of universal brotherhood among nations
- (iii) rendering selfless service to certain underdeveloped countries to beat the western countries.
- (iv) calculated selfish motive to fulfil its energy needs

Ans : (iv) calculated selfish motive to fulfil its energy needs

(i) Choose the word which is most opposite in meaning of the word given in bold as used in the passage.

CONTEMPORARY

- (i) fashionable
- (ii) modern
- (iii) current
- (iv) old

Ans : (iv) old

(j) Choose the word which is most opposite in meaning of the word given in bold as used in the passage.

BOOMING

- (i) striving
- (ii) sounding
- (iii) failing
- (iv) thriving

Ans : (iii) failing

(k) Choose the word which is most opposite in meaning of the word given in bold as used in the passage.

PRECLUDE

- (i) disqualify
- (ii) permit
- (iii) prevent
- (iv) include

Ans : (iv) include

(l) Choose the word which is most nearly the same in meaning as the word given in bold as used in the passage.

ABDICATION

- (i) abandonment
- (ii) obligation
- (iii) instigation
- (iv) addiction

Ans : (i) abandonment

PASSAGE 17

1. As heart disease continues to be the number one killer in the United States, researchers have become increasingly interested in identifying the potential risk factors that trigger heart attacks. High-fat diets and life in the fast lane have long been known to contribute to the high incidence of heart failure.
2. But according to new studies, the list of risk factors may be significantly longer and quite surprising.
3. Heart failure, e.g., appears to have seasonal and temporal patterns. A higher percentage of heart attacks occurs in cold weather and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning phenomenon in the mid-1980 and have since discovered a number of possible causes. An early-morning rise in blood pressure, heart rate and concentration of heart stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8.00 a.m. and 10.00 a.m.
4. In other studies, both birthday and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rate increases significantly for both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of future comprehending why and how heart failure is triggered.

(a) What does the passage mainly discuss?

- (i) Cardiology
- (ii) Diet and stress as factors in heart attacks
- (iii) Seasonal and temporal patterns of heart attacks
- (iv) Risk factors in heart attacks

Ans : (iii) Seasonal and temporal patterns of heart attacks

(b) The word 'potential' could best be replaced by

which of the following?

- (i) Harmful
- (ii) Possible
- (iii) Unknown
- (iv) Primary

Ans : (ii) Possible

(c) According to the passage, which of the following is not a possible cause of many heart attacks?

- (i) Decreased blood flow to the heart
- (ii) Increased blood pressure
- (iii) Lower heart rate
- (iv) Increase in hormones

Ans : (iii) Lower heart rate

(d) Which of the following is cited as a possible risk factor?

- (i) Getting married
- (ii) Rainy weather
- (iii) Eating fatty foods
- (iv) Driving fast

Ans : (iii) Eating fatty foods

(e) As used in the passage, which of the following could best replace the word 'reveal'?

- (i) Observe
- (ii) Show
- (iii) Explain
- (iv) Mean

Ans : (ii) Show

(f) Which of the following does the passage infer?

- (i) We now fully understand how the risk factors trigger heart attacks
- (ii) We do not fully understand how the risk factors trigger heart attacks
- (iii) We have not identified risk factors associated with heart attacks
- (iv) We have recently begun to study how risk factors work

Ans : (ii) We do not fully understand how the risk factors trigger heart attacks

(g) Choose the word opposite in meaning to the word 'intense' as used in the passage.

- (i) casual
- (ii) significant
- (iii) serious
- (iv) necessary

Ans : (i) casual

(h) Pick out a word from the passage, which means 'very likely to be influenced or affected'.

- (i) triggered
- (ii) stimulating
- (iii) susceptible
- (iv) temporal

Ans : (iii) susceptible

- (i) The passage is most likely to be
- (i) a report
 - (ii) an article
 - (iii) a letter
 - (iv) an itinerary

Ans : (ii) an article

- (j) The antonym of “aforementioned” is
- (i) last
 - (ii) forward
 - (iii) introductory
 - (iv) head

Ans : (i) last

PASSAGE 18

1. Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling, and problem-solving. Leadership is a set of processes that creates organisations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. This distinction is absolutely crucial for our purposes here: Successful transformation is 70 to 90 per cent leadership and only 10 to 30 per cent management. Yet for historical reasons, many organisations today don't have much leadership. And almost everyone thinks about the problems here as one of managing change.
2. For most of this century, as we created thousands and thousands of large organizations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. So many companies and universities developed management programmes, and hundreds and thousands of people were encouraged to learn management on the job. And they did. But, people were taught little about leadership. To some degree, management was emphasized because it's easier to teach than leadership. But even more so, management was the main item on the twentieth-century agenda because that's what was needed. For every entrepreneur or business builder who was a leader, we needed hundreds of managers to run their ever growing enterprises.
3. Unfortunately for us today, this emphasis on management has often been institutionalized in corporate cultures that discourage employees from learning how to lead. Ironically, past success is usually the key ingredient in producing this outcome. The syndrome, as I have observed it on many occasions, goes like this: success creates some

degree of market dominance, which in turn produces much growth. After a while keeping the ever larger organizations under control becomes the primary challenge. So attention turns inward, and managerial competencies are nurtured. With a strong emphasis on management but not on leadership, bureaucracy and an inward focus take over. But with continued success, the result mostly of market dominance, the problem often goes unaddressed and an unhealthy arrogance begins to evolve. All of these characteristics then make any transformation effort much more difficult.

4. Arrogant managers can over-evaluate their current performance and competitive position, listen poorly, and learn slowly. Inwardly focused employees can have difficulty seeing the very forces that present threats and opportunities. Bureaucratic cultures are smother those who want to respond to shifting conditions. And the lack of leadership leaves no room inside these organizations to break out of the morass.

(a) What is the main topic of the passage?

- (i) Importance of management schools in the present context
- (ii) Good managers
- (iii) Importance of leadership in an organization
- (iv) Management and success of an organization

Ans : (iii) Importance of leadership in an organization

(b) Why did companies and universities develop programmes to prepare managers in large numbers?

- (i) Companies and managers wanted to generate funds through these programs
- (ii) Organizations wanted to create communication networks through trained managers
- (iii) a Large number of organizations were created and they needed managers in good numbers
- (iv) Only trained managers could lead an organization to success

Ans : (iii) a Large number of organizations were created and they needed managers in good numbers

(c) Which of the following statements is not true according to the passage?

- (i) Bureaucratic cultures smother those who want to change conditions
- (ii) Leadership involves carrying out important functions such as budgeting and planning
- (iii) Pressure on managers comes mostly from within
- (iv) Leadership has the potential to establish direction

Ans : (ii) Leadership involves carrying out important functions such as budgeting and planning

(d) Management education was emphasized in the

management programs because

- (i) Motivating employees were thought to be done by managers
- (ii) Organizations wanted to create a powerful guiding coalition
- (iii) Establishing direction was the main force of organizations
- (iv) Management was the main item on the agenda in organizations.

Ans : (iv) Management was the main item on the agenda in organizations.

(e) What is the historical reason for many organizations not having leadership?

- (i) Leaders allow too much complacency in organizations
- (ii) Leaders are not adept in carrying out managerial functions and organizations need good managers only
- (iii) The view that leaders are born and not made
- (iv) Socio-political pressure

Ans : (ii) Leaders are not adept in carrying out managerial functions and organizations need good managers only

(f) Which of the following is similar in meaning to the underlined word 'nurtured' as used in the passage?

- (i) Created
- (ii) Developed
- (iii) Surfaced
- (iv) Thwarted

Ans : (ii) Developed

(g) Why, according to the author, is a distinction between management and leadership crucial?

- (i) Leaders are reactive whereas managers are proactive.
- (ii) Organisations are facing problems of not getting good managers.
- (iii) Organisations are pursuing the strategy of status quo.
- (iv) In today's context, organizations need leaders much more than managers in transforming them.

Ans : (iv) In today's context, organizations need leaders much more than managers in transforming them.

(h) Which of the following is not the characteristic of bureaucratic culture?

- (i) Managers listen poorly and learn slowly.
- (ii) Managerial competencies are nurtured.
- (iii) Employees clearly see the forces that present threats and opportunities.
- (iv) Prevalence of unhealthy arrogance.

Ans : (iii) Employees clearly see the forces that present threats and opportunities.

(i) Which of the following is similar in meaning to the word 'smother' as used in the passage?

- (i) suppress
- (ii) encourage
- (iii) instigate
- (iv) criticise

Ans : (i) suppress

(j) How has the author defined management?

- (i) It is the process of adapting organizations to changing circumstances.
- (ii) It is the system of aligning people with the direction it has taken.
- (iii) It refers to creating a vision to help direct the change effort.
- (iv) None of these

Ans : (iii) It refers to creating a vision to help direct the change effort.

(k) Why does the attention of large organizations turn inward?

- (i) Their managers become arrogant.
- (ii) They have to keep themselves under control.
- (iii) Their success creates market dominance.
- (iv) None of these

Ans : (ii) They have to keep themselves under control.

(l) What, according to the author, is leadership?

- (i) Process which keeps the system of people and technology running smoothly
- (ii) Planning the future and budgeting resources of the organization
- (iii) Inspiring people to realize the vision
- (iv) None of these

Ans : (iii) Inspiring people to realize the vision

(m) Which of the following characteristics helps organizations in their transformation efforts?

- (i) Emphasis on leadership but not on management
- (ii) A strong and dogmatic culture
- (iii) Bureaucratic and inward-looking approach
- (iv) None of these

Ans : (iv) None of these

(n) Why were people taught little about leadership in management programmes?

- (i) Teachers were busy in understanding the phenomenon of leadership.
- (ii) Enough study material was not available to facilitate teaching of leadership.
- (iii) Focus of these programmes was on developing managers.
- (iv) None of these

Ans : (iii) Focus of these programmes was on developing managers.

(o) Which of the following statement is/are definitely true in the context of the passage?

- A. Bureaucracy fosters strong and arrogant

culture.

- B. Leadership competencies are nurtured in large-size organizations.
- C. Successful transformation in organizations is 70 to 90 per cent leadership.
 - (i) Only A and B
 - (ii) Only A and C
 - (iii) Only B and C
 - (iv) All of these

Ans : (ii) Only A and C

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PASSAGE 19

1. We have inherited the tradition of secrecy about the budget from Britain where also the system has been strongly attacked by eminent economists and political scientists including Peter Jay.
 2. Sir Richard Clarke, who was the originating genius of nearly every important development in the British budgeting techniques during the last two decades, has spoken out about the abuse of budget secrecy: "The problems of long-term tax policy should surely be debated openly with the facts on the table. In my opinion, all governments should have just the same duty to publish their expenditure policy. Indeed, this obligation to publish taxation policy is really essential for the control of public expenditure in order to get realistic taxation implications."
 3. Realising that democracy flourishes best on the principles of open government, more and more democracies are having an open public debate on budget proposals before introducing the appropriate Bill in the legislature. In the United States the budget is conveyed in a message by the President to the Congress, which comes well in advance of the date when the Bill is introduced in the Congress.
 4. In Finland the Parliament and the people are already discussing in June the tentative budget proposals which are to be introduced in the Finnish Parliament in September. Every budget contains a cartload of figures in black and white - but the dark figures represent the myriad lights and shades of India's life, the contrasting tones of poverty and wealth, and of bread so dear and flesh and blood so cheap, the deep tints of adventure and enterprise and man's ageless struggle for a brighter morning.
 5. The Union budget should not be an annual scourge but a part of presentation of annual accounts of a partnership between the Government and the people. That partnership would work much better when the nonsensical secrecy is replaced by openness and public consultations, resulting in fair laws and the people's acceptance of their moral duty to pay.
- (a) How do the British economists and political scientists react to budget secrecy? They are
- (i) in favour of having a mix of secrecy and openness.
 - (ii) indifferent to the budgeting techniques and taxation policies.
 - (iii) very critical about maintenance of budget secrecy.
 - (iv) None of these
- Ans :** (iii) very critical about maintenance of budget secrecy.
- (b) The author thinks that openness in budget is essential as it leads to
- (i) prevention of tax implications
 - (ii) People's reluctance to accept their moral duties
 - (iii) exaggerated revelation of the strengths and weaknesses of economy
 - (iv) None of these
- Ans :** (iv) None of these
- (c) The author seems to be in favour of
- (i) maintaining secrecy of budget
 - (ii) judicious blend of secrecy and openness
 - (iii) transparency in budget proposals
 - (iv) None of these
- Ans :** (ii) transparency in budget proposals
- (d) The secrecy of the budget is maintained by all of the following countries except
- A. Finland
 - B. India
 - C. United States
 - (i) Only A
 - (ii) Only B
 - (iii) Only C
 - (iv) A and C
- Ans :** (iv) A and C
- (e) Which of the following statements is definitely true in the context of the passage?
- (i) The British Government has been religiously maintaining budget secrecy.
 - (ii) Budget secrecy is likely to lead to corrupt practices.
 - (iii) Consulting unjustifiable taxes with public helps make them accept those taxes.
 - (iv) None of these
- Ans :** (iv) None of these
- (f) Sir Richard Clarke seems to deserve the credit

for

- (i) transformation in the British budgetary techniques.
- (ii) Maintenance of secrecy of the British budget.
- (iv) None of these

Ans : (i) transformation in the British budgetary techniques.

(g) From the contents of the passage, it can be inferred that the author is

- (i) authoritarian in his approach.
- (ii) a democratic person.
- (iii) unaware of India's recent economic developments
- (iv) a conservative person.

Ans : (ii) a democratic person.

(h) Which of the following statement(s) is/are definitely False in the context of the passage?

- A. Transparency helps unscrupulous elements to resort to corrupt practices.
- B. Open approach of Government is a sign of healthy democracy.
- C. People's acceptance of their moral duties can best be achieved through openness and public consultations.

- (i) Only A
- (ii) Only B
- (iii) Only C
- (iv) A and B

Ans : (i) Only A

(i) For making the budget realistic, the Government should

- (i) refrain from making public the proposed provisions before finalization.
- (ii) discuss it secretly within themselves.
- (iii) encourage the public to send in their suggestions.
- (iv) consult the public to send in their suggestions.

Ans : (iv) consult the public to send in their suggestions.

(j) Choose the word which is most nearly the same in meaning to the word printed in bold as used in the passage

SCOURGE

- (i) presentation
- (ii) whip
- (iii) compromise
- (iv) remedy

Ans : (ii) whip

(k) Choose the word which is most nearly the same in meaning to the word printed in bold as used in the passage

MYRIAD

- (i) adequate
- (ii) functional
- (iii) incompatible
- (iv) abundant

Ans : (iv) abundant

(l) Choose the word which is most nearly the same in meaning to the word printed in bold as used in the passage

DUTY

- (i) obligation
- (ii) imposition
- (iii) tax-liability
- (iv) function

Ans : (i) obligation

(m) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage

FLOURISHES

- (i) disappears
- (ii) degenerates
- (iii) vanishes
- (iv) opens

Ans : (ii) degenerates

(n) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage

DEBATED

- (i) questioned severely
- (ii) opposed strongly
- (iii) accepted unconditionally
- (iv) discussed frankly

Ans : (iii) accepted unconditionally

(o) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage

IMPORTANT

- (i) major
- (ii) uncountable
- (iii) significant
- (iv) trivial

Ans : (iv) trivial

PASSAGE 20

1. In a disarmingly frank talk at the Indian Merchants Chamber in Mumbai the Japanese Ambassador in India dwelt at length with issues that exercise the mind of Japanese investors when they consider investment proposals in India.
2. Raising the question "What comparative advantages does India offer as an investment market ?" he said though labour in India is inexpensive, wage levels are

offset by productivity level to a large extent.

3. Acknowledging that vastness of the Indian market is a great inducement for investment in manufacturing industry he wondered if it was justifiable to provide that overseas remittance of profit in foreign exchange to be fully covered by exchange earnings as had been done. Significantly, on the eve of the prime Minister exports, meeting this demand.
4. The Ambassador said foreign investors needed to be assured of the continuity and consistency of the liberalization policy and the fact that new measures had been put into force by means of administrative notifications without amending Government laws acted as a damper.
5. The Ambassador pleaded for speedy formulation of the exit policy and pointed to the highly restrictive control by the Government on disinvestment by foreign partners in joint ventures in India.
6. While it is all too easy to dismiss critical comment on conditions in India contemptuously, there can be little doubt that if foreign investment is to be wooed assiduously, we will have to meet exacting international standard and cater at least partially to what we may consider the idiosyncrasies of our foreign collaborators. The Japanese too have passed through a stage in the fifties when their products were divided as substandard and shoddy. That they have come out of the ordeal of fire to emerge as an economic super power speaks as much of their doggedness to pursue goals against all odds as of their ability to improvise internationally acceptable standards.
7. There is no gain-saying that the past record of Japanese investment is a poor benchmark for future expectations.

(a) The author has appreciated the Japanese for their

- (i) quality of products manufactured in the fifties.
- (ii) passing through an ordeal
- (iii) perseverance for raising quality of products
- (iv) None of these

Ans : (iii) perseverance for raising quality of products

(b) According to the Japanese Ambassador, which of the following motivates the foreign investors to invest in Indian manufacturing industry ?

- (i) Very large scope of Indian market
- (ii) Overseas remittance of profit in foreign exchange
- (iii) High productivity level
- (iv) None of these

Ans : (i) Very large scope of Indian market

(c) The purpose of the author in writing this passage

seems to be to-

- (i) discourage foreign investment in India
- (ii) critically examine Indian investment environment
- (iii) paint a rosy picture of India's trade and commerce
- (iv) criticize Government's liberalization policy

Ans : (ii) critically examine Indian investment environment

(d) Which of the following suggestions were expected by the Japanese Ambassador ?

- A. Speedy formulation of the exist policy
 - B. Imposing restrictions of disinvested by foreign partners in joint ventures in India.
 - C. Continuity and consistency of the liberalization policy
- (i) A and B only
 - (ii) B and C only
 - (iii) A and C only
 - (iv) All of these

Ans : (iv) All of these

(e) According to the Japanese Ambassador' India offers a comparative advantage of foreign investors in terms of -

- (i) inexpensive labour
- (ii) abysmally low wage levels
- (iii) higher productivity
- (iv) None of these

Ans : (iv) None of these

(f) For seeking more and more foreign investment, the author suggests that we should -

- (i) satisfy fully the whims of our foreign collaborators
- (ii) dismiss all critical comments on Indian conditions
- (iii) link profit repatriations to exports
- (iv) raise the quality of product of match international standards

Ans : (iv) raise the quality of product of match international standards

(g) From the passage it can be inferred that the author is -

- (i) a political commentator
- (ii) a secretary of the Japanese Ambassador
- (iii) A Japanese investor
- (iv) an Indian investor

Ans : (i) a political commentator

(h) The author attributes Japan's emergence as an economic super power to -

- A. their ability to overcome any ordeal.
- B. their tenacity and perseverance despite unfavourable circumstances.
- C. their ability to improvise and adapt to

globally acceptable quality levels.

- (i) A and B only
- (ii) B and C only
- (iii) A and C only
- (iv) All of these

Ans : (iv) All of these

- (i) Which of the following statement(s) is/are true about the critical comments on investment conditions in India?

- A. These comments are difficult to be countered.
- B. These comments are received from various international quarters.
- C. These comments are based more on bases than on facts.

- (i) Only C
- (ii) Only B
- (iii) Only A
- (iv) None of these

Ans : (ii) Only B

- (j) Choose the word which is most nearly the same in meaning as the word printed in bold as used in the passage.

ASSIDUOUSLY

- (i) persistently
- (ii) hearty
- (iii) feebly
- (iv) deliberately

Ans : (iv) deliberately

- (k) Choose the word which is most nearly the same in meaning as the word printed in bold as used in the passage.

IDIOSYNCRASIES

- (i) demands
- (ii) needs
- (iii) deviations
- (iv) ideologies

Ans : (iv) ideologies

- (l) Choose the word which is most nearly the same in meaning as the word printed in bold as used in the passage.

SHODDY

- (i) extraordinary
- (ii) unprofitable
- (iii) cheap
- (iv) disadvantageous

Ans : (iii) cheap

- (m) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage.

INDUCEMENT

- (i) incentive
- (ii) motive
- (iii) impediment
- (iv) temptation

Ans : (iii) impediment

- (n) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage.

JUSTIFIABLE

- (i) unreasonable
- (ii) formidable
- (iii) irrevocable
- (iv) unscrupulous

Ans : (iv) unscrupulous

- (o) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage.

CONTEMPTUOUSLY

- (i) amicably
- (ii) reasonably
- (iii) respectfully
- (iv) methodically

Ans : (iii) respectfully

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PASSAGE 21

1. Since July 1991, the government of India has effectively put the liberalisation policy into practice. The drastic steps even include some administrative reforms for pruning the government agencies. Last year the Japanese business circles represented by the Ishikawa Mission called attention of their Indian counterparts to what they considered to be the major impediments in India. However, thanks to the almost revolutionary reforms put into effect by the Indian government, those impediments either have been removed or now are on their way out. This development gives a new hope for the future of economic cooperation between the two countries. At the same time, it should be borne in mind that there is a stiff competition with other countries, notably China and South-East Asian countries, in this regard. The success stories of ASEAN countries welcoming Japanese investments with adequate infrastructure are already known in India but it may be useful if further studies of Japanese joint ventures in ASEAN countries be made by Indian business circles. The coastal areas of China have initiated a very active campaign to welcome foreign economic participation.
2. Beyond our bilateral relationship, India's more active

participation in global economy is needed. India certainly deserves a far bigger share of world trade considering its vast resources. It is strongly hoped that the Indian government's recently initiated effort of enlarging its export market would bear fruit.

3. India has steadfastly maintained its parliamentary democracy since independence. Considering its size, its population and its internal complexity, the overall maintenance of national integrity and political stability under parliamentary democracy is remarkable and admirable indeed. Here lies the base for the status of India in the world. By effectively implementing its economic reform with the support of public opinion, this democratic polity of India has again demonstrated its viability and resilience. At the same time, it gives hope and inspiration to the whole world which faces the difficult problem of North-South confrontation.

- (a) The Ishikawa Mission during its visit to India emphasized on
- future economic co-operation between Japan and India.
 - need for removing policy and/or implementation hurdles.
 - need for a stiff competition.
 - None of these

Ans : (ii) need for removing policy and/or implementation hurdles.

- (b) How did the Indian government react to the hurdles in the way of bilateral trade between India and Japan?

- The government, in principle, agreed for removal of these hurdles.
- It failed to remove these hurdles.
- Government thought it was against liberalization policy.
- The Japanese delegation could not forcefully argue their case.

Ans : (i) The government, in principle, agreed for removal of these hurdles.

- (c) What is the result of Japanese investments in ASEAN nations?

- It could not gather momentum for want of infrastructure.
- The experiment failed because of stiff competition from other countries.
- China and South-East Asian countries objected to Japanese investments.
- The passage does not provide complete information.

Ans : (iv) The passage does not provide complete information.

- (d) Which of the following is true about the author's view regarding India's participation in world

trade?

- India should actively contribute in a big way as it had tremendous resources.
- India's sharing in global economy has already been very fast and beyond its resources.
- India should refrain from making efforts in enlarging its export market.
- India needs to first strengthen its democracy.

Ans : (i) India should actively contribute in a big way as it had tremendous resources.

- (e) On India's implementing liberalization policy, the author seems to be

- unreasonably critical.
- sarcastic.
- appreciative.
- None of these

Ans : (iii) appreciative.

- (f) It can be inferred from the content of the passage that the author is a/an

- political analyser
- Japanese bureaucrat
- economist
- Indian Prime Minister

Ans : (iii) economist

- (g) The author seems to appreciate India's national integrity and political stability particularly in view of which of the following?

- the size of the country
 - India's population
 - its internal complexity
- A and B only
 - A and C only
 - B and C only
 - All of these

Ans : (iv) All of these

- (h) The author feels that India has a better status in the world market because of its

- success in political stability and national integration in democratic set-up.
- vast population.
- giant size.
- effective bilateral relationship with other countries.

Ans : (i) success in political stability and national integration in democratic set-up.

- (i) Which of the following statements is true in the context of the passage?

- India's successful experiment of economic reform has become an inspiration to the world.
- size, population and internal complexity of our country area the barriers in the way of attaining national integrity and political stability.
- A few government agencies were not in favour

of liberalization policy at the beginning.

- (i) A only
- (ii) B only
- (iii) C only
- (iv) All of these

Ans : (i) A only

- (j) Choose the word which is most same in meaning as the word printed in bold as used in the passage
STEADFASTLY

- (i) quickly
- (ii) violently
- (iii) adversely
- (iv) faithfully

Ans : (iv) faithfully

- (k) Choose the word which is most same in meaning as the word printed in bold as used in the passage
RESILIENCE

- (i) quietening
- (ii) amplifying
- (iii) existence
- (iv) adaptability

Ans : (iv) adaptability

- (l) Choose the word which is most same in meaning as the word printed in bold as used in the passage
PRUNING

- (i) activating
- (ii) trimming
- (iii) punishing
- (iv) encouraging

Ans : (ii) trimming

- (m) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage
STIFF

- (i) stubborn
- (ii) indelible
- (iii) tense
- (iv) yielding

Ans : (iv) yielding

- (n) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage
VAST

- (i) minute
- (ii) meagre
- (iii) minor
- (iv) innumerable

Ans : (ii) meagre

- (o) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage

IMPEDIMENTS

- (i) furtherance
- (ii) compendium
- (iii) obstacle
- (iv) aggravation

Ans : (i) furtherance

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PASSAGE 22

1. In the second week of August 1998, just a few days after the incidents of bombing the US embassies in Nairobi and Dar-es-Salaam, a high-powered, brain-storming session was held near Washington D.C., to discuss various aspects of terrorism. The meeting was attended by ten of America's leading experts in various fields such as germ and chemical warfare, public health, disease control and also by the doctors and the law-enforcing officers. Being asked to describe the horror of possible bio-attack, one of the experts narrated the following gloomy scenario.
2. A culprit in a crowded business centre or in a busy shopping mall of a town empties a test tube containing some fluid, which in turn creates an unseen cloud of germ of a dreaded disease like anthrax capable of inflicting a horrible death within 5 days on any one who inhales it. At first 500, or so victims feel that they have mild influenza which may recede after a day or two. Then the symptoms return again and their lungs start filling with fluid. They rush to local hospitals for treatment, but the panic-stricken people may find that the medicare services run quickly out of drugs due to excessive demand. But no one would be able to realize that a terrorist attack has occurred. One cannot deny the possibility that the germ involved would be of contagious variety capable of causing an epidemic. The meeting concluded that such attacks, apart from causing immediate human tragedy, would have dire long-term effects on the political and social fabric of a country by way of ending people's trust on the competence of the government.
3. The experts also said that the bombs used in Kenya and Tanzania were of the old-fashion variety and involved quantities of high explosives, but new terrorism will prove to be more deadly and probably more elusive than hijacking an aeroplane or a gelignite of previous decades. According to Bruce

Hoffman, an American specialist on political violence, old terrorism generally had a specific manifesto-to overthrow a colonial power or the capitalist system and so on. These terrorists were not shy about planting a bomb or hijacking an aircraft and they set some limit to their brutality. Killing so many innocent people might turn their natural supporters off. Political terrorists want a lot of people watching but not a lot of people dead. "Old terrorism sought to change the world while the new sort is often practised by those who believe that the world has gone beyond redemption", he added.

4. Hoffman says, "New terrorism has no long-term agenda but is ruthless in its short-term intentions. It is often just a cacophonous cry of protest or an outburst of religious intolerance or a protest against the West in general and the US in particular. Its perpetrators may be religious fanatics or die-hard opponent of a government and see no reason to show restraint. They are simply intent on inflicting the maximum amount of pain on the victim."

- (a) In the context of the passage, the culprit's act of emptying a test tube containing some fluid can be classified as
- a terrorist attack
 - an epidemic of a dreaded disease
 - a natural calamity
 - None of these

Ans : (i) a terrorist attack

- (b) In what way would the new terrorism be different from that of the earlier years?

- More dangerous and less baffling
 - More hazardous for victims
 - Less complicated for terrorists
- A and C only
 - B and C only
 - A and B only
 - All of these

Ans : (ii) B and C only

- (c) What was the immediate provocation for the meeting held in August 1998?

- the insistence of America's leading
- the horrors of possible bio-attacks
- a culprit's heinous act of spreading germs
- None of these

Ans : (iv) None of these

- (d) What could be the probable consequence of bio-attacks, as mentioned in the passage?

- several deaths
 - political turmoil
 - social unrest
- A only
 - B only
 - C only
 - None of these

Ans : (iv) None of these

- (e) The author's purpose of writing the above passage seems to explain
- the methods of containing terrorism
 - the socio-political turmoil in African countries
 - the deadly strategies adopted by modern terrorists
 - reason for killing innocent people

Ans : (iii) the deadly strategies adopted by modern terrorists

- (f) According to the author of the passage, the root cause of terrorism is

- religious fanaticism
 - socio-political changes in countries
 - the enormous population growth
- A only
 - B only
 - C only
 - All of these

Ans : (i) A only

- (g) The phrase "such attacks", as mentioned in the last sentence of the second paragraph, refers to

- the onslaught of an epidemic as a natural
- bio-attack on political people in the government
- attack aimed at damaging the reputation of the government
- bio-attack manoeuvred by unscrupulous elements

Ans : (iv) bio-attack manoeuvred by unscrupulous elements

- (h) The sole objective of the old terrorism, according to Hoffman, was to

- plant bombs to kill innocent people
- remove colonial power or capitalist system
- make people realize the incompetence of the government
- give a setback to socio-political order

Ans : (iv) give a setback to socio-political order

- (i) Which of the following statements is true about new terrorism?

- Its immediate objectives area quite tragic.
- It has far-sighted goals to achieve.
- It can differentiate between the innocent people and the guilty.
- It is free from any political ideology.

Ans : (i) Its immediate objectives area quite tragic.

- (j) choose the word which is most opposite in meaning of the word printed in bold as used in the passage

GLOOMY

- (i) discouraging
- (ii) disgusting
- (iii) bright
- (iv) tragic

Ans : (iii) bright

- (k) choose the word which is most opposite in meaning of the word printed in bold as used in the passage

CACOPHONOUS

- (i) loud
- (ii) melodious
- (iii) distant
- (iv) harsh

Ans : (ii) melodious

- (l) choose the word which is most opposite in meaning of the word printed in bold as used in the passage

INTOLERANCE

- (i) forbearance
- (ii) faithfulness
- (iii) adaptability
- (iv) acceptance

Ans : (i) forbearance

- (m) Choose the word which is most nearly the same in meaning of the word printed in bold as used in the passage.

PERPETRATORS

- (i) opponents
- (ii) followers
- (iii) sympathizers
- (iv) leaders

Ans : (ii) followers

- (n) Choose the word which is most nearly the same in meaning of the word printed in bold as used in the passage.

ELUSIVE

- (i) harmful
- (ii) fatal
- (iii) destructive
- (iv) baffling

Ans : (iv) baffling

- (o) Choose the word which is most nearly the same in meaning of the word printed in bold as used in the passage.

INFLECTING

- (i) elevating
- (ii) imposing
- (iii) alleviating
- (iv) reflecting

Ans : (ii) imposing

PASSAGE 23

1. Governments have traditionally equated economic progress with steel mills and cement factories. While hundreds of millions of farmers remain mired in poverty. However, fears of food shortage, a rethinking of anti-poverty priorities and the crushing recession in 2008 are causing a dramatic shift in world economic policy in favour of greater support for agriculture.
2. The last time when the world's framers felt such love was in the 1970s. At the time, as food prices spiked, there was real concern that the world was facing a crisis in which the planet was simply unable to produce enough grain and meet for an expanding population. Governments across the developing world and international aid organizations plowed investment into agriculture in the early 1970s, while technological breakthroughs, like high-yield strains of important food crops, boosted production. The result was the green Revolution and food production exploded.
3. But the Green Revolution became a victim of its own success, Food prices plunged by some 60% by the late 1980s from their peak in the mid-1970s. Policy makers and aid workers turned their attention to the poor's other pressing needs, such as health care and education. Farming got starved of resources and investment. By 2004, aid directed at agriculture sank to 3.5% and "Agriculture lost its glitter". Also, as consumers in high-growth giants such as China and India became wealthier, they began eating more meat, so grain once used for human consumption got diverted to beef up livestock. By early 2008, panicked buying by importing countries and restrictions slapped on grain exports by some big producers helped drive prices upto heights not seen for three decades. Making matters worse, land and resources got reallocated to produce cash crops such as bio-fuels and the result was that voluminous reserves of grain evaporated. Protests broke out across the emerging world and fierce food riots toppled governments.
4. This spurred global leaders into action. This made them aware that food security is one of the fundamental issues in the world that has to be dealt with in order to maintain administrative and political stability. This also spurred the US, which traditionally provisioned food aid from American grain surpluses to help needy nations, to move towards investing in farm sectors around the globe to boost productivity. This move helped countries become more productive for themselves and be in a better position to feed their own people.
5. Africa, which missed out on the first Green Revolution due to poor policy and limited resources, also witnessed a "change" poverty-fighting method favoured by many policy-makers in Africa was to get farmers off their farms into modern jobs in factories and urban centres. But that strategy proved to be

highly insufficient. Income levels in the countryside badly trailed those in cities while the FAO estimated that the number of poor going hungry in 2009 reached an all-time high at more than one billion.

6. In India, on other hand, with only 40% of its farmland irrigated, entire economic boom currently underway is held hostage by the unpredictable monsoon. With much of India's farming areas suffering from drought this year, the government will have tough time meeting its economic growth targets. In a report, Goldman Sachs predicted that if this year too receives weak rains, it could cause agriculture to contract by 2% this fiscal year, making the government's 7% GDP growth target look "a bit rich". Another green revolution is the need of the hour and to make it a reality, the global community still has much backbreaking farm work to do.

(a) What is the author's main objective in writing the passage?

- (i) Criticising developed countries for not bolstering economic growth in poor nations
- (ii) Analysing the disadvantages of the Green Revolution
- (iii) Persuading experts that a strong economy depends on industrialization and not on agriculture
- (iv) Making a case for the international society to engineer a second Green Revolution

Ans : (iv) Making a case for the international society to engineer a second Green Revolution

(b) Which of the following is an adverse impact of the Green Revolution?

- (i) Unchecked crop yields resulted in large tracts of land becoming barren
- (ii) Withdrawal of fiscal impetus from agriculture to other sectors.
- (iii) Farmers began soliciting government subsidies for their produce
- (iv) None of these

Ans : (ii) Withdrawal of fiscal impetus from agriculture to other sectors.

(c) What is the author trying to convey through the phrase "making the government's 7% GDP growth target look 'a bit rich'?"

- (i) India is unlikely to achieve the targeted growth rate.
- (ii) Allocation of funds to agriculture has raised India's chances of having a high GDP
- (iii) Agricultural growth has artificially inflated India's GDP and such growth is not real
- (iv) India is likely to have one of the highest GDP growth rates.

Ans : (i) India is unlikely to achieve the targeted growth rate.

(d) Which of the following factors was/were responsible for the neglect of the farming sector

after the Green Revolution?

- A. Steel and cement sectors generated more revenue for the government as compared agriculture
- B. large-scale protests against favouring agriculture at the cost of other important sectors such as education and health care
- C. Attention of policy-makers and aid organizations was diverted from the agriculture to other sectors

- (i) None
- (ii) Only C
- (iii) Only B and C
- (iv) Only A and B

Ans : (ii) Only C

(e) What promoted leaders throughout the world to take action to boost the agriculture sector in 2008?

- (i) Coercive tactics by the US which restricted food aid to poor nations
- (ii) The realization of the link between food security and political stability
- (iii) Awareness that performance in agriculture is necessary in order to achieve the targeted GDP
- (iv) Reports that high-growth countries like China and India were boosting their agriculture sectors to capture the international markets

Ans : (ii) The realization of the link between food security and political stability

(f) What motivated the US to focus on investing in agriculture across the globe?

- (i) To make developing countries become more reliant on US aid
- (ii) To ensure grain surpluses so that the US had to need to import food
- (iii) To make those countries more self-sufficient to whom it previously provided food
- (iv) None of these

Ans : (iii) To make those countries more self-sufficient to whom it previously provided food

(g) What impact did the economic recession of 2008 have on agriculture?

- (i) Governments equated economic stability with industrial development and shifted away from agriculture
- (ii) lack of implementation of several innovative agriculture programmes owing to shortage of funds
- (iii) It promoted increased investment and interest in agriculture
- (iv) None of these

Ans : (iii) It promoted increased investment and interest in agriculture

(h) What encouraged African policy-makers to focus

on urban jobs?

- (i) Misapprehension that it would alleviate poverty as it did in other countries
- (ii) Rural development outstripped urban development in many parts of Africa
- (iii) Breaking out of protests in country and the fear that the government would topple
- (iv) None of these

Ans : (i) Misapprehension that it would alleviate poverty as it did in other countries

(i) Which of the following had contributed to exorbitant food prices in 2008?

- A. Hoarding of foods stocks by local wholesalers, which inadvertently created a food shortage
- B. Exports of food grains was reduce by large producers
- C. Diverting resources from cultivation of food grains to that of more profitable crops.

- (i) Only C
- (ii) Only B
- (iii) Only B and C
- (iv) None of these

Ans : (iii) Only B and C

(j) Which of the following is true about the state of agriculture in India at present?

- A. Of all the sectors, agriculture needs the highest allocation of funds
- B. Contribution of agriculture to India's GDP this year would depend greatly upon the monsoon rains
- C. As India is one of the high-growth countries it has surplus food reserves export to other nations

- (i) Only A and C
- (ii) Only C
- (iii) Only B
- (iv) None of these

Ans : (iii) Only B

(k) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

STARVED

- (i) Deprived
- (ii) Disadvantages
- (iii) Hungry
- (iv) Fasting

Ans : (i) Deprived

(l) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

SLAPPED

- (i) Beaten
- (ii) Imposed
- (iii) Withdrawn
- (iv) Avoided

Ans : (ii) Imposed

(m) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

LOWED

- (i) cultivated
- (ii) Bulldozed
- (iii) Recovered
- (iv) Instilled

Ans : (iv) Instilled

(n) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage.

PRESSING

- (i) Unpopular
- (ii) Undemanding
- (iii) Unobtrusive
- (iv) Unimportant

Ans : (iv) Unimportant

(o) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage.

EVAPORATED

- (i) Absorbed
- (ii) Accelerated
- (iii) Grew
- (iv) Plunged

Ans : (iii) Grew

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PASSAGE 24

1. A Russian proverb advises us not to buy a house, but the neighbourhood. While till some years ago, it was impossible to dictate who lived with you in the same quarters, today when you think of buying a home, you could actually create your own dream neighbourhood- thanks to the Internet and the group buying model.
2. The group buying model has been applied in different industries, from cars to baby merchandise to pet care products . Now, the trend is catching on in the real estate sector, with many sites as well as broking firms offering group deals on real estate projects in India.
3. The way it works is simple. Take xxx.com for example. This is an online and offline integrated

platform which showcases property. It uses social media networks to let buyers know about possible good deals, and leaving it to them to do some viral marketing. once a large group of buyers is thus developer and helps negotiate a suitable discount.

4. Since, the developer doesn't have to pay for the marketing, it is willing enough to pay these companies a transaction fee which is a percentage of the total value of the deal. For the buyers, it offers the rates at no fee, thus making it a win-win proposition for all involved.
5. The developer also benefit by getting substantial cash flow, giving them a good amount of working capital. "In today's real estate scenario, bulk buying could be the answer to the market slump and the long awaited cash flow," says the Founder of xxx.com.
6. Sometimes, the discount size is not to be sneered at. Discounts on group buying vary from 5-30 percent, the average divergence from market rate being 25-30 percent.
7. Customer 'buy-in' is the model. But is it temporary fad?
In a way, the online group buying set-up is similar to the model developers share sixth speculators, who buy in bulk even before the project gets kick-started and get discounts of 30-40 percent. They pay 50 percent of the property value upfront. Group buying companies prove more beneficial for developers as they get away with providing lesser discounts than to speculators.
8. Some sound a note of caution on the trend. Present conditions are conducive for this business model as group buying works well in a situation where stocks are moving slowly, markets are jittery and there is ample supply. It may not work in a seller's market.
9. Another caution is very often the builders do not offer the best inventory to the group in terms of location and utility. The buyers have to use their astute Judgement to avoid such traps.

- (a) The discount size on group buying, compared to usual discount to speculators is usually-
- (i) less
 - (ii) more
 - (iii) equal
 - (iv) unpredictable

Ans : (ii) more

- (b) Which of the following may be the objective of the passage?
- (i) To reveal less discounts being offered by the developers
 - (ii) To highlight the problems f housing industry
 - (iii) To highlight the importance of neighbourhood in one;s life
 - (iv) To improve information on group buying trends of property

Ans : (iv) To improve information on group buying trends of property

- (c) Group buying of real estate is done
- (i) mainly offline
 - (ii) only offline
 - (iii) only through brokers
 - (iv) either on-line or off-line

Ans : (iv) either on-line or off-line

- (d) xxx.com are the _____
- (i) Developers
 - (ii) Financiers
 - (iii) Loan provider
 - (iv) None of these

Ans : (iv) None of these

- (e) The group buying model certainly did not start with
- (i) cars
 - (ii) real estate
 - (iii) pet care products
 - (iv) baby products

Ans : (ii) real estate

- (f) Which of the following best describes the meaning of the Russian proverb being quoted?
- (i) It is better to rent a house than to buy it.
 - (ii) Don't buy a single flat, buy multiple flats
 - (iii) Fools build houses wise people live in them
 - (iv) None of these

Ans : (ii) Don't buy a single flat, buy multiple flats

- (g) Which of the following is one of the questions posed in the passage?
- (i) Is group buying model a temporary fad?
 - (ii) Is the builder offering you the best inventory?
 - (iii) Should we buy a house or the neighbourhood?
 - (iv) Are present market conditions conducive for this business ?

Ans : (i) Is group buying model a temporary fad?

- (h) Which of the following is true in the context of the passage?
- (i) The buyers, though have to play higher fee and price, get their dream neighbourhood
 - (ii) The customer buy in model is not dependent on market conditions
 - (iii) Group buying companies don't buy with the same objective as that of speculators
 - (iv) The buyers/developers offer the best available property to the group buyers

Ans : (iii) Group buying companies don't buy with the same objective as that of speculators

- (i) In Which of the following situations, Customer 'buy-in' model may not work?
- (i) Buyer's market
 - (ii) When markets are booming with ample supply
 - (iii) When there is short supply
 - (iv) When houses are comparatively cheap

Ans : (iii) When there is short supply

(j) Which of the following is not true in the context of the passage ?

- (i) The Speculators also buy in bulk
- (ii) Social media network is used for marketing group buying
- (iii) The group buying companies take a transaction fee from both Buyers as well as Developers
- (iv) The Speculators get a better deal in terms of discounts as compared to that of other Group buying companies

Ans : (iii) The group buying companies take a transaction fee from both Buyers as well as Developers

(k) Choose the word(s) which is most nearly the same in meaning of the word printed in bold, as used in the passage

DICTATE

- (i) read
- (ii) manipulate
- (iii) speak
- (iv) wish

Ans : (iii) speak

(l) Choose the word(s) which is most nearly the same in meaning of the word(s) printed in bold, as used in the passage

CATCH ON

- (i) Continue on
- (ii) get interested
- (iii) enthusiastic about
- (iv) become popular

Ans : (iv) become popular

(m) Choose the word which is most nearly the same in meaning of the word printed in bold, as used in the passage

FAD

- (i) period
- (ii) trend
- (iii) focus
- (iv) luxury

Ans : (iii) focus

(n) Choose the word which is most opposite in meaning of the word printed in bold, as used in the passage

ASTUTE

- (i) intelligent
- (ii) sharp
- (iii) insider
- (iv) naive

Ans : (iv) naive

(o) Choose the word which is most opposite in meaning of the word printed in bold, as used in the passage

INTEGRATED

- (i) inorganic
- (ii) refreshed
- (iii) isolated
- (iv) volatile

Ans : (iii) isolated

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PASSAGE 25

1. Scientists have developed a gel that helps brains recover from traumatic injuries. It has the potential to treat head injuries suffered in combat, car accidents, falls, or gunshot wounds. Developed by Dr. Ning Zhang at Clemson University in South Carolina, the gel is injected in liquid form at the site of injury and stimulates the growth of stem cells there.
2. Brain injuries are particularly hard to repair, since injured tissues swell up and can cause additional damage to the cells. So far, treatments have tried to limit this secondary damage by lowering the temperature or relieving the pressure at the site of injury. However, these techniques are often not very effective.
3. More recently, scientists have considered transplanting donor brain cells into the wound to repair damaged tissue. This method has so far had limited results when treating brain injuries. The donor cells often fail to grow or stimulate repair at the injury site, possibly because of the inflammation and scarring present there. The injury site also typically has very limited blood supply and connective tissue, which might prevent donor cells from getting the nutrients they require.
4. Dr. Zhang's gel, however, can be loaded with different chemicals to stimulate various biological processes at the site of injury. In previous research done on rats, she was able to use the gel to help re-establish full blood supply at the site of brain injury. This could help create a better environment for donor cells. In a follow-up study, Dr. Zhang loaded the gel with immature stem cells, as well as the chemicals they needed to develop into full-fledged adult brain cells. When rats with severe brain injuries were treated with this mixture for eight weeks, they showed signs of significant recovery.
5. The new gel could treat patients at varying stages following injury, and is expected to be ready for

testing in humans in about three years.

(a) What kind of brain injuries can the gel mentioned in the passage cure?

- (i) Car accidents
- (ii) Gunshot injury
- (iii) Falls
- (iv) All of these

Ans : (iv) All of these

(b) Why, according to the author, brain injuries are hard to mend?

- (i) As it is difficult to find good doctors to repair it
- (ii) As injured tissues swell up and can cause additional damage to the cells
- (iii) As the person dies instantly after his head is injured
- (iv) All of the above

Ans : (ii) As injured tissues swell up and can cause additional damage to the cells

(c) Which of the following statements is/are true in context of the passage?

- (i) Dr. Ning Zhang at Clemson University in South Carolina has developed a gel which could help brain recover from injuries
- (ii) The gel developed for curing brain injuries is injected in gaseous form at the site of injury and stimulates the growth of stem cells there
- (iii) The gunshot wounds are the worst injuries that a brain could experience and could not be cured by anyone
- (iv) The new gel would be ready for testing in humans in the next five years

Ans : (i) Dr. Ning Zhang at Clemson University in South Carolina has developed a gel which could help brain recover from injuries

(d) Which animal has Dr. Ning Zhang use to test her gel?

- (i) Cows
- (ii) Mouse
- (iii) Rats
- (iv) Dogs

Ans : (iii) Rats

(e) Which of the following statements is/are false in context of the study performed by Dr. Ning Zhang?

- A. She applied the gel on rats to help re-establish full blood supply at the site of brain injury
- B. Dr. Zhang loaded the gel with immature stem cells, as well as the chemicals they needed to develop into full-fledged adult brain cells
- C. When rats with minor brain injuries were treated with the mixture produced by her, for eight weeks, they showed signs of

significant recovery

- (i) Only A
- (ii) Only C
- (iii) Both A and C
- (iv) Only B

Ans : (ii) Only C

(f) Why do the donor cells often fail to grow according to the author?

- (i) Because of the inflammation and scarring present there
- (ii) Because it is the most sensitive part of the body
- (iii) Because the brain cells once damaged take three years to repair altogether
- (iv) Because the donor cells are always infected

Ans : (i) Because of the inflammation and scarring present there

(g) Choose the word which is most nearly the opposite in meaning as the word printed in bold as used in the passage

TRAUMATIC

- (i) Painful
- (ii) Outrageous
- (iii) Minor
- (iv) Ridiculous

Ans : (iii) Minor

(h) Choose the word which is most nearly the opposite in meaning as the word printed in bold as used in the passage

STIMULATES

- (i) Manage
- (ii) Vibrate
- (iii) Dedicate
- (iv) Prevents

Ans : (iv) Prevents

(i) Choose the word most similar in meaning to the word printed in bold, as used in the passage

COMBAT

- (i) Fight
- (ii) Demonstration
- (iii) Harmony
- (iv) Accord

Ans : (i) Fight

(j) Choose the word most similar in meaning to the word printed in bold, as used in the passage

SIGNIFICANT

- (i) Daily
- (ii) Noticeable
- (iii) Leisurely
- (iv) Accurate

Ans : (ii) Noticeable

PASSAGE 26

1. A recent survey has brought back focus on teenage smoking. According to the survey 80% of smokers form the habit when they are minors. It is estimated that one out of five teenage smokers smokes about 10 cigarettes everyday. What is more, teenage smokers are no longer satisfied with nicotine and are increasingly taking to deadly contraband like marijuana and cannabis.
2. Initially, smoking starts from curiosity but soon becomes a habit. Oblivious of the fatal dangers involved, nascent smokers ignore even the statutory warning inscribed on the pack.
3. Forming the habit of smoking in an early age is often attributed to a whole lot of psychological reasons but the problem is also precipitated by the glamorous representation of smoking by stars on the silver screen, linking it with style.
4. Peer pressure is another big reason for minors taking up smoking. Besides, locally manufactured tax free cigarettes also push them towards this habit. These cigarettes are particularly popular among the youth, as they are available at a significantly lower price than the legally manufactured cigarettes. According to a FICCI report on these cigarettes, the government suffers huge revenue loss annually due to them, while youths fall victim to smoking. While in the short term smokers get sick due to common ailments, in the long run their lungs get badly affected. Diseases such as oral cancer are associated with tobacco use in any form.
5. Smokers can quit smoking by monitoring some of their food habits. Food rich in vitamin C reduce the urge to smoke. Also milk, celery, carrot, fruits and vegetables when taken before smoking, compel the smoker to quit the habit.

(a) Why have teenagers started consuming contraband and have not remained satisfied with nicotine consumption only?

- (i) It is cheaper than the cigarettes.
- (ii) It does not have harmful impact on health.
- (iii) People consuming contraband are not looked down upon by the society.
- (iv) Not mentioned in the passage

Ans : (iv) Not mentioned in the passage

(b) Why are locally manufactured cigarettes sold at a lower price?

- (i) Because they are popular.
- (ii) No tax is levied on these cigarettes
- (iii) The manufacturers of these cigarettes intend to capture a bigger market share.
- (iv) They have a limited market and therefore cannot be sold at a higher price.

Ans : (ii) No tax is levied on these cigarettes

(c) Which of the following is false in context of the

passage?

- (i) Most of the smokers start smoking at an early age.
- (ii) Smoking leads to psychological diseases leading to a weak memory.
- (iii) People drawn to smoking are charmed by big stars showing smoking on the screen
- (iv) Smoking affects lungs if the habit is not got rid of at an early stage.

Ans : (ii) Smoking leads to psychological diseases leading to a weak memory.

(d) Which of the following has been mentioned about the FICCI report in the passage?

- (i) Tax free cigarettes help keep a vigil on frequent smokers as they are sold at few shops only.
- (ii) More and more people indulge in smoking as tax free cigarettes remain available at a reduced price.
- (iii) Tax free cigarettes cause a huge revenue loss to the government.
- (iv) Only 2 and 3

Ans : (iv) Only 2 and 3

(e) Which of the following food items do not help smokers get rid of smoking?

- (i) Vegetables
- (ii) Fruits
- (iii) Celery
- (iv) Chocolate

Ans : (iv) Chocolate

(f) Why do people tend to ignore the statutory warning inscribed on the pack of cigarettes?

- (i) The warning fails to convey the message for which it is mentioned.
- (ii) They care little about their health.
- (iii) They possess little knowledge of the risks associated with its consumption.
- (iv) Not mentioned in the passage

Ans : (iv) Not mentioned in the passage

(g) Choose the word which is most nearly the same in meaning as the word printed in bold as used in the passage.

ANNUALLY

- (i) Deliberately
- (ii) Steadily
- (iii) Yearly
- (iv) Finally

Ans : (iii) Yearly

(h) Choose the word which is most nearly the same in meaning as the word printed in bold as used in the passage.

NASCENT

- (i) Seasoned
- (ii) Smart
- (iii) Conventional
- (iv) New

Ans : (iv) New

- (i) Choose the word which is most nearly the opposite in meaning as the word printed in bold as used in the passage.

COMPEL

- (i) Allow
- (ii) Venerate
- (iii) Prove
- (iv) Force

Ans : (i) Allow

- (j) Choose the word which is most nearly the opposite in meaning as the word printed in bold as used in the passage.

OBLIVIOUS

- (i) Careless
- (ii) Acquaint
- (iii) Negligent
- (iv) Mindful

Ans : (iv) Mindful

PASSAGE 27

1. "Rivers should link, not divide us," said the Indian Prime Minister expressing concern over interstate disputes and urged state governments to show "understanding and consideration, statesmanship and an appreciation of the other point of view."
2. Water conflicts in India now reach every level; divide every segment of our society, political parties, states, regions and sub-regions within states, districts, castes and groups and individual farmers. Water conflicts within and between many developing countries are also taking a serious turn. Fortunately, the "water wars", forecast by so many, have not yet materialized. War has taken place, but over oil, not water. Water is radically altering and affecting political boundaries all over the world, between as well as within countries. In India, water conflicts are likely to worsen before they begin to be resolved. Till then they pose a significant threat to economic growth, security and health of the ecosystem and the victims are likely to be the poorest of the poor as well as the very sources of water-rivers, wetlands and aquifers.
3. Conflicts might sound bad or negative, but they are logical developments in the absence of proper democratic, legal and administrative mechanisms to handle issues at the root of water conflicts. Part of the problem stems from the specific nature of

water, namely that water is divisible and amenable to sharing; one unit of water used by one is a unit denied to others; it has multiple uses and users and involves resultant trade-offs. Excludability is an inherent problem and very often exclusion costs involved the issue of graded scales and boundaries and need for evolving a corresponding understanding around them. Finally, the way water is planned, used and managed causes externalities, both positive and negative, and many of them are unidirectional and asymmetric.

4. There is a relatively greater visibility as well as a greater body of experience in evolving policies, frameworks, legal set-ups and administrative mechanisms dealing with immobile natural resources, however contested the space may be. Reformists as well as revolutionary movements are rooted in issues related to land. Several political and legal interventions addressing the issue of equity and societal justice have been attempted. Most countries have gone through land reforms of one type or another. Issues related to forests have also generated a body of comprehensive literature on forest resources and rights. Though conflicts over them have received much more serious attention, have been studied in their own right and practical as well as theoretical means of dealing with them have been sought. In contrast, water conflicts have not received the same kind of attention.

- (a) According to the author, which of the following is/are consequences of water conflicts?

- A. Trans-border conflicts between developing countries.
 - B. Water bodies will remain unused and unaffected till the conflict is resolved.
 - C. Water conflicts have altered the political boundaries within countries.
- (i) Only A
 - (ii) Only B
 - (iii) Only C
 - (iv) None of these

Ans : (i) Only A

- (b) Why does the author ask readers not to view conflicts too negatively?

- A. Most countries have survived them easily.
 - B. They bring political parties together.
 - C. They only affect the grass-root levels.
- (i) Only A
 - (ii) Only B
 - (iii) Only C
 - (iv) Neither A, B nor C

Ans : (iv) Neither A, B nor C

- (c) The author's main objective in writing the

passage is to

- (i) showcase government commitment to solve the water distribution problem
- (ii) make a strong case for war as the logical resolution for water conflicts
- (iii) point out the seriousness of the threat posed by unresolved water conflicts
- (iv) describe how the very nature of water contributes to water struggles

Ans : (iii) point out the seriousness of the threat posed by unresolved water conflicts

(d) Which of the following is true in the context of the passage?

- (i) Water wars are taking place between many developing countries.
- (ii) There have been several legal interventions in India to govern the use of water resources.
- (iii) The poor people are worst affected by water conflicts.
- (iv) None of these

Ans : (iii) The poor people are worst affected by water conflicts.

(e) What is the Prime Minister's advice to resolve water disputes?

- (i) Link all rivers to make national grid.
- (ii) Politicians alone can solve the problem.
- (iii) Bridges and dams can resolve water issues.
- (iv) Make consensual and conscious efforts.

Ans : (iv) Make consensual and conscious efforts.

(f) Which of the following is not true in the context of the passage?

- (i) Deeper problems exist at the root of all water conflicts.
- (ii) Competing uses of water is a cause of water conflict.
- (iii) In India water conflicts affect all levels.
- (iv) Only social stability is unaffected by water disputes.

Ans : (iv) Only social stability is unaffected by water disputes.

(g) According to the author, which of the following factors aggravates water disputes?

- (i) Political interventions
- (ii) Excessive analysis of the issue
- (iii) Reformist movements by political parties
- (iv) None of these

Ans : (iv) None of these

(h) Which of the following can be inferred about

water conflicts?

- (i) Water management techniques like dams, linking rivers, etc. have negative consequences.
- (ii) There is no real solution to water conflicts.
- (iii) Despite receiving much attention water conflicts remain unresolved.
- (iv) None of these

Ans : (i) Water management techniques like dams, linking rivers, etc. have negative consequences.

(i) According to the passage, which of the following is a limitation of water resulting in disputes?

- (i) Water is not a divisible resource.
- (ii) Manipulation of water distribution is easy.
- (iii) Water is an interconnected resource.
- (iv) None of these

Ans : (iv) None of these

(j) Pick out the word which is the closest in meaning to the word printed in bold as used in the passage.

RADICALLY

- (i) suddenly
- (ii) equally
- (iii) completely
- (iv) moderately

Ans : (iii) completely

(k) Pick out the word which is the closest in meaning to the word printed in bold as used in the passage.

INHERENT

- (i) functional
- (ii) intense
- (iii) persistent
- (iv) characteristic

Ans : (iv) characteristic

(l) Pick out the word which is the closest in meaning to the word printed in bold as used in the passage.

MATERIALIZED

- (i) mattered
- (ii) interfered
- (iii) hidden
- (iv) presented

Ans : (iv) presented

(m) Pick out the word which is the closest in meaning to the word printed in bold as used in the passage.

ASYMMETRIC

- (i) unsteady
- (ii) equilibrium
- (iii) discouraging
- (iv) superior

Ans : (ii) equilibrium

(n) Pick out the word which is the closest in

meaning to the word printed in bold as used in the passage.

DENIED

- (i) considered
- (ii) assigned
- (iii) concerned
- (iv) fined

Ans : (ii) assigned

- (o) Pick out the word which is the closest in meaning to the word printed in bold as used in the passage.

WORSEN

- (i) bounty
- (ii) accept
- (iii) better
- (iv) stable

Ans : (iii) better

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PASSAGE 28

1. Political independence came to Ceylon in a totally different manner than it did to Burma. In the case of Ceylon there was no Japanese occupation, no revolutionary fervent and no sudden break with the past. The colony did not even experience the sort of liberation struggle the Indian National Congress organised. There was no civil disobedience or non-cooperation and no imprisonment of national leaders.
2. As there was no struggle in Ceylon, neither was there the usual concomitant of a struggle, the hardening of national solidarity through national sacrifice. Ceylon emerged from colonial rule through a process of peaceful negotiations, but this was not an altogether unmixed blessing. An essential element in the explanation of the unique way in which Ceylon achieved political independence is the fact that the process of Westernisation had gone further there than in other colonial territories. To start with, Ceylon had experienced nearly four hundred and fifty years of colonial rule, first under the Portuguese, then the Dutch, and finally the British. From schools founded and run by Christian missions - and in the British era more and more modelled on British lines, even to the extent in some cases of emulating English public schools - there emerged a thoroughly Anglicised upper class with generally conservative political leanings. These Ceylonese were so much like their colonial masters in outlook, manners, and social habits that they were often called "brown sahibs", and negotiations between them and the British were almost in the nature of dealings between gentlemen of the same club.
3. After the First World War, this elite group formed a Ceylonese National Congress, which it hoped would grow in strength like its Indian prototype. But it collapsed a few years before the country achieved independence. During the period of British rule, Ceylonese leaders felt no inclination to make any radical or egalitarian appeals for public support and nationalism struck no roots among the masses. It is no wonder, then, that the British felt that such men could safely be entrusted with even larger instalments of political responsibility.
 - (a) The character of liberation struggle of the Ceylonese people for achieving political independence from the colonial masters resembled that of
 - (i) Burma
 - (ii) India
 - (iii) Vietnam
 - (iv) None of these

Ans : (iv) None of these
 - (b) The Ceylonese struggle for freedom was characterised by
 - (i) civil disobedience
 - (ii) revolutionary fervent
 - (iii) terrorist activities on the part of the nationalists
 - (iv) peaceful negotiations

Ans : (iv) peaceful negotiations
 - (c) What, according to the author, is the usual concomitant of a liberation struggle?
 - (i) National solidarity is strengthened through national sacrifice.
 - (ii) It leaves much bitterness behind between the rulers and the ruled.
 - (iii) It accentuates divisive forces in the polity that emerges after the grant of independence.
 - (iv) People receive practical training in governance.

Ans : (i) National solidarity is strengthened through national sacrifice.
 - (d) Political independence came to Burma after this country had experienced
 - (i) Japanese occupation during Second World War
 - (ii) revolutionary fervent
 - (iii) both of these
 - (iv) neither of these

Ans : (iii) both of these
 - (e) Before achieving political independence, Ceylon

- had experienced colonial rule for
- (i) nearly one hundred and fifty years
 - (ii) nearly four hundred and fifty years
 - (iii) exactly three hundred years
 - (iv) nearly a century

Ans : (ii) nearly four hundred and fifty years

(f) Which of the following had kept Ceylon under colonial rule?

- (i) The Portuguese
- (ii) The Dutch
- (iii) The British
- (iv) All of these

Ans : (iv) All of these

(g) The Anglicised upper class of Ceylon emerged

- (i) from the successors of the erstwhile native rulers
- (ii) from schools founded and run by Christian missions in Ceylon.
- (iii) from the mixed breed of the British and the Ceylonese people
- (iv) from the sons and daughters to the English officials and administrators who settled in Ceylon as a matter of Convenience.

Ans : (ii) from schools founded and run by Christian missions in Ceylon.

(h) The Anglicised upper class of Ceylon formed for the purpose of political independence was

- (i) Ceylonese National Congress
- (ii) a radical party
- (iii) Socialist Democratic Forum
- (iv) Ceylonese Freedom Party

Ans : (i) Ceylonese National Congress

(i) Why according to the author, did nationalism not strike any roots among the masses in Ceylon?

- (i) Because the Ceylonese people were not politically conscious at all.
- (ii) Because English education had so indoctrinated the minds of these Ceylonese people that they thought it a sacrilege to think in terms of any opposition to their colonial masters
- (iii) Because during the period of British rule, Ceylonese leaders felt no inclination to make any radical or egalitarian appeals for public support
- (iv) All of these

Ans : (iii) Because during the period of British rule, Ceylonese leaders felt no inclination to make any radical or egalitarian appeals for public support

(j) Who were known as “brown sahibs”?

- (i) The Englishmen serving in Ceylon
- (ii) The native peasantry of Ceylon
- (iii) The Anglicised upper class people of Ceylon who received education in school modelled on British lines
- (iv) Those who were born of inter-race marriages

Ans : (iii) The Anglicised upper class people of Ceylon who received education in school modelled on British line

PASSAGE 29

1. The emotional appeal of imperialism never completely stilled the British conscience. However, liberal thinkers throughout the nineteenth century argued that democracy was incompatible with the maintenance of authoritarian rule over foreign peoples. To think imperially was to think in terms of restrictive and protective measures; in defiance of the revealed truths of classical economics. Thus, when the British government took over responsibility for India from the East India Company in 1858, many politicians were conscious of saddling Britain with a heavy burden.
2. In the first seventy years of the nineteenth century, enlightened British liberals looked forward to the day when India would stand on its own feet. Even in the heyday of colonialism, British radicals continued to protest that self-proclaimed imperialists, however honourable their motives, would place fait accompli before the country and commit blunders of incalculable consequence. The danger, they felt, was all the greater because British foreign policy still remained a stronghold of the aristocracy, while that related and persuasive lobby, the British officer class, also had a vested interest in imperial expansion.
3. It took the humiliation of the Boer war to teach the British Government what it would cost to hold an empire by force. However this fact did not escape Gandhi, the supreme tactician of the Indian liberation movement. He saw what some perceptive British thinkers had much earlier recognised, namely, that Britain could not long continue to rule India except with the cooperation of many sections of its population. Once that cooperation was withdrawn, the foundation of British authority in India would crumble; furthermore, the Indian nationalist leaders were able to exploit the aversion of the British liberal conscience to methods used by the local colonial rulers in combating Indian non-cooperation.
 - (a) The emotional appeal of imperialism never completely stilled the British conscience. What

does it mean?

- (i) The glorification resulting from imperialism never completely blinded the British people to the unjustness of their imperialist policy
- (ii) The glorification resulting from the establishment of sway overseas did not make the British people complacent
- (iii) The British people became so dull and emotionally so cold, that the glorification of their country attained through imperialism never induced them to feel proud of this phenomenon
- (iv) All of these

Ans : (i) The glorification resulting from imperialism never completely blinded the British people to the unjustness of their imperialist policy

(b) What does the term authoritarian rule mean?

- (i) Rule of the authority of law
- (ii) Dictatorial rule of an aristocrat unaccompanied by the rule of law
- (iii) Arbitrary exercise of power by officials
- (iv) Rule having stability

Ans : (ii) Dictatorial rule of an aristocrat unaccompanied by the rule of law

(c) What according to the author did the maintenance of imperialism result in?

- (i) International conflicts
- (ii) Economic exploitation of the subject peoples
- (iii) Mental enslavement of the subject peoples
- (iv) Erection of trade barriers in the foreign trade and other restrictive measures

Ans : (iv) Erection of trade barriers in the foreign trade and other restrictive measures

(d) What do you think where the revealed truths of classical economics?

- (i) Laissez faire and free trade
- (ii) Allowing only subsistence wages to the workers
- (iii) Clamping of artificial restrictions of foreign trade
- (iv) Wholesale nationalization of the means of production

Ans : (i) Laissez faire and free trade

(e) What according to the author was the attitude of the British liberals towards the British imperialist and colonial policy?

- (i) One of active cooperation
- (ii) One of only verbal co-operation
- (iii) One of total indifference
- (iv) One of repeated protests

Ans : (iv) One of repeated protests

(f) Which class of British society was the force

behind the imperialist foreign policy of Britain?

- (i) The common masses
- (ii) The middle class
- (iii) The officer class
- (iv) The aristocracy

Ans : (iv) The aristocracy

(g) Which class of the British society had vested interest in imperial expansion?

- (i) The middle class
- (ii) The labour class
- (iii) The officer class
- (iv) The aristocracy

Ans : (iii) The officer class

(h) Who was the supreme tactician of the Indian liberation movement?

- (i) Mrs Annie Beasant
- (ii) The enlightened British liberals themselves
- (iii) Lokmanya Balgangadhar Tilak
- (iv) Mahatma Gandhi

Ans : (iv) Mahatma Gandhi

(i) What did Mahatma Gandhi believe was the factor that facilitated the continuance of British rule of India?

- (i) The cooperation extended to the British by many section of the Indian population
- (ii) The support lent to them by the kings and princes of the Indian native states
- (iii) The sympathies of the fifth columnists towards the British
- (iv) The mutual squabbles of the Indian politicians

Ans : (i) The cooperation extended to the British by many section of the Indian population

(j) What according to you would be the most suitable title for the passage?

- (i) British imperialism and India
- (ii) British liberals attitude towards imperialism
- (iii) Role of Mahatma Gandhi in Indian Freedom Movement
- (iv) The emotional appeal of British 'imperialism'

Ans : (ii) British liberals attitude towards imperialism

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PASSAGE 30

- Man's growth from barbarism into civilization is supposed to be the theme of history but sometimes, looking at great stretches of history, it is difficult to believe that this ideal has made such progress or that we are very much civilized or advanced. There is enough of want of cooperation today, of one country or people selfishly attacking or oppressing another, of one man exploiting another.
- It is well to remember that man in many ways has not made very great progress from other animals. It may be that in certain ways some animals are superior to him. Still we look down upon the insects as almost the lowest of living things, and yet the tiny bees and ants have learnt the art of cooperation and of sacrifice for the common good far better than man.
- If mutual cooperation and sacrifice for the good of society are the test of civilization we may say that the bees and ants are in this respect superior to man. In one of our old Sanskrit books there is a verse which may be translated as follows: For family, sacrifice the individual, for community, the family, for the country, the community, and for the soul, the whole world.
- What a soul is, few of us can know or tell, and each one of us can interpret it in a different way, but the lesson this Sanskrit Verse teaches us is the same lesson of cooperation and sacrifice for the larger good. We in India had forgotten this sovereign path of real greatness for many a day.
- But again we seem to have glimpses of it and all the country is astir. How wonderful it is to see men and women, and boys and girls, smilingly going ahead in India's cause and caring about any pain or suffering ! Well, may they smile and be glad for the joy of serving a great cause is also great. They will also be fortunate enough to get the joy of sacrifice.

(a) What is really the theme of history?

- The rise and fall of empires.
- Man's moral and spiritual development.
- Man's search for truth.
- The process of man becoming civilized.

Ans : (ii) Man's moral and spiritual development.

(b) What is the basic reason of exploitation of one man by another?

- The weakness of some people and the strength of the others
- Lack of civilisation
- Man's beastly nature
- Lack of education

Ans : (ii) Lack of civilisation

(c) In what respects are some animals superior to

man?

- Physical strength
- Having no worries in their lives
- Having greater instinct for cooperation and sacrifice
- Not oppressing or exploiting one another.

Ans : (iii) Having greater instinct for cooperation and sacrifice

(d) What does the soul signify?

- A divine essence in all of us.
- Different things for different people
- Self-righteousness
- The element of life

Ans : (ii) Different things for different people

(e) What lesson does the Sanskrit Verse in question teach us?

- To inculcate spirit of cooperation and self-sacrifice for the large good of the society.
- To behave well with one another.
- To help each other in difficulties.
- To work constantly.

Ans : (i) To inculcate spirit of cooperation and self-sacrifice for the large good of the society.

(f) We say that man is not yet civilized because -

- there are colossal disparities between the rich and the poor.
- most of us are illiterate.
- we ill-behave with one another.
- most of us oppress and exploit others and lack the spirit of cooperation.

Ans : (iv) most of us oppress and exploit others and lack the spirit of cooperation.

(g) We should not look down upon the insects as almost the lowest of living things because -

- they are of immense use to mankind.
- they can cause harm to us out of proportion to their size.
- they have a sense of sacrifice and cooperation.
- small size does not necessarily make anything low.

Ans : (iii) they have a sense of sacrifice and cooperation.

(h) What does the expression 'larger good' mean?

- Great good of oneself
- A lot of good
- Very excellent
- Good of the society

Ans : (iv) Good of the society

(i) What does the sentence 'All the country is astir'

mean in the passage ?

- (i) The whole country is up in revolt.
- (ii) A wave of zeal and vivacity, vigour and dynamism is perceptible in the whole country.
- (iii) There is an upsurge of political and economic fervour in the whole country.
- (iv) The whole country is flooded with lofty ideas and thoughts.

Ans : (iii) There is an upsurge of political and economic fervour in the whole country.

(j) How can we be truly civilised?

- (i) By getting more and more wealth and power
- (ii) By reading more and more books
- (iii) by subjugating backward nations and educating their citizens
- (iv) By developing qualities of mutual help, co-operation and self-sacrifice

Ans : (iv) By developing qualities of mutual help, co-operation and self-sacrifice

PASSAGE 31

1. The political system always dominates the entire social scene, and hence those who wield political power are generally able to control all the different social sub-systems and manipulate them to their own advantage. The social groups in power, therefore, have always manipulated the education systems, especially when these happen to depend upon the State for their very existence, to strengthen and perpetuate their own privileged position. But herein lies a contradiction. For the very realization of their selfish ends, the social groups in power are compelled to extend the benefits of these educational systems to the underprivileged groups also. The inevitable task is generally performed with three precautions abundantly taken care of:

- The privileged groups continue to be the principal beneficiaries of the educational system, dominate the higher stages of education or the hardcore of prestigious and quality institutions or the most useful of courses, so as to safeguard their dominant position of leadership in all walks of life;
- The system is so operated that underprivileged groups can utilize it only marginally in real terms and the bulk of them become either drop-outs or push-outs and get reconciled to their own inferior status in society; and
- The few from the weaker sections that survive and succeed in spite of all the handicaps are generally co-opted within the system to prevent dissatisfaction.

2. But education is essentially a liberating force so

that, as time passes some under-privileged groups do manage to become aware of the reality, the number of the educated persons soon becomes too large to be fully co-opted, and many able individuals among them strive to organize and liberate the weak and the underprivileged. The resultant awareness of the people, combined with suitable organization necessary leads to an adjustment in the social structure and to an increase in vertical mobility so that new groups begin to share power.

3. Eventually, other social changes also follow and the traditional, in-egalitarian and hierarchical social structure tends to be replaced by another which is more modern, less hierarchical and more egalitarian. The educational system, therefore, is never politically neutral, and it always performs three functions simultaneously via, it helps the privileged to dominate, domesticates the underprivileged to their own status in society, and also tends to liberate the oppressed. Which of these functions shall dominate and to what extent, depends mostly on one crucial factor, via, the quality and quantity of the political education which the system provides or upon its 'political content'.
4. The developments in Indian society, polity and education during the past 175 years should be viewed against the background of this broad philosophy. From very ancient times, the Indian society has always been elitist and power, wealth and education were mostly confined to the upper castes of the society. What is important to note is that the system has an infinite capacity to adjust or to absorb and, for that very reason, it is extremely resistant to any radical transformation. The social system continued to exist almost unchanged until the British administrators began to lay the foundation of the modern system of education.

- (a) The Indian society has always been
- (i) insensitive to the needs of elite groups
 - (ii) less hierarchical
 - (iii) politically neutral
 - (iv) none of these

Ans : (iv) none of these

- (b) How does education work for ameliorating the lot of the underprivileged classes?

- (i) It helps the underprivileged people to dominate others
- (ii) It helps them to achieve higher goals in life
- (iii) Some educated persons from this class organise and liberate the weak people
- (iv) It encourages them to domesticate the privileged people

Ans : (iii) Some educated persons from this class organise and liberate the weak people

- (c) Which of the following statements is not true in

the context of the passage?

- (i) The privileged groups try to deprive, the 'have nots' of the real benefits of education.
- (ii) The educational system is never politically biased.
- (iii) The educational system tends to enlighten the minds of the underprivileged.
- (iv) The privileged class depends upon the Government for their survival.

Ans : (ii) The educational system is never politically biased.

(d) In the context of the passage, which of the following statements is true regarding those who control political power?

- (i) They Facilitate the upward mobility of the underprivileged classes.
- (ii) They try to establish a just social order.
- (iii) They Facilitate the upward mobility of the privileged classes.
- (iv) They try to control all the different social subsystems.

Ans : (iv) They try to control all the different social subsystems.

(e) According to the passage, sharing of power by new groups is an outcome of

- (i) increase in the vertical mobility of the underprivileged groups
- (ii) a liberal democratic approach of the privileged class
- (iii) the total replacement of the traditional social structure by a modern one
- (iv) a politically neutral educational system

Ans : (i) increase in the vertical mobility of the underprivileged groups

(f) According to the passage, why do the majority of underprivileged groups become drop-outs?

- (i) They constantly suffer from the feeling of inferiority
- (ii) They do not possess the required intellectual potential to survive in the educational system.
- (iii) The system is so manipulated that they cannot utilise it meaningfully
- (iv) The privileged groups continue to be the major beneficiaries of the system

Ans : (iii) The system is so manipulated that they cannot utilise it meaningfully

(g) According to the passage, the social groups in power have manipulated the educational system because

- (i) they wanted to make it politically neutral
- (ii) they wanted to changes through the system
- (iii) they wanted to preserve their special status
- (iv) None of these

Ans : (iii) they wanted to preserve their special status

(h) The Indian social system is resistant to the major changes because

- (i) it is basically elitist.
- (ii) it can absorb social changes without changing its basic framework.
- (iii) it is extremely traditional and conservative.
- (iv) power, wealth and education are mostly confined to the upper classes

Ans : (ii) it can absorb social changes without changing its basic framework.

(i) According to the passage, social groups in power extend the benefits of education to the underprivileged groups because

- (i) they want to achieve their selfish objectives.
- (ii) they want to create an egalitarian society.
- (iii) they have realized that the growth of a nation depends upon the spread of education.
- (iv) they want to abdicate their dominant position of leadership in all walks of life.

Ans : (i) they want to achieve their selfish objectives.

PASSAGE 32

1. The e-waste (Management and Handling) Rules, 2011, notified by the Ministry of Environment and Forests, have the potential to turn a growing problem into a developmental opportunity. With almost half-a-year to go before the rules take effect, there is enough time to create the necessary infrastructure for collection, dismantling, and recycling of electronic waste. The focus must be on sincere and efficient implementation. Only decisive action can reduce the pollution and health costs associated with India's hazardous waste recycling industry. If India can achieve a transformation, it will be creating a whole new employment sector that provides good wages and working conditions for tens of thousands. The legacy response of the States to even the basic law on urban waste, the Municipal Solid Wastes (Management and Handling) Rules, has been one of indifference, many cities continue to simply burn the garbage or dump it in lakes. With the emphasis now on segregation of waste at source and recovery of materials, it should be feasible to implement both sets rules efficiently. A welcome feature of the new e-waste rules is the emphasis on extended producer responsibility. In other words, producers must take responsibility for the disposal of end-of-life products. For the provision to work, they must ensure that consumers who sell scrap get some form of financial incentive.
2. The e-waste rules, which derive from those pertaining to hazardous waste, are scheduled to come into force on May 1, 2012. Sound as they are, the task of scientifically disposing a few hundred

thousand tonnes of trash electronics annually depends heavily on a system of oversight by State Pollution Control Boards (PCBs). Unfortunately, most PCBs remain unaccountable and often lack the resources for active enforcement. It must be pointed out that, although agencies handling e-waste must obtain environmental clearances and be authorized and registered by the PCBs even under the Hazardous Wastes (Management, Handling and Trans boundary Movement) Rules, 2008, there has been little practical impact. Over 95 per cent of electronic waste is collected and recycled by the informal sector. The way forward is for the PCBs to be made accountable for enforcement of the e-waste rules, and the levy of penalties under environmental laws. Clearly, the first order priority is to create a system that will absorb the 80000-strong workforce in the informal sector into the proposed scheme for scientific recycling. Facilities must be created to upgrade the skills of these workers through training and their occupational health must be ensured.

3. Recycling of e-waste is one of the biggest challenges today. In such a time, when globalization and information technology are growing at a pace which could only be imagined few years back, e-waste and its hazards have become more prominent over a period of time and should be given immediate attention.

- (a) What, according to the passage, is important now for e-waste management?
- Making rules
 - Reviewing rules
 - Implementing rules
 - Amending rules

Ans : (iii) Implementing rules

- (b) Which of the following can be one of the by-products of effective e-waste management?
- India can guide other countries in doing so
 - It will promote international understanding
 - It will promote national integration
 - It will create a new employment sector

Ans : (iv) It will create a new employment sector

- (c) Which of the following rules has not been indicated in the passage?
- e-waste Rules, 2011
 - Municipal Solid Wastes (Management and Handling) Rules
 - Hazardous Wastes Rules, 2008
 - Pollution Check Rules

Ans : (iv) Pollution Check Rules

- (d) 'Both sets of rules' is being referred to which of

the following?

- Solid wastes and Hazardous waste
- e-waste and Hazardous waste
- Solid waste and e-waste
- e-waste and e-production

Ans : (iv) e-waste and e-production

- (e) e-waste rules have been derived from those pertaining to

- Hazardous waste
- PC waste
- Computer-waste
- Municipal solid waste

Ans : (i) Hazardous waste

- (f) Which of the following will help implement 'both sets of rules'?

- Employment opportunities
- International collaboration
- Financial Incentive
- Segregation of waste at source

Ans : (iv) Segregation of waste at source

- (g) e-waste Rules came into force from

- 2009
- 2010
- 2011
- 2012

Ans : (iv) 2012

- (h) Which of the following best explains the meaning of the phrase- 'which could only be imagined few years back', as used in the passage?

- It was doomed
- It took us few years
- It took us back by few years
- None of these

Ans : (iv) None of these

- (i) Which of the following is true in the context of the passage?

- No city dumps its waste in lakes
- Some cities burn garbage
- PCBs have adequate resources for active enforcement
- e-waste was a much bigger challenge in the past

Ans : (ii) Some cities burn garbage

- (j) Which of the following is not true in the context of the passage?

- Some form of financial incentive is recommended for the producers
- Some financial incentive is recommended for the consumers
- e-waste will be a few hundred thousand tonnes
- The agencies handling e-waste have to obtain environmental clearances

Ans : (i) Some form of financial incentive is

recommended for the producers

- (k) Choose the word which is most nearly the same in meaning of the word printed in bold, as used in the passage

CLEARANCE

- (i) cleaning
- (ii) permission
- (iii) sale
- (iv) remedy

Ans : (ii) permission

- (l) Choose the word which is most nearly the same in meaning of the word printed in bold, as used in the passage

TURN

- (i) throw
- (ii) chance
- (iii) send
- (iv) transform

Ans : (iv) transform

- (m) Choose the word which is most nearly the same in meaning of the word printed in bold, as used in the passage

POTENTIAL

- (i) intelligence
- (ii) aptitude
- (iii) possibility
- (iv) portion

Ans : (iii) possibility

- (n) Choose the word which is most opposite in meaning of the word printed in bold, as used in the passage

FEASIBLE

- (i) unattended
- (ii) physical
- (iii) practical
- (iv) unviable

Ans : (iv) unviable

- (o) Choose the word which is most opposite in meaning of the word printed in bold, as used in the passage

INDIFFERENCE

- (i) interest
- (ii) difference
- (iii) ignorance
- (iv) insignificance

Ans : (i) interest

PASSAGE 33

1. Jagir Singh has sold red onions at a market in south Delhi every day for the past half-century. Perched on an upturned crate, wrapped tight against the chill air, he offers pyaz, a staple for much Indian cooking, for 60 rupees a kilo, the most he can remember. Business is brisk but most customers pick up only a small handful of onions. That is just as well. Wholesale supplies are tight, he says, and the quality is poor.
2. As India's economy grows by some 9% a year, food prices are soaring. In late December, the commerce ministry judged that food inflation had reached 18.3%, with pricey vegetables mostly to blame. Officials have made some attempts to temper the rise in the past month scrapping import taxes for onions, banning their export and ordering low-priced sales at government-run shops. But there is no quick fix.
3. Heavy rain in the west of India brought a rotten harvest. Vegetables from farther afield including a politically sensitive delivery from a neighbouring country are costly to move on India's crowded, pot-holed roads. Few refrigerated lorries and poor logistics mean that much of each harvest is wasted. Newspapers allege hoarders are cashing in.
4. The biggest problems are structural. Food producers, hampered by land restrictions, archaic retail networks and bad infrastructure, fail to meet extra demand from consumers. It was estimated in October that a 39% rise in income per person in the previous five years might have created an extra 220 million regular consumers of milk, eggs, meat and fish. Supplies have not kept up with this potential demand.
5. The broader inflation rate may be a less eye-watering problem than the onions suggest. The central bank has lifted interest rates steadily in the past year and is expected to do so again later this month. Headline inflation fell to 7.5% in November, down by just over a percentage point from October, though it is still above the central bank's forecast of 5.5% for March.

(a) What is responsible for the increased demand of certain food items amongst consumers?

- (i) There has been an increase in the wholesale supplies of this food stuff.
- (ii) The vegetables in the market are very highly priced.
- (iii) There has been an increase in the incomes of people.
- (iv) There is a lack of availability of vegetables in the market.

Ans : (iii) There has been an increase in the incomes of people.

(b) Which of the following is not true in the context

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of the passage?

- (i) The overall inflation is not as bad as the food inflation in India.
- (ii) Help from other countries to counter food inflation has proved to be quite encouraging.
- (iii) Government is banning the export of certain types of vegetables in order to check food inflation.
- (iv) Highly priced vegetables are mostly responsible for the increased food inflation.

Ans : (i) The overall inflation is not as bad as the food inflation in India.

(c) Which of the following is/are the reason(s) for increase in food/vegetable prices?

- A. Bad weather
- B. Land restrictions
- C. Poor infrastructure for storage and transportation
- (i) Only B
- (ii) Only A and C
- (iii) Only A and B
- (iv) All A, B and C

Ans : (iv) All A, B and C

(d) Which of the following is/are true in the context of the passage?

- A. Interest rates are being raised in India.
- B. India is witnessing a steady economic growth.
- C. It has been proven that the food inflation is mainly because of hoarding.
- (i) All A, B and C
- (ii) Only A and B
- (iii) Only C
- (iv) None of these

Ans : (ii) Only A and B

(e) Which of the following is possibly the most appropriate title for the passage?

- (i) Food Inflation In India
- (ii) Onions And Vendors
- (iii) Food Deficit Worldwide
- (iv) Food Imports In India

Ans : (i) Food Inflation In India

(f) What can be said about the sale of onions at present as given in the passage?

- (i) Vegetable vendors are unwilling to sell onions.
- (ii) People are not buying as much as they used to.
- (iii) The sale of onions has picked up and is unprecedented.
- (iv) None of these

Ans : (ii) People are not buying as much as they used to.

(g) The usage of the phrase 'cashing in' in the

passage can possibly mean

- (i) Profiting
- (ii) Running away
- (iii) Paying money
- (iv) Bailing out

Ans : (i) Profiting

(h) Which of the following is most similar in meaning to the word 'tight' as used in the passage?

- (i) Firm
- (ii) Loose
- (iii) Limited
- (iv) Taut

Ans : (iii) Limited

(i) Which of the following is most similar in meaning to the word 'temper' as used in the passage?

- (i) Displeasure
- (ii) Anger
- (iii) Rage
- (iv) Control

Ans : (iv) Control

(j) Which of the following is most opposite in meaning of the word 'archaic' as used in the passage?

- (i) Simple
- (ii) Straightforward
- (iii) Modern
- (iv) Lively

Ans : (iii) Modern

PASSAGE 34

1. India is rushing headlong towards economic success and modernisation, counting on high tech industries such as information technology and biotechnology to propel the nation to prosperity. India's recent announcement that it would no longer produce unlicensed inexpensive generic pharmaceuticals bowed to the realities of the World Trade Organisation while at the same time challenging the domestic drug industry to compete with the multinational firms. Unfortunately, its weak higher education sector constitutes the Achilles' heel of this strategy. Its systematic disinvestment in higher education in recent years has yielded neither world-class research nor very many highly trained scholars, scientists or managers to sustain high-tech development.
2. India's main competitors - especially China but also Singapore, Taiwan, and South Korea-are investing in large and differentiated higher education systems. They are providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. The recent London Times

Higher Education Supplement ranking of the world's top 200 universities included three in China, three in Hong Kong, three in South Korea, one in Taiwan, and one in India. These countries are positioning themselves for leadership in the knowledge-based economies of the coming era.

3. There was a time when countries could achieve economic success with cheap labour and low-tech manufacturing. Low wages still help, but contemporary large-scale development requires a sophisticated and at least partly knowledge based economy. India has chosen that path, but will find a major stumbling block in its university system.
4. India has significant advantages in the 21st century knowledge race. It has a large higher education sector the third largest in the world in student numbers, after China and the United States. It uses English as a primary language of higher education and research. It has a long academic tradition. Academic freedom is respected. There are a small number of high quality institutions, departments, and centres that can form the basis of quality sector in higher education. The fact that the States, rather than the Central Government, exercise major responsibility for higher education creates a rather cumbersome structure, but the system allows for a variety of policies and approaches.
5. Yet the weaknesses far outweigh the strengths. India educates approximately 10 per cent of its young people in higher education compared with more than half in the major industrialised countries and 15 percent in China. Almost all of the world's academic systems resemble a pyramid, with a small high quality tier at the top and a massive sector at the bottom. India has a tiny top tier. None of its universities occupies a solid position at the top. A few of the best universities have some excellent departments and centres, and there are a small number of outstanding undergraduate colleges. The University Grants Commission's recent major support of five universities to build on their recognised strength is a step toward recognising a differentiated academic system and fostering excellence. These universities, combined, enroll well under one percent of the student population.

(a) Which of the following is true in the context of the passage?

- (i) The top five universities in India educate more than 10 percent of the Indian student population
- (ii) India's higher education sector is the largest in the world
- (iii) In the past, countries could progress economically through low manufacturing cost as well as low wages of labourers
- (iv) All of these

Ans : (iii) In the past, countries could progress economically through low manufacturing cost as well as low wages of labourers

(b) What does the phrase "Achilles' heel" mean as used in the passage?

- (i) Weakness
- (ii) Quickness
- (iii) Low Quality
- (iv) Nimbleness

Ans : (i) Weakness

(c) Which of the following is/are India's strength(s) in terms of higher education?

- A. Its system of higher education allows variations.
 - B. Medium of instruction for most higher learning is English.
 - C. It has the paraphernalia, albeit small in number, to build a high quality higher educational sector.
- (i) Only B
 - (ii) Only A and B
 - (iii) Only C
 - (iv) All A, B and C

Ans : (iv) All A, B and C

(d) Which of the following are Asian countries, other than India, doing to head towards a knowledge based economy?

- A. Building competitive research based universities.
 - B. Investing in diverse higher education systems.
 - C. Providing access to higher education to a select few students.
- (i) Only A
 - (ii) Only A and B
 - (iii) Only B and C
 - (iv) All A, B and C

Ans : (ii) Only A and B

(e) Which of the following is possibly the most appropriate title for the passage?

- (i) The Future of Indian Universities
- (ii) Methods of Overcoming the Educational Deficit in India
- (iii) India and the Hunt for a Knowledge Based Economy
- (iv) Indian Economy Versus Chinese Economy

Ans : (iii) India and the Hunt for a Knowledge Based Economy

(f) What did India agree to do at the behest of the World Trade Organisation?

- (i) It would stop manufacturing all types of pharmaceuticals
- (ii) It would ask its domestic pharmaceutical companies to compete with the international ones
- (iii) It would buy only licensed drugs from USA
- (iv) It would not manufacture cheap common medicines without a license

Ans : (iv) It would not manufacture cheap common

medicines without a license

(g) Which of the following is/are India's weakness(es) when it comes to higher education?

- A. Indian universities do not have the requisite teaching faculty to cater to the needs of the higher education sector.
- B. Only five Indian universities occupy the top position very strongly, in the academic pyramid, when it comes to higher education.
- C. India has the least percentage of young population taking to higher education as compared to the rest of the comparable countries.

- (i) Only A and B
- (ii) Only B
- (iii) Only C
- (iv) Only A and C

Ans : (iv) Only A and C

(h) Which of the following, according to the passage, is/are needed for economic success of a country?

- A. Cheap labour
- B. Educated employees
- C. Research institutions to cater to development.

- (i) Only A and B
- (ii) Only B
- (iii) Only C
- (iv) All A, B and C

Ans : (iv) All A, B and C

(i) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

FOSTERING

- (i) Safeguarding
- (ii) Neglecting
- (iii) Ignoring
- (iv) Nurturing

Ans : (iv) Nurturing

(j) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

PROPEL

- (i) Drive
- (ii) Jettison
- (iii) Burst
- (iv) Modify

Ans : (i) Drive

(k) Choose the word/group of words which is most similar in meaning to the word printed in bold as used in the passage.

MASSIVE

- (i) Lump sum
- (ii) Strong
- (iii) Little
- (iv) Huge

Ans : (iv) Huge

(l) Choose the word which is most similar in meaning to the group of words printed in bold as used in the passage.

STUMBLING BLOCK

- (i) Argument
- (ii) Frustration
- (iii) Advantage
- (iv) Hurdle

Ans : (iv) Hurdle

(m) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage.

CUMBERSOME

- (i) Handy
- (ii) Manageable
- (iii) Breathtaking
- (iv) Awkward

Ans : (ii) Manageable

(n) Choose the word/group of words which is most opposite in meaning to the word printed in bold as used in the passage.

RESEMBLE

- (i) Against
- (ii) Similar to
- (iii) Mirror
- (iv) Differ from

Ans : (iv) Differ from

(o) Choose the word which is most opposite in meaning to the word printed in bold as used in the passage.

DIFFERENTIATED

- (i) Similar
- (ii) Varied
- (iii) Harmonized
- (iv) Synchronized

Ans : (i) Similar

PASSAGE 35

- Despite the economic crunch worldwide that saw pulverization of some of the largest banking and finance giants, Indian banking houses have managed to show positive growth this quarter.
- Some of India's leading national banks have posted a net profit rise of more than 40% over the last quarter amid global turmoil. This would come as a big shot in the arm for the investors and consumers of these banks even though apprehension is mounting on other banking and broking firms worldwide.
- One of the main reasons behind the success of these banks this quarter, would be their direct backing by the Government of India. People take solace in their investments in public sector watching the bailout packages being cashed out by governments all over

the world to save big business houses.

4. Other private banks in India have also reported a substantial net profit over the last quarter. Given the internal and domestic scenario, one cannot put this down as a mundane achievement. While others are on a cost-cutting spree and firing employees, Indian companies are actually working on boosting staffing in banking and broking sector.
5. This can be seen as a big boon in the days to come when the current recession eases and the economy gradually comes back on to the fast track. The finance minister has assured Indian public about the sound health of all Indian banks. This could also be evident from the fact that there have been no mergers and takeovers in Indian banking sector in a contrast to world scenario where finance houses are looking for mergers to cut costs on operations.
6. We definitely are not looking to thrive; rather we are looking for growth. It is just that the pace of growth is a little slow now as compared to a year or two before. These are hard times to test the hard. The weak in business and career will be weeded out and it is sometimes very beneficial for business in the long run.

(a) According to the author, what is the reason for the success of Indian national banks in this quarter?

- (i) Indian national banks do not have any commitments in troubled foreign markets.
- (ii) These banks can never face financial crisis because of their sheer size.
- (iii) These banks are ready to give loans at a very low rate of interest.
- (iv) The public is ready to invest in these banks because of the knowledge that these banks get strong support from the Government.

Ans : (iv) The public is ready to invest in these banks because of the knowledge that these banks get strong support from the Government.

(b) What does the phrase 'shot in the arm' as used in the passage mean?

- (i) Shock
- (ii) Fear
- (iii) Encouragement
- (iv) Anxiety

Ans : (iii) Encouragement

(c) According to the author, how is the current recession beneficial?

- (i) Worldwide companies have realized that India is a strong power to reckon with.
- (ii) India is surging ahead of the other Companies throughout the world.
- (iii) After the recession is over international companies will turn to India for investment.
- (iv) None of these

Ans : (i) Worldwide companies have realized that India is a strong power to reckon with.

(d) According to the author, what will be a big boon in the days to come?

- (i) The economy coming back on the fast track
- (ii) The slowing down of the economy
- (iii) Increased hiring in Indian financial sector in times of economic slowdown
- (iv) None of these

Ans : (iv) None of these

(e) Which of the following statements is/are definitely true in the context of the passage?

- A. India has not been affected by the economic slowdown.
- B. India banks are showing growth in this quarter despite the recession.
- C. While banking industry in the West was severely affected by recession in the past, it is now gradually recovering and showing a positive growth.
- (i) Only A
- (ii) Only B
- (iii) Only C
- (iv) Only A and B

Ans : (ii) Only B

(f) Which of the following strengthens the finance minister's statement about the sound health of Indian banks with respect to the passage?

- A. There have been no acquisitions and mergers of Indian banks.
- B. The Indian banks are recording a positive growth.
- C. Layoffs have been observed worldwide.
- (i) Only A and B
- (ii) Only A and C
- (iii) Only A
- (iv) All A, B and C

Ans : (iv) All A, B and C

(g) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

TURMOIL

- (i) danger
- (ii) shock
- (iii) sadness
- (iv) chaos

Ans : (iv) chaos

(h) Choose the word which is most similar in meaning to the word printed in bold as used in the passage.

PULVERIZATION

- (i) polarisation
- (ii) mashing
- (iii) debasement
- (iv) crushing

Ans : (iv) crushing

(i) Choose the word which is most opposite in

meaning of the word printed in bold as used in the passage.

THRIVE

- (i) succeed
- (ii) deteriorate
- (iii) worry
- (iv) tremble

Ans : (ii) deteriorate

- (j) Choose the word which is most opposite in meaning of the word printed in bold as used in the passage.

MUNDANE

- (i) extraordinary
- (ii) regular
- (iii) severe
- (iv) visionary

Ans : (i) extraordinary

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PASSAGE 36

1. Today, with a Nobel Prize to its credit, Grameen is one of the largest micro-finance organizations in the world. It started out lending small sums to poor entrepreneurs in Bangladesh to help them grow from a subsistence living to a livelihood. The great discovery its founders made was that even with few assets, these entrepreneurs repaid on time. Grameen and micro-finance have since become financial staples of the developing world.
2. Grameen's approach, unlike other micro financiers, uses the group-lending model. Costs are kept down by having borrowers vet one another, tying together their financial fates and eliminating expensive loan officers entirely. The ultimate promise of Grameen is to use business lending as a way for people to lift themselves out of poverty.
3. Recently, Grameen has taken on a different challenge-by setting up operations in the US .money may be tight in the waning recession, but it is still a nation 1,00,000 bank branches. Globally, the working micro-finance equation consists of borrowing funds cheaply and keeping loan defaults and overhead expenses sufficiently low. Micro lenders, including Grameen, do this by charging colossal interest rates-as high as 60% or 70%-which is necessary to compensate for

the risk and attract bank funding. but loans rates much above the standard 15% would most likely be attacked as usurious in America.

4. So, the question is whether there is a role for a Third World lender in the world's largest economy. Grameen America believes that in a few years it will be successful and turn a profit, thanks to 9 million US households untouched by mainstream banks and 21 million using the likes of pay-day loans and pawn shops for financing. But enticing the unbanked won't be easy. After all, profit has long eluded US micro financiers and if it is not lucrative, it is not micro-lending, but charity. When Grameen first went to the US, in the late 1980s, it tripped up. Under Grameen's tutelage, banks started micro loans to entrepreneurs with a shocking 30% loss. But Grameen America says that this time results will be making loans, not training an American bank to do it. More often than not, the borrowers, Grameen finds, in the US already have jobs(as factory workers for example) or side business-selling toys, cleaning houses etc.
5. The loans from Grameen, by and large, provide a steadier source of funding, but they don't create businesses out of nothing. But money isn't everything. More importantly for many entrepreneurs, group members are tremendous sources of support to one another. So even if studies are yet to determine if Grameen is a clear-cut pathway out of poverty it still achieves something useful.

(a) What has adversely affected the success of micro-finance institutions in the US?

- (i) The focus of these institutions is on making a profit at any cost instead of being charitable to the needy
- (ii) American banks engaged in micro-lending were the most severely hit during the recession
- (iii) A widespread perception are better suited to developing countries
- (iv) Their failure to attract those outside the formal banking system as customers

Ans : (iv) Their failure to attract those outside the formal banking system as customers

(b) Why was Grameen made a second attempt to launch itself in the US?

- (i) The willingness of US banks to provide the necessary staff and funds to facilitate the spread of micro-finance
- (ii) The rates of interest on loans in the US are exorbitant, making it easier to recover capital.
- (iii) The realization that a large percentage of the American population not reached by mainstream banks can be tapped
- (iv) None of these

Ans : (iii) The realization that a large percentage of the American population not reached by mainstream

banks can be tapped

(c) Which of the following can be inferred from the passage?

- (i) Micro-finance has been successful only in Asian countries
- (ii) Micro-finance makes individual borrowers dependent rather than independent
- (iii) America has the largest number of banks in the world
- (iv) There is scope for micro-finance institutions to be profitable in developed countries

Ans : (iv) There is scope for micro-finance institutions to be profitable in developed countries

(d) According to the author, what has enhanced the likelihood of success for Grameen America at present?

- (i) Its success in Bangladesh and other developing countries
- (ii) Absence of other micro-finance institutions for competition
- (iii) The fact that America is currently in the midst of a recession
- (iv) None of these

Ans : (iv) None of these

(e) Which of the following can be said about Grameen?

- A. Its success in developing countries will ensure its success in developed countries
- B. It ensures that the poor in developing countries enjoy a subsistence standard of living
- C. It has demonstrated that the poor are far more likely to repay loans than the affluent
- (i) Only C
- (ii) Only A
- (iii) Only A and C
- (iv) Only B

Ans : (i) Only C

(f) What is the central theme of the passage?

- (i) The conventional that Grameen is doomed to fail in developed countries
- (ii) A comprehensive evaluation of the current status of the American economy
- (iii) A discussion about the prospects of Grameen and micro-finance in the US.
- (iv) The role of banks in facilitating micro-lending efforts in developed nations

Ans : (iii) A discussion about the prospects of Grameen and micro-finance in the US.

(g) Why was Grameen America's initial US initiative

of flop?

- A. Lack of proper training to Grameen America personnel
- B. Grameen's refusal to adapt their system to meet the needs of the American poor.
- C. It ended up giving loans at half their customary rates of interest
- (i) None
- (ii) only A
- (iii) Only A and C
- (iv) Only C

Ans : (iv) Only C

(h) Which of the following is a benefit of the Grameen system of micro-finance?

- (i) If a single member is unable to repay a loan, other group members will repay
- (ii) Dispensing with the expense of technology networks to monitor advances
- (iii) It utilizes the vast bank network already existing in a country
- (iv) Backing that borrowers receive from other group members

Ans : (iv) Backing that borrowers receive from other group members

(i) Which of the following is most similar in meaning to the word 'ELUDED' as used in the passage?

- (i) Avoided
- (ii) Duped
- (iii) Abandoned
- (iv) intangible

Ans : (i) Avoided

(j) Which of the following is most opposite in meaning to the word 'COLOSSAL' as used in the passage?

- (i) short
- (ii) Lavish
- (iii) Minority
- (iv) Insignificant

Ans : (iv) Insignificant

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PASSAGE 37

- There is absolutely no point in complaining that over the years, there has been pressure for increased productivity and higher earning for works in industry. There are several ways for increasing employees' earnings. Employee earnings can be increased by raising the selling price of the firm's products and services, productivity profits or costs of raw materials, or augmenting labour productivity.
- However, increasing employee earning by means other than increased labour productivity jeopardizes the firm's competitive strength in the market. Higher price usually mean fewer customers, reduced profit means less capital investment, and low cost materials mean poor product quality. But, increasing labour productivity by enhancing skills and motivation creates an almost unlimited resource. The development of economic resource, human as well as non-human, is the product of human effort, and the quality of human effort in large part depend on human motivation.
- Enthusing employees with workaholic spirit through traditional authority and financial incentives has become increasingly difficult as employees become economically secure and their dependency on any one particular organisation decreases.
- According to expectancy theorists, the motivation to work increases. when an employee feels his performance is an instrument for obtaining desired rewards; Nevertheless, in many organisation's today employees are entitled to organisational rewards just by being employed. Unions, governmental regulations, and the nature of the job itself in some cases. Prevent management from relating financial rewards to performance. People may be attracted to join and remain in organisation's to receive organisational rewards, but being motivated to join an organisation is not the same as being motivated to exert effort in an organisation.
- The challenge to management is to find and administer alternative form of incentives which will induce employees to improve work performance. Such alternative form's of reinforcement will require increased understanding of motivational theories and programmes.

(a) Which of the following statements is true in the context of the passage?

- Development of economic resources is primarily the product of market conditions
- Earnings can be increased' by lowering the selling price of products
- Employees can be best motivated by providing financial incentives
- None of these

Ans : (iv) None of these

(b) Organisation's can derive maximum advantages

by

- providing financial incentives to employees regardless of performance
- enhancing labour productivity by increasing skills and motivation
- encouraging employees to expend greater physical energy
- inducing employees to improve work performance and control their demands

Ans : (ii) enhancing labour productivity by increasing skills and motivation

(c) According to the passage, all of the following contribute to an increase in employee earnings except

- increasing the selling price of the company,s products
- reducing profits in favour of employees
- providing incentives and fringe benefits to employees
- increased capital investment

Ans : (iv) increased capital investment

(d) Employee feel motivated to work when they

- experience good working conditions in the organisation
- decide to produce goods and services as a result of team work
- think of performance as a tool for obtaining rewards
- relate rewards to material prosperity

Ans : (iii) think of performance as a tool for obtaining rewards

(e) Choose the word which is most similar in meaning or the word Induce as used in the passage.

- appreciate
- stimulate
- exhibit
- inflate

Ans : (ii) stimulate

(f) Which of the following factors, according to the passage, adversely affects the organisation's competitive strength

- Making rewards contingent on performance
- Anti-productivity and anti-management activities of labour unions
- Motivating employees with traditional authority
- Increasing employee earnings regardless of their productivity

Ans : (iv) Increasing employee earnings regardless of their productivity

(g) Which of the following statements is/are not

true in the context of the passage ?

- A. Human effort is the cause of the development of economic resources.
- B. Management is free to relate financial rearwards to performance.
- C. Employees can be easily motivated with traditional authority today.

- (i) Both A and B
- (ii) Only C
- (iii) Only A and C
- (iv) Only B and C

Ans : (iv) Only B and C

(h) Which of the following factors determine the quality of human efforts ?

- (i) Desire and willingness of an individual to excel in whatever he undertakes
- (ii) Economic resources available with the organisation
- (iii) The individual's innovativeness
- (iv) None of these

Ans : (i) Desire and willingness of an individual to excel in whatever he undertakes

(i) In the context of the passage, a company's competitive strength in the market is affected mainly because of

- A. a slump in the international market
- B. poor inter-departmental coordination
- C. decreased labour productivity

- (i) only A
- (ii) only B
- (iii) only C
- (iv) None of these

Ans : (iii) only C

(j) Which of the following words is most opposite in meaning to the word 'jeopardises' as used in the passage ?

- (i) safeguards
- (ii) endangers
- (iii) projects
- (iv) devalues

Ans : (i) safeguards

PASSAGE 38

1. In November 1918, he joined Sydenham College as a professor of political economics and worked there for two years. With his little savings, some help from the Maharaja of Kolhapur, and with a loan of five thousand rupees from his friend, Naval Bhathena, he left for England in 1920 to complete his studies in Law and Economics. He resumed his studies at the London School of Economics and kept his terms at Gray's Institute of Law. He turned his attention to

the London Museum where the relics of the saintly and scientific thoughts are preserved, where the ruins of the antique world are displayed and where Karl Marx, Mazzini, Lenin and Savarkar had dug for knowledge and digested it.

2. In the Museum, he poured over books from morning till evening. Time was an important factor with him. To save both money and time, he would go without lunch. After this, the second round of reading begins at his residence. The endless reading would go on till early morning. He told his room-mate that his poverty and want of time require him to finish his studies as early as possible.
3. During these studies in London for his academic eminence, he had not forgotten the real aim in his life. He could not for a minute forget the dumb faces of the untouchables in India. He took up this matter with the Secretary of State for India and also held discussions with Mr. Vithalbhai Patel in London. Neither he could forget the alien political realities of the nation.
4. In a paper read before the Students Union and also in his famous thesis "The Problem of the Rupees", he exposed the hollowness of the British policies in India, which caused a stir in the academic world of London and Ambedkar was suspected to be an Indian Revolutionary.

(a) Where did Dr. Ambedkar teach?

- (i) London School of Economics
- (ii) Sydenham College
- (iii) London Museum
- (iv) Gray's Institute of Law

Ans : (ii) Sydenham College

(b) Dr. Ambedkar was a teacher of

- (i) Political Economics
- (ii) Law
- (iii) Literature
- (iv) Political Science

Ans : (i) Political Economics

(c) Who amongst the following was Dr. Ambedkar's benefactor?

- (i) Raja of Kathiawar
- (ii) Queen of England
- (iii) Raja of Kolhapur
- (iv) Lord Gray

Ans : (iii) Raja of Kolhapur

(d) Name Dr. Ambedkar's friend who helped him to go to England.

- (i) Nawal Kishore
- (ii) Karl Marx
- (iii) Lenin
- (iv) Naval Bhathena

Ans : (iv) Naval Bhathena

(e) Why did Dr. Ambedkar try to finish his studies

as early as possible?

- (i) due to illness
- (ii) for lack of resources and time
- (iii) due to adverse climate
- (iv) due to nostalgia

Ans : (ii) for lack of resources and time

(f) What was Dr. Ambedkar's real aim in life?

- (i) Upliftment of the downtrodden caste
- (ii) Upliftment of his family
- (iii) Academic eminence
- (iv) Successful career as a lawyer

Ans : (i) Upliftment of the downtrodden caste

(g) What was the core slogan raised by Dr. Ambedkar?

- (i) Self-awareness amongst the oppressed
- (ii) Open revolt
- (iii) Pacification of the untouchables
- (iv) Revolt of the oppressors

Ans : (i) Self-awareness amongst the oppressed

(h) Where did Dr. Ambedkar spend most of his time in London?

- (i) Courtrooms
- (ii) India House
- (iii) Royal Palace
- (iv) London Museum

Ans : (iv) London Museum

(i) How many year(s) did Dr. Ambedkar work as a teacher in India?

- (i) 1 year
- (ii) 2 years
- (iii) 3 years
- (iv) 4 years

Ans : (ii) 2 years

(j) What did Dr. Ambedkar expose in his thesis?

- (i) Marginality of the rulers
- (ii) Infallibility of the British Rule
- (iii) Universal laws of brotherhood
- (iv) Hollowness of the English policies in India.

Ans : (iv) Hollowness of the English policies in India.

PASSAGE 39

1. Long ago men spent most of their time looking for food. They ate anything they could find. Some lived mostly on plants. They ate the fruit, stems, and leaves of some plants and the roots of others. When food was scarce, they ate the bark of trees. If they were lucky, they would find a bird's nest with eggs. People who lived near the water ate fish or anything that washed ashore, even rotten whales. Some people also ate insects and small animals like lizards that were easy to kill.

2. Later, men learned to make weapons. With weapons, they could kill larger animals for meat. These early people had big appetites. If they killed an animal, they would drink the blood, eat the meat, and chew the bones. When they finished the meal, there was nothing left.
3. At first men wandered from place to place to find their food. But when they began to grow plants, they stayed in one place and ate what they could grow. They tamed animals, trained them to work, and killed them for meat. Life was a little better then, but there was still not much variety in their meals. Day after day people ate the same foods.
4. Gradually men began to travel greater distances. The explorers who sailed unknown seas found new lands. And in these lands they found new foods and spices and took them back home.
5. The Portuguese who sailed' around the stormy Cape of Good Hope to reach China took back "Chinese apples", the fruit we call oranges today. Later, Portuguese colonists carried orange seeds to Brazil. From Brazil oranges were brought to California, the first place to grow oranges in the United States. Peaches and melons also came from China. So did a new drink, tea.

(a) What did men eat if there was shortage of food?

- (i) Rotten whales
- (ii) The bark of trees
- (iii) The root of trees
- (iv) A bird's nest with eggs

Ans : (ii) The bark of trees

(b) If men tamed animals, they made the animals for them.

- (i) Race
- (ii) Search
- (iii) Work
- (iv) Hunt

Ans : (iii) Work

(c) Where did oranges come from?

- (i) Brazil
- (ii) China
- (iii) U.S.A.
- (iv) Portugal

Ans : (ii) China

(d) What difference did weapons make in the kinds of food?

- (i) With weapons, they could kill animals
- (ii) With weapons, they could kill both birds and animals for meat
- (iii) With weapon, they could kill all kinds of animals for meat
- (iv) With weapons, they could kill larger animals for meat

Ans : (iv) With weapons, they could kill larger animals for meat

- (e) Which of the following statements is not true?
- The Portuguese colonists carried orange seeds to Brazil.
 - Oranges grow in California, in the United States.
 - Explorers took back home new foods and spices.
 - Peaches, melons, oranges, tea and spices came from China.

Ans : (iv) Peaches, melons, oranges, tea and spices came from China.

- (f) The phrase 'live on' in the passage means
- To eat a certain kind of food in order to survive
 - To eat greedily
 - To eat everything that you are given to eat
 - To depend on plants and foods for a livelihood

Ans : (i) To eat a certain kind of food in order to survive

- (g) At first men wondered from place to place to find their food. Then some of them began to stay in one place, Why?
- Because they began to grow plants, and ate what they could grow
 - Because they tamed animals and birds, and killed them for meat
 - Because they trained wild animals and killed them for meat
 - Because they began to grow plants and fruits, and ate what they could grow

Ans : (i) Because they began to grow plants, and ate what they could grow

- (h) Which word in the passage means 'the main axis of a plant that bears buds and shoots'?
- Roots
 - Stems
 - Bark
 - Leaves

Ans : (ii) Stems

- (i) What does the word 'stormy' in the expression 'the stormy Cape of Good Hope' mean?
- Volcanic
 - Strong
 - Hopeless
 - Rough

Ans : (iv) Rough

- (j) Which of the following titles best expresses the main idea of the passage?
- Eat Healthy Food
 - The Search for Food
 - The Foods We Eat
 - Great Food Regions of the World

Ans : (ii) The Search for Food

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PASSAGE 40

- The Road to success is not straight; there is a curve called failure, a loop called confusion, speed bumps called friends, caution lights called family, and you will have flats called jobs. But, if you have a spare called determination, an engine called perseverance, insurance called faith, and a driver called God, you will make it to a place called success!
- In spite of all our planning and preparation, unexpected challenges are certain to arise. The bumps in the road are unavoidable, but you'll never get to your destination if you aren't willing to drive over them. The difference between a disaster and triumph lies in whether or not you're prepared and willing to weather the storm. If you're ready, those bumps will become stepping-stones.
- The key thing to realize is that working harder is same as working smarter. How do you work smarter? You just need to have the right skills. People want improved circumstances and better life without an improved self. They want victory without paying the price or making efforts. It really cannot happen without the other. Any improvements that have not been generated by improving yourself are superficial and short-lived. If you want to have a better future, you have to change yourself. Stop worrying about the various challenges that will come your way. Just believe in yourself and use them as stepping-stones.
- 'Success' is getting whatever you want out of life without violating the rights of others." It is not an accident. Success is the result of our attitude and our attitude is a choice. Hence success is a matter of choice and not chance.
- Today success represents a holistic and positive attitude to life. Attitude is everything. Success is not restricted within some kind of brick and mortar premises. It assumes the individuality of a complete act executed with perfection; material achievements do not define life. We don't remember sports stars for the products they endorse but the spirit of achievement they represent. In the abundance of positive attitude underline the grandeur of a truly rewarding rich life.
- Success can be measured from two standpoints - the external and the internal. Externally it is the measure of a job well done and recognition. Internally it the

feeling of achievement and wholeness derived from the completion of a task or fulfilment of desire.

- (a) The author refers to determination as _____.
 (i) Speed bumps.
 (ii) Flats
 (iii) A spark
 (iv) Insurance

Ans : (iii) A spark

- (b) The author refers to insurance as _____.
 (i) Spare
 (ii) Engine
 (iii) Caution lights
 (iv) Faith

Ans : (iv) Faith

- (c) Bumps become stepping stones when _____.
 (i) You are willing to drive over them
 (ii) Willing to avoid them
 (iii) Cursing the authorities for constructing them
 (iv) Talking an alternate route

Ans : (i) You are willing to drive over them

- (d) Difference between disaster and triumph lies in
 (i) Sulking and moving forward
 (ii) Not being prepared to face disaster
 (iii) Dreading to face disaster
 (iv) Willing to weather the storm

Ans : (iv) Willing to weather the storm

- (e) For success _____.
 (i) Working harder is the key
 (ii) Working hard is not the key
 (iii) Working smarter and making efforts is the key.
 (iv) Working smarter without hard work is the key

Ans : (iii) Working smarter and making efforts is the key.

- (f) According to the passage, success is _____.
 (i) a matter of chance
 (ii) a matter of choice
 (iii) Getting whatever you want
 (iv) An accident

Ans : (ii) a matter of choice

- (g) Success represents _____.
 (i) Brick and mortar premise
 (ii) Material achievement
 (iii) A rich life
 (iv) Holistic and positive attitude to life

Ans : (iv) Holistic and positive attitude to life

- (h) Success can be measured by two standpoints- the external and the internal. Externally it is the measure of a job well done and recognition.

Internally it is _____.

- (i) completing of a task
 (ii) fulfilment of desire
 (iii) job well done and recognition
 (iv) the feeling of achievement and wholeness derived from the completion of a task or fulfilment of desire.

Ans : (iv) the feeling of achievement and wholeness derived from the completion of a task or fulfilment of desire.

- (i) Which of the following statements is true in the context of the passage?

- (i) Success is a matter of chance and not a choice
 (ii) Material achievements define life
 (iii) The road to success is straight
 (iv) Success is getting whatever you want out of life without violating the rights to others

Ans : (iv) Success is getting whatever you want out of life without violating the rights to others

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CHAPTER 2

Factual Passages

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2.1 FACTUAL PASSAGES

As the title 'Factual' suggests the contents of such a passage are a collection of facts put together in a sequential manner. Factual description involves creating a complete mental picture of a particular person, place, object, beings or events. A factual description allows the reader to get a comprehensive view of the subject under discussion. It involves a step by step description of the subject in the best possible manner. In this way, the reader is able to compare or contrast facts, data or other information that is relevant. A factual passage is a detailed description of the physical attributes of the given topic.

Various subjects: ranging from animate to the inanimate have been described to enable the reader to frame an opinion of his own. Such descriptions either provide essential knowledge on the subject matter or provide a means of assessing the worth of the subject. Often it is the description that allows the reader to make judgments for himself. The success of a good description lies in the ability to describe the subject to its nearest accuracy with current information on the same.

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Read the passages given below and answer the questions based on them that follow by choosing the most appropriate option out of the given four alternatives:

PASSAGE 1

1. The UN's 2017 International Year tells that sustainable tourism is an important tool for development, most importantly in poor communities and countries. Today sustainability (environmental, social, and economic) is increasingly recognised as

the benchmark for all tourism businesses. As noted by the UN World Tourism Organisation, 57% of international tourist arrivals will be in emerging economies, by 2030. The various 'Tourism Terms' are defined as follows:

Category	Definition
Ecotourism	Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and creates knowledge and understanding through interpretation and education of all involved (including staff, travellers, and community residents).
Ethical Tourism	Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment.
Geotourism	Tourism that sustains or enhances the geographical character of a place - its environment, heritage, aesthetics, culture, and well-being of its residents.
Pro-Poor Tourism	Tourism that results in increased net benefit for the poor people in a destination.
Responsible Tourism	Tourism that maximizes the benefits to local communities, minimizes negative social or environmental impacts, and helps local people conserve fragile cultures and habitats or species.
Sustainable Tourism	Tourism that leads to the management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life-support systems.

2. Based on data collected by a survey by Travel Bureau, the following market profile of an ecotourist was constructed—

- **Age:** 35–54 years old, although age varied with activity and other factors such as cost. Gender: 50% female and 50% male, although clear differences based on activity were found.
- **Education:** 82% were college graduates, a shift in interest in ecotourism from those who have high

levels of education to those with less education was also found, indicating an expansion into mainstream markets.

- **Household composition:** No major differences were found between general tourists and experienced ecotourists.
- **Party composition:** A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone. (experienced ecotourists = Tourists that had been on at least one 'ecotourism' oriented trip.)
- **Trip duration:** The largest group of experienced ecotourists- (50%) preferred trips lasting 8-14 days.
- **Expenditure:** Experienced ecotourists were willing to spend more than general tourists, the largest group (26%).
- **Important elements of the trip:** Experienced ecotourists top three responses were: (a) wilderness setting, (b) wildlife viewing, (c) hiking/trekking.
- **Motivations for taking next trip:** Experienced ecotourists top two responses were (a) enjoy scenery/nature, (b) new experiences/places.

(a) In the line ".....recognised as the benchmark", the word 'benchmark' does not refer to

- (i) the ability to launch something new.
- (ii) the criterion required.
- (iii) a basis for something.
- (iv) a standard point of reference.

Ans : (i) the ability to launch something new.

(b) The World Tourism Organisation of the UN, in an observation, shared that

- (i) emerging economies of the world will gain 57% of their annual profits from International tourists.
- (ii) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.
- (iii) a large number of international tourists in 2030 will be from developing countries.
- (iv) barely any tourist in the next decade shall travel from an economically strong nation to a weak one.

Ans : (ii) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.

(c) One of the elements that are important to ecotourists on trips is

- (i) fully furnished flats.
- (ii) cultural exchange.
- (iii) car and bus rides.
- (iv) wild and untouched surroundings.

Ans : (iv) wild and untouched surroundings.

(d) Choose the option that lists the correct answers for the following:

1. Asha Mathew, an NRI, loves animals and wishes to travel to places that safeguard their rights and inculcate awareness of their rights. What kind of tourist is she?
2. Gurdeep Singh from the UK is an environmental scientist and has always chosen to travel to places that are examples of a symbiotic relationship between man and nature.

What kind of tourist is he?

- (i) 1 - ecotourist, 2 - geotourist
- (ii) 1 - ethical tourist, 2 - geotourist
- (iii) 1 - sustainable tourist, 2 - pro-poor tourist
- (iv) 1 - geotourist, 2 - responsible tourist

Ans : (ii) 1 - ethical tourist, 2 - geotourist

(e) Based on your understanding of the passage, choose the option that lists the inherent qualities of geotourism.

1. Showcases adventure sports
2. Promotes landscape appreciations
3. Promises luxurious travel
4. Includes being environmentally responsible
5. Believes in commercializing forests
6. Initiates donations for the underprivileged

- (i) 1 and 2
- (ii) 5 and 6
- (iii) 2 and 4
- (iv) 3 and 5

Ans : (iii) 2 and 4

(f) In the market profile of an ecotourist, the information on gender indicates that

- (i) female ecotourists were more than male ecotourists.
- (ii) the activity preferences were varied in females and males.
- (iii) the choice of things to do on a trip were quite similar for both genders.
- (iv) male ecotourists were frequent travellers.

Ans : (ii) the activity preferences were varied in females and males.

(g) The education aspect in the market profile of the ecotourist revealed that

- (i) mainstream market trends were popular with undergraduates.
- (ii) ecotourists were only those who had basic education.
- (iii) mainstream markets were popular tourist destinations for educated ecotourists.
- (iv) ecotourism was no more limited to the small group of highly educated travellers.

Ans : (iv) ecotourism was no more limited to the small group of highly educated travellers

(h) According to the survey conducted by the Travel Bureau, the total percentage of experienced

ecotourists who did not prefer to travel alone was

- (i) 60%.
- (ii) 75%.
- (iii) 15%.
- (iv) 13%.

Ans : (ii) 75%.

- (i) According to the survey, one of the most powerful driving forces leading experienced ecotourism to invest in new trips was

- (i) setting up work stations in new places.
- (ii) the chance to go camping in the wild.
- (iii) competing with other ecotourists as frequent travellers.
- (iv) the opportunity to travel to new places.

Ans : (iv) the opportunity to travel to new places.

- (j) Choose the option that lists statement that is not true.

- (i) Economically backward countries will benefit from sustainable tourism.
- (ii) The tourism business currently recognizes sustainability as an important factor.
- (iii) Emerging economies will receive negligible international tourists in the near future.
- (iv) The sustainability factor in tourism is a significant means for development.

Ans : (iii) Emerging economies will receive negligible international tourists in the near future.

- (k) The survey clearly showed that the age range of ecotourists:

- (i) remained the same for the choice of tourist-attractions to visit.
- (ii) changed with the monetary requirements for the trip.
- (iii) fluctuated due to the male-female ratio.
- (iv) was constant across various features of the trip.

Ans : (ii) changed with the monetary requirements for the trip.

- (l) Who isn't an experienced ecotourist?

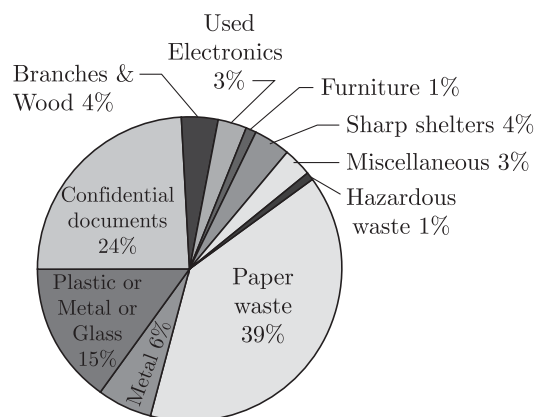
- (i) The person who has travelled as an ecotourist once earlier.
- (ii) The person who is yet to travel even once as an ecotourist.
- (iii) The person who is a regular ecotourism enthusiast and traveller.
- (iv) The person who is not regularly travelling on ecotourism trips.

Ans : (ii) The person who is yet to travel even once as an ecotourist.

PASSAGE 2

1. Conference series LLC Ltd organises a conference series of 1000+ global events inclusive of 300+ conferences, 900+ upcoming and previous symposiums and workshops in USA, Europe and Asia with support from 1000 more Scientific societies and publishes 700+ open access journals which contain over 30000 eminent personalities, reputed scientists as Editorial board members.
2. Recycling and Waste Management Convention 2018 proudly invites contributors across the globe to 9th World Convention on Recycling and Waste Management during October 22-23,2018 in Osaka, Japan, which includes prompt keynote presentations, oral talks, poster presentations and exhibitions. We are delighted to say that it is the 9th World Convention on Recycling and Waste Management which will be held in a beautiful city of Osaka, Japan and hence we invite you all to attend and register.
3. 9th World Convention on Recycling and Waste Management is mainly based on the theme "Advocating Waste Disposal and Recycling Practices for Clean and Green Environment." We warmly welcome all the participants - leading scientists, researchers and scholars of the world to attend the convention. We provide a platform for young researchers and students to present their research through oral presentations through which they can develop a foundation for collaboration among young researchers.
4. The organising committee aims at setting a platform for all the budding scientists and researchers to present their real-time work and share their views and aspects related to the theme of the conference. The organising committee is gearing up for an exciting and informative conference programme including plenary lecture, symposia, workshops on a variety of topics, poster presentations and various programmes for participants from all over the world.

Total Recycling 2018



- (a) What theme is being highlighted in the given

passage?

- (i) Efficient means of reducing garbage
 (ii) Various techniques to be employed to recycle the goods
 (iii) Efficient ways of waste disposal
 (iv) Both (ii) and (iii)
Ans : (iv) Both (ii) and (iii)
- (b) Which of the following notion in the conference has been emphasised to be deployed?
 (i) Waste disposal management
 (ii) Waste management
 (iii) Recycling of goods
 (iv) Reshaping Earth's future
Ans : (i) Waste disposal management
- (c) According to the pie-chart, which two types of waste have been recycled at the rate of 4%?
 (i) Branches and wood and sharp shelters
 (ii) Furniture and used electronics
 (iii) Furniture and hazardous waste
 (iv) All of these
Ans : (i) Branches and wood and sharp shelters
- (d) On observing the chart, which type of waste is generated the most?
 (i) Plastic or metal or glass
 (ii) Confidential documents
 (iii) Paper waste
 (iv) Miscellaneous
Ans : (iii) Paper waste
- (e) Which of the following activities contribute collectively towards paper waste recycled percentage?
 (i) Plastic and metal or glass and metal
 (ii) Confidential documents and plastic or metal or glass
 (iii) Miscellaneous recycled waste and confidential documents
 (iv) None of these
Ans : (ii) Confidential documents and plastic or metal or glass
- (f) What does the given data represent?
 (i) The types of waste that haven't been generated
 (ii) The increasing trend of recycling and waste management
 (iii) The amount and degree of recycled waste
 (iv) Both (ii) and (iii)
Ans : (iv) Both (ii) and (iii)
- (g) What has been considered as an efficient means to reduce landfill area?
 (i) Sorting of waste
 (ii) Recycling or composting waste
 (iii) Both (i) and (ii)
 (iv) None of these
Ans : (iii) Both (i) and (ii)
- (h) What is/are the main reason(s) of waste management and recycling it?
 (i) To not over-exploit the resources
 (ii) Reducing the dump of landfill area
 (iii) Leaving behind the quality of environment free from pollution
 (iv) All of these
Ans : (iv) All of these
- (i) Which other type of waste is recycled at the same rate as that of used electronics?
 (i) Miscellaneous goods
 (ii) Hazardous waste and sharp shelters
 (iii) Branches and wood
 (iv) None of these
Ans : (i) Miscellaneous goods
- (j) Which convention session was conducted on recycling at waste management in 2018?
 (i) 9th Convention
 (ii) 8th Convention
 (iii) 18th Convention
 (iv) 29th Convention
Ans : (i) 9th Convention
- (k) Which activity has been considered as the second nature to us?
 (i) Sorting of waste
 (ii) Recycling of waste
 (iii) Waste management
 (iv) Implementing steps framed and deployed in convention
Ans : (ii) Recycling of waste
- (l) How can the success of waste management be achieved?
 (i) Recycling goods
 (ii) Choosing the correct type of goods in order to reduce waste
 (iii) Making a small contribution towards protecting environment
 (iv) All of these
Ans : (iv) All of these

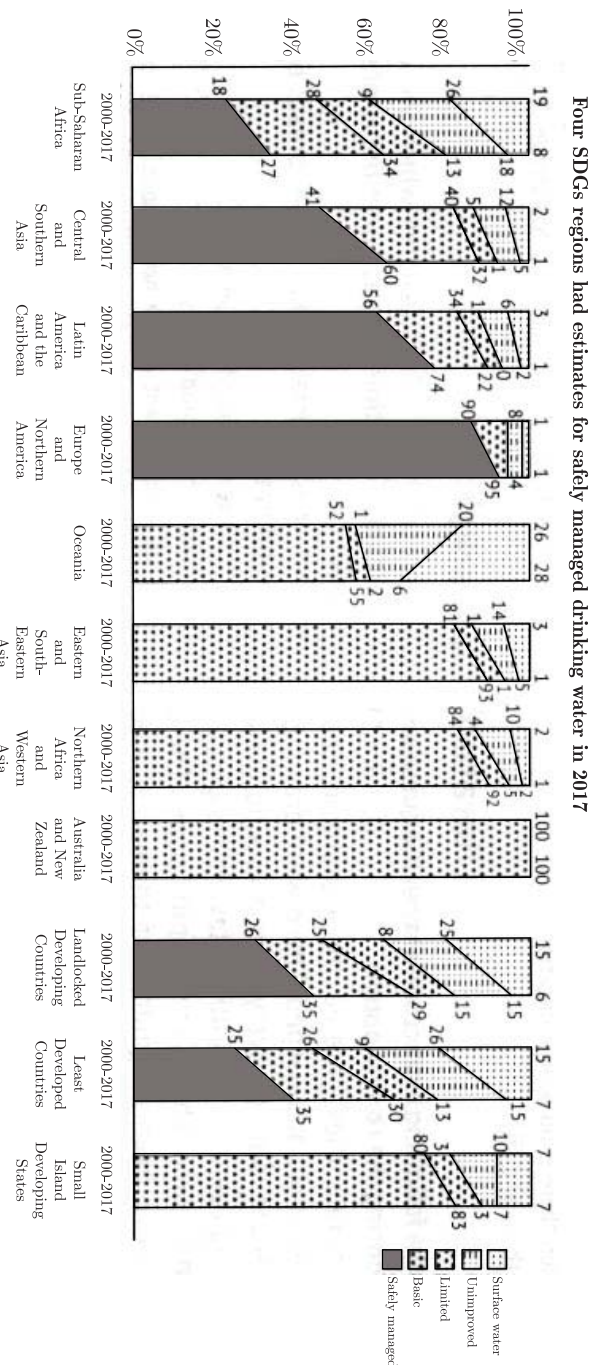
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PASSAGE 3

- The report, progress on household drinking water, sanitation and hygiene (2000-2017): Special focus on inequalities, is the most recent publication by the WHO/UNICEF Joint Monitoring Programme, which tracks global progress in achieving the water and sanitation portion of the UN’s Sustainable Development Goals (SDGs).
- The 17 SDGs aim is to “end poverty in all its forms everywhere” by 2030. Goal 6 calls for universal access to safe and adequate access to drinking water and sanitation services.
- According to the new report, progress has been made since 2000, yet billions of people are still underserved. The report delineates between access to basic services, which has greatly improved, and access to “safely managed” services, which is inadequate in many parts of the world. Only about 45 per cent of the global population has access to safely- managed sanitation services. In 2017, an estimated 673 million people continued to openly defecate, most of them in 61 “high burden” countries where the practice remained common among more than 5 per cent of the population.
- To qualify as being “safely managed”, drinking water must meet three criteria: be accessible on the premises, be available for at least 12 hours per day, and be free from E. coli, arsenic, or fluoride contamination. Sanitation is considered safely managed when facilities are not shared with other households, and waste is safely treated on-site or at an off-site facility.
- In 2017, an estimated 5.3 billion people had access to safely-managed drinking water. Of that number, 1.4 billion used basic services, 206 million used limited services, 435 used unimproved sources, and the remaining 144 million relied on untreated surface water.
- Poor and rural populations are at the greatest risk of being left behind. In 2017, urban access to basic drinking water services was at 97 per cent, while rural coverage was at 81 per cent.
- In terms of sanitation, an estimated 2.1 billion people gained access to basic services between 2000 and 2017, but 2 billion remain without access.
- The report also focuses on improvements in eliminating open defecation. Between 2000 and 2017, the global rate of open defecation fell from 21 percent to 9 percent.

Source: WHO/UNICEF JMP (2019) Progress on household drinking water, sanitation and hygiene 2000-2017.



- What is the percentage of population which has access to sanitation services?
 - 45%
 - 22%
 - 15%
 - 8%

Ans : (i) 45%
- The given passage focuses on
 - sanitation
 - drinking water
 - hygiene
 - All of these

Ans : (iv) All of these
- Which type of water is considered as safely

managed and drinking water?

- (i) Free from harmful substances
- (ii) Accessible every time when needed
- (iii) Available for at least 12 hours per day
- (iv) All of these

Ans : (iv) All of these

(d) What target has been set by UN’s Sustainable Development Goals (SDGs) programme?

- (i) No open defecation
- (ii) End poverty in all its forms everywhere
- (iii) Access to safe and adequate access to drinking water
- (iv) All of these

Ans : (d) All of these

(e) What percentage of people in urban areas have access to drinking water?

- (i) 45%
- (ii) 21%
- (iii) 97%
- (iv) 9%

Ans : (iii) 97%

(f) Which countries have the maximum access to safely managed water?

- (i) Small Island Developing states
- (ii) Australia and New Zealand
- (iii) Europe and North America
- (iv) Northern Africa and Western Asia

Ans : (ii) Australia and New Zealand

(g) Which country has the least accessibility to basic drinking water?

- (i) Europe and North America
- (ii) Sub-Saharan Africa
- (iii) Latin America and the Caribbean
- (iv) Oceania

Ans : (i) Europe and North America

(h) Rank the following countries from the highest to the lowest accessibility to surface water:

- A. Latin America and the Caribbean
- B. Oceania
- C. Sub-Saharan Africa
- D. Europe and North America

- (i) BADC
- (ii) BCDA
- (iii) BACD
- (iv) BCAD

Ans : (iv) BCAD

(i) Which country has maximum access to basic drinking water?

- (i) Sub-Saharan Africa
- (ii) Europe and North America
- (iii) Australia and New Zealand
- (iv) Central and South Asia

Ans : (iii) Australia and New Zealand

(j) What is the number of population that is still tended to open defecation?

- (i) 209 million
- (ii) 503 million
- (iii) 611 million
- (iv) 673 million

Ans : (iv) 673 million

(k) When is sanitation considered as safely managed?

- (i) Waste is safely treated
- (ii) Sanitation facility is not shared with other households
- (iii) When there is no open defecation
- (iv) Both (i) and (ii)

Ans : (iv) Both (i) and (ii)

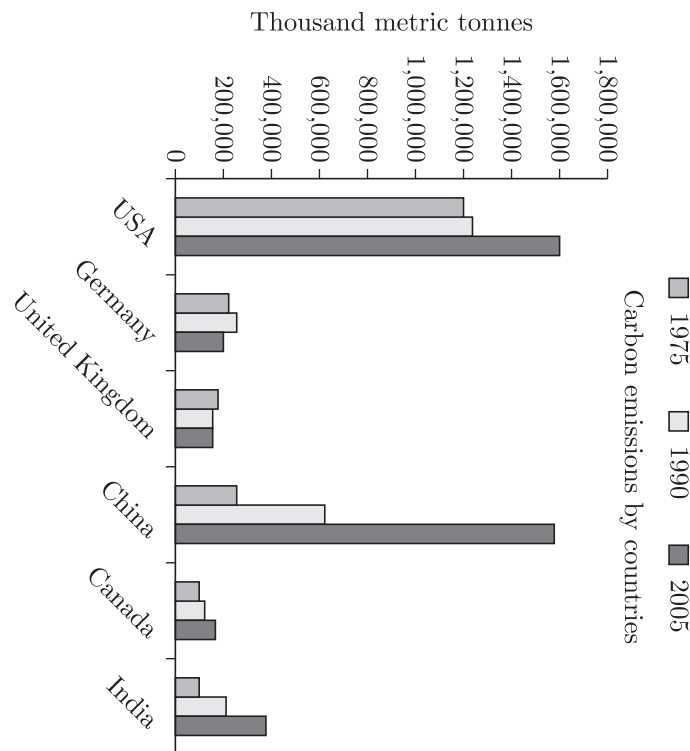
(l) What is the number of population that has gained access to basic services by 2017?

- (i) 2.1 billion
- (ii) 1.4 billion
- (iii) 2 billion
- (iv) 5.3 billion

Ans : (i) 2.1 billion

PASSAGE 4

- The chart given below provides information about the amount of carbon emissions in different countries during three different years (1975, 1990, and 2005).
- Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



3. The bar chart compares the emission of carbon dioxide into the atmosphere of six countries, including two of them coming from emerging nations, for three decades starting from 1975 until 2005.
4. As an overall assessment, it can clearly be seen that only Germany and United Kingdom managed to reduce the carbon emissions compared to the other countries.
5. USA, being the number one polluter of all, emitted 1,200,000 thousand metric tonnes in 1975 and this count increased to 1,300,000 and 1,600,000 thousand metric tonnes in 1990 and 2005 respectively. In contrast, the carbon emissions of China was nearly 300,000 thousand metric tonnes in 1975 and it rose by nearly 100% in 1990 and surged dramatically to just below 1,600,000 thousand metric tonnes in 2005. In terms of the percentage increase, China was the largest contributor in carbon emissions of all.
6. The figures for Germany and the United Kingdom remained relatively stable throughout the period of time, and so were for Canada until 1990. The carbon dioxide emissions in India increased exponentially from around 100,000 in 1975 to just below 400,000 thousand metric tonnes in 2005.
- (a) The data given in the graph compares the amount of emission of _____.
- nitrogen
 - carbon dioxide
 - oxygen
 - none of these
- Ans :** (ii) carbon dioxide
- (b) Which country was the largest contributor in carbon emissions of all in year 2005 in terms of percentage increase?
- India
 - China
 - USA
 - Canada
- Ans :** (ii) China
- (c) According to the passage, which country is the most polluter country?
- India
 - China
 - USA
 - Germany
- Ans :** (iii) USA
- (d) According to the passage, what can be the reason for surging of CO₂ emission in million tonnes?
- The urge to become world's top powerful economies
 - Lack of sustainable development
 - Fast paced industrialisation
 - All of these
- Ans :** (iv) All of these
- (e) Which country has the lowest emission of CO₂ in the graph?
- Germany
 - United Kingdom
 - Canada
 - India
- Ans :** (iii) Canada
- (f) Which country has observed a dramatic rise over the years in CO₂ emission?
- India
 - China
 - USA
 - Germany
- Ans :** (ii) China
- (g) Which country had the same level of CO₂ emission in the first and the second decade?
- Canada
 - Germany
 - Both (i) and (ii)
 - None of these
- Ans :** (iii) Both (i) and (ii)
- (h) What is the highest quantity unit of global emission of CO₂ by different countries?
- 1,300,000
 - 1,570,000
 - 1,600,000
 - 1,700,000
- Ans :** (iii) 1,600,000
- (i) Which country had the minimum CO₂ emission during 1975?
- Germany
 - The United Kingdom
 - China
 - India
- Ans :** (iv) India
- (j) Which countries reported gradual growth in reduction of global CO₂ emission?
- Germany and India
 - USA and China
 - The United Kingdom and USA
 - Germany and The United Kingdom
- Ans :** (iv) Germany and The United Kingdom
- (k) Which of the following statements is true in the context of the passage?
- The countries have achieved meteoric rise in CO₂ emission
 - The countries have not been able to reduce their CO₂ emission significantly
 - USA seems to leave behind China in coming years
 - Both (i) and (ii)
- Ans :** (iv) Both (i) and (ii)
- (l) Which country has been the major polluter in

the three decades mentioned in the passage?

- (i) USA
- (ii) India
- (iii) China
- (iv) Both (i) and (ii)

Ans : (i) USA

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PASSAGE 5

1. The ocean is one of the most unexplored parts of our planet, with a magnitude of undiscovered species and mysteries. It turns out from the studies conducted over the last few decades, this magnificent environment is under serious threat from human intervention, with plastics set to outnumber fish by 2050.
2. Marine life, as we know it, is suffering irreparable damage from the chemical pollution of the waters and the millions of tons of mismanaged waste dumped in the oceans each year. The result is a planetary crisis with over 100 million marine animal's lives get lost every year, and the decay of the ocean's ecosystem.

Shocking Ocean Pollution Statistics:

- 100 million marine animals die each year from plastic waste alone.
- 100,000 marine animals die from getting entangled in plastic yearly - this is just the creatures we find.
- 1 in 3 marine mammal species get found entangled in litter, 12-14,000 tons of plastic are ingested by North Pacific fish yearly.
- In the past 10 years, we've made more plastic than the last century. By 2050, the pollution of fish will be outnumbered by our dumped plastic.
- The largest trash site on the planet is the Great Pacific Garbage Patch, twice the surface area of Texas, it outnumbers sea life there 6 to 1.
- China is ranked #1 for mismanaged waste and plastics. However, the US is in the top 20 with a more significant waste per person contribution.
- 300 Million tons of plastic gets created yearly, and this weighs the same as the entire human population, and 50% is single-use only.
- There are 5.25 trillion pieces of plastic waste estimated to be in our oceans. 269,000 tons float, 4 billion microfibers per km² dwell below the surface.
- 70% of our debris sinks into the ocean's ecosystem, 15% floats and 15% lands on our beaches.
- In terms of plastic, 8.3 million tons are discarded in the sea yearly. Of which, 236,000 are ingestible microplastics that marine creatures mistake for food.
- Plastics take 500-1000 years to degrade; currently 79% is sent to land or the oceans, while only 9% is recycled, and 12% gets incinerated.
- 1950-1998 over 100 nuclear blast tests occurred in our oceans.
- 500 marine locations are now recorded as dead zones globally, currently the size of the United Kingdom's surface (245,000 km²)
- 80% of global marine pollution comes from agriculture runoff, untreated sewage, discharge of nutrients and pesticides.
- 90% of the worldwide ocean debris comes from 10 rivers alone.

3. Almost 1,000 species of marine animals get impacted by ocean pollution, and we now have over 500 locations recorded as dead zones where marine life cannot exist. How did this happen, what is causing the most damage, find out everything above in the

marine pollution statistics round-up.

4. The Great Pacific Garbage Patch is a floating island of debris, accumulated in the North Pacific Ocean by an extensive system of currents called gyres. It is built up from two other waste patches, the western garbage patch near Japan and the eastern garbage patch near America's west coast near California and Hawaii.
5. The North Pacific Subtropical Convergence Zone links the east and western garbage patches, acting as a highway for waste to move from one to the other. Because of this, a small item of debris dropped near California can travel across to Japan, then eventually get sucked up by these swirling garbage patch vortexes.
6. The great pacific garbage patch size is quite shocking. These patches of trash are said to be twice the size of Texas and float on the surface but do drop several meters into the ocean in places, which makes the correct size challenging to measure. The world's largest garbage site is mainly made up of microplastics creating a vast cloud, with newer items of debris that haven't broken down as much floating around like chunks in a soup. The great pacific garbage patch effects on marine life are extremely significant.
 - (a) According to the passage, what is set to outnumber the fish in the ocean by the year 2050?
 - (i) pollution
 - (ii) garbage
 - (iii) plastics
 - (iv) human waste

Ans : (iii) plastics
 - (b) Marine life is suffering from irreparable damage because of :
 - I. the chemical pollution of the waters.
 - II. the rising global warming which is increasing the death rate of the ocean ecosystems.
 - III. the millions of tons of mismanaged waste dumped in the oceans each year.
 - (i) I and II
 - (ii) II and III
 - (iii) I and III
 - (iv) I, II and III

Ans : (iii) I and III
 - (c) _____ locations are recorded as dead zones where marine life cannot exist.
 - (i) 200
 - (ii) 350
 - (iii) 500
 - (iv) 700

Ans : (iii) 500
 - (d) The largest trash site on the planet, the Great Pacific Garbage Patch, is twice the size of which

city?

- (i) Arizona
 - (ii) Florida
 - (iii) Colorado
 - (iv) Texas
- Ans :** (iv) Texas
- (e) Which country is ranked number one for mismanaged waste and plastics?
 - (i) Germany
 - (ii) China
 - (iii) USA
 - (iv) India

Ans : (ii) China
 - (f) Which of the following is not a place from where 80% of global marine pollution comes?
 - (i) agriculture run-off
 - (ii) untreated sewage
 - (iii) discharge of nutrients and pesticide
 - (iv) factory waste disposal

Ans : (iv) factory waste disposal
 - (g) The western garbage patch, which is one of the waste patches that makes up the Great Pacific Garbage Patch, is near _____.
 - (i) Malibu
 - (ii) California
 - (iii) Japan
 - (iv) Hawaii

Ans : (iii) Japan
 - (h) A small item of debris dropped near California can travel across to Japan because of
 - (i) the North Pacific Subtropical Convergence Zone
 - (ii) the Great Pacific Garbage Patch
 - (iii) the gyres
 - (iv) the vortexes

Ans : (i) the North Pacific Subtropical Convergence Zone
 - (i) Which of the following statements is not true in the context of the passage?
 - (i) 90% of the worldwide ocean debris comes from 10 rivers alone.
 - (ii) 700 marine locations are now recorded as dead zones globally.
 - (iii) 70% of our debris sinks into the ocean's ecosystem, 15% floats, and 15 % lands on our beaches.
 - (iv) 100 million marine animals die each year from plastic waste alone.

Ans : (ii) 700 marine locations are now recorded as dead zones globally.
 - (j) An extensive system of currents in the North

Pacific Ocean is called _____.

- (i) debris
- (ii) vortex
- (iii) convergence
- (iv) gyres

Ans : (iv) gyres

(k) Choose an option that is a synonym of the word 'irreparable'.

- (i) mendable
- (ii) unrecoverable
- (iii) cure
- (iv) replace

Ans : (ii) unrecoverable

(l) Choose an option that is an antonym of the word 'unexplored'?

- (i) known
- (ii) undiscovered
- (iii) irrelevant
- (iv) unimportant

Ans : (i) known

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PASSAGE 6

1. In addition to using libraries and visiting art museums, historic site visitation is another common form of public engagement with the humanities. According to the National Endowment for the Arts' Survey of Public Participation in the Arts (SPPA), the percentage of people making at least one such visit fell steadily from 1982 to 2012, before rising somewhat in 2017. Visits to historic sites managed by the National Park Service (NPS) were substantially higher in 2018 than 1980, despite a decline in recent years.

In 2017, 28% of American adults reported visiting a historic site in the previous year. This represented an increase of 4.4 percentage points from 2012 but a decrease of 8.9 percentage points from 1982. The bulk of the decline in visitation occurred from 2002 to 2008.

The recent increases in visitation rates were statistically significant for the 35-44- and 45-54-year-old age groups 1. The larger change was found among 35-to-44-year-olds, whose visitation rate increased 8.7 percentage points. Despite the increase from 2012 to 2017 for these groups, there was a net decline in historic site visitation since 1982 for Americans of virtually all ages. Only among the oldest Americans (age 75 or older) was the rate of visitation higher in 2017 than 35 years earlier.

From 1982 to 2017, the differences among age groups with respect to rates of historic site visitation decreased. For example, in 1982, the rate of visitation among 25-to-34-year-olds (the group most likely to visit a historic site in that survey) was approximately 11 percentage points higher than that of the youngest age group (18-to-24-year-olds), and more than 17 points higher than that of people ages 65-74. By 2017, however, the visitation rate of 25-to-34-year-olds had dropped to within five percentage points of the younger cohort and was virtually identical of that for the older group.

2. While visitation rates are converging among the age cohorts, the differences by level of educational attainment are still pronounced. In 2017, as in earlier years, the visitation rate among college graduates was more than twice as high as the rate among those who finished their studies with a high school diploma (43% as compared to 17%). Among those who did not finish high school, visitation rates were below 10% throughout the 2008-2017 time period. Conversely, among Americans with a graduate or professional degree, visitation rates were in the vicinity of 50% during these years. Data from the National Park Service (NPS) indicate the types of historic sites visited most and also the demands made of these sites' physical infrastructure and staff. Visits to NPS historic sites rose from approximately 59.5 million in 1980 to almost 112 million in 2018. Throughout this time period, visits to historic sites constituted approximately a third of total NPS recreational visitation.

3. Since hitting a recent low in visits in 1995, total visits to historic sites of all types increased 58% to a high of 120.3 million in 2016, before falling 7%, to 111.9 million visits in 2018.

4. Much of the recent growth in visits to historic sites occurred among parks classified as national memorials and was driven by a particularly high level of visitation at sites that did not exist in 1995, such as the Franklin Delano Roosevelt Memorial (3.3 million visitors in 2018), the Martin Luther King, Jr. Memorial (3.6 million visitors), and the World War II Memorial (4.7 million visitors). As a result, visits to national memorials increased more than 300% from 1995 to 2016, even as the number of sites increased just 26% (from 23 to 29). In comparison, visits to national monuments increased only 3%, even as the number of sites in the category increased by 9% (from 64 to 70). From 2016 to 2018, the number of visits fell in every category, with the largest decline occurring at the memorial sites (down 10%), and the smallest drop at national monuments (3%).

- (a) Which of the following is not a common form of public engagement with the humanities.
- (i) visiting public memorials
 - (ii) visiting art museums
 - (iii) using libraries
 - (iv) historic site visitation

Ans : (i) visiting public memorials

- (b) Which age group had a higher rate of visitation to historic sites in 2017 than 35 years earlier in America?

- (i) 18-44 year-olds
- (ii) 45-54 year-olds
- (iii) 75 or more year-olds
- (iv) None of these

Ans : (iii) 75 or more year-olds

- (c) After the year 1995, total visits to historic sites of all types increased 58% in the year _____.

- (i) 2014
- (ii) 2015
- (iii) 2016
- (iv) 2017

Ans : (iii) 2016

- (d) Which of the following is not a historical memorial in America?

- (i) Franklin Delano Roosevelt Memorial
- (ii) World War II Memorial
- (iii) Martin Luther King, Jr. Memorial
- (iv) Lincoln Liberty Memorial

Ans : (iv) Lincoln Liberty Memorial

- (e) The number of historical sites visits fell in every category from the year 2016 to the year 2018, with the largest decline occurring at :

- (i) the national monuments.
- (ii) the archaeological sites.
- (iii) the art museums.
- (iv) the memorial sites.

Ans : (iv) the memorial sites.

- (f) Though the visitation rates are converging among the age groups, the differences by the level of _____ are still pronounced.

- (i) employment attainment
- (ii) gender category
- (iii) international visitation
- (iv) educational attainment

Ans : (iv) educational attainment

- (g) The rate of visitation among 25-34 year olds was approximately _____ points higher than that of the youngest age group i.e. 18-24 year olds.

- (i) 11 percentage
- (ii) 13 percentage
- (iii) 15 percentage
- (iv) 17 percentage

Ans : (i) 11 percentage

- (h) Choose an option that is clearly not similar in

meaning to the word 'attainment'.

- (i) obtaining
- (ii) achievement
- (iii) realization
- (iv) tranquilizing

Ans : (iv) tranquilizing

- (i) In earlier years the visitation rate among college graduates was more than twice as high as the rate among those :

- (i) who were employed individuals.
- (ii) who had a graduate or professional degree.
- (iii) who finished their studies with a high school diploma.
- (iv) who did not finish high school.

Ans : (iii) who finished their studies with a high school diploma.

- (j) In America most of the _____ in visitation of historic sites occurred from the year 2002 to the year 2008.

- (i) decline
- (ii) increase
- (iii) diverging
- (iv) converging

Ans : (i) decline

- (k) Choose an option that lists a statement that is not true.

- (i) Visits to historic sites managed by the National Park Service (NPS) were substantially higher in 2018 than 1980, despite a decline in recent years.
- (ii) The recent increases in visitation rates of historical sites were statistically significant for the 35-44 and 45-54 year-old age groups.
- (iii) In 2017, 28% of American adults reported visiting a historic site in the previous year.
- (iv) Data from the National Park Service (NPS) only indicate the types of historic sites visited most.

Ans : (iv) Data from the National Park Service (NPS) only indicate the types of historic sites visited most.

- (l) Which of the following is an antonym of the word 'classified'.

- (i) combine
- (ii) categorised
- (iii) divided
- (iv) distribute

Ans : (i) combine

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PASSAGE 7

1. Tourism is one of the most important socio-economic activity. It provides enormous scope for economic development of a particular area.
2. According to Ziffer (1989), "Tourism involves travelling to relatively undisturbed or uncontaminated natural areas with the specific object of studying, admiring and enjoying the scenery and its wild plants and animals, as well as any existing cultural aspects (both past and present) found in these areas."
3. In India, temple towns, historical monuments and sea beaches were traditionally sought out as tourist attractions. But now the fabric of tourism is changing rapidly as nature, heritage, and recreational destinations are gaining more importance. In this background, ecotourism has of late become a top attraction for the tourists.
4. The root of tourism in India can be traced to pilgrimage. In the early stages, pilgrimage-based tourism was only of domestic nature but during recent years, a large number of foreign tourists have also started visiting places of pilgrimage.
5. India has an unending choice for the tourists - a 3,500 km long and 8,848 beautiful long beaches on the sea coast, gregarious tropical forests, the great variety of lifestyle. India's share in international tourist arrivals was 0.34 per cent in 2002 and it increased to 0.49 per cent during 2005.
6. The increasing trend has been maintained over the last three years and international tourist arrivals touched 3.92 million in 2005. The World Travel and Tourism Council have identified India as one of the foremost growth centres in the world in the coming decade. Domestic tourism is estimated to be much higher than international tourism and has also been rising rapidly.
7. The Tenth Plan recognised the vast employment generating potential of tourism and the role it can play in furthering the socio-economic objectives of the Plan. Tourism is the third largest net earner of foreign exchange for the country. Tourism in India has vast employment potential. By 2015, it is expected to provide 25 million jobs.

The famous places of tourist interest in India can be classified on the basis of their geographical location and historical and cultural importance:

- India has a natural landscape with a variety of attractions for tourists. There are snow-covered peaks, valleys, gorges and numerous waterfalls, lakes, and forests that attract tourists. Nature tourism is identified with the Himalayas, the Western Ghats, the Chotanagpur plateau and other places.
- The places of importance include hill-stations like Shimla, Kullu, Mussorie, Nainital and Udagamandalam (Ooty); national parks and wildlife reserves like the Sanjay Gandhi National Park (Mumbai, Maharashtra) Ranthambore National Park (Rajasthan), Sariska National Park (Rajasthan), Periyar National Park (Tamil Nadu), Kaziranga (Assam), Kolleru Lake (Andhra Pradesh) and Hazaribagh Wildlife Sanctuary (Jharkhand).
- Adventure tourism has grown in popularity and India has enormous potential for adventure tourism. River-rafting, kayaking and mountain climbing in the Himalayas, rock climbing, skiing in the snow-covered hilly areas, boat racing in Kerala and paragliding are some favourite adventure sports of tourists.
- Some famous sea beaches thronged by tourists in India include beaches of Mumbai, Goa, Lakshwadeep, Andaman and Nicobar Islands, Kovalam Beach in Kerala, Marine Beach in Chennai and the beach temples of Mahabalipuram.
- India is famous for its cultural and religious tourist places that include towns and cities. Allahabad, Ajmer, Ayodhya, Badrinath, Bodh Gaya, Dwarka, Haridwar, Kanchipuram, Kedarnath, Kochi, Madurai, Tirupati, Ujjain, Varanasi and Yamunotri are places of cultural and religious tourism that are visited by numerous domestic tourists as well as tourists from abroad.
- India's historical monuments and archaeological sites are of interest to domestic and international tourists. The Taj Mahal, Red Fort, Jama Masjid (Delhi), Humayun's Tomb (Delhi), India Gate (Delhi), Charminar (Hyderabad), the Gateway of India (Mumbai), Hawa Mahal (Jaipur) and places like Udaipur, Sanchi, Khajuraho, Aurangabad attracts tourists.

- (a) Which of the following is not a place that was traditionally sought out as tourist attractions in India?
 - (i) sea beaches
 - (ii) historical monuments
 - (iii) recreational destinations
 - (iv) temple towns

Ans : (iii) recreational destinations
- (b) Which of the following is not a place that is famous for its cultural and religious tourist places in India?
 - (i) Ujjain
 - (ii) Tirupati
 - (iii) Jhansi
 - (iv) Allahabad

Ans : (iii) Jhansi
- (c) As the fabric of tourism is changing rapidly, _____ has of late become a top attraction for

the tourists.

- (i) ecotourism
- (ii) exploration tourism
- (iii) green tourism
- (iv) in-budget tourism

Ans : (i) ecotourism

(d) Choose an option that is not mentioned by Ziffer when he defines tourism?

- (i) Tourism involves visiting any existing cultural aspects of both past and present.
- (ii) Tourism has a specific object of studying, admiring and enjoying the scenery.
- (iii) Tourism involves travelling to relatively undisturbed or uncontaminated natural areas.
- (iv) Tourism has a goal of appreciating the untainted beauty of the places visited.

Ans : (iv) Tourism has a goal of appreciating the untainted beauty of the places visited.

(e) Adventure tourism in India has grown quite a lot in popularity. Some adventure sports one can experience and enjoy in the Himalayas are

- I. mountain climbing
- II. river-rafting
- III. kayaking
- IV. boat racing

- (i) I and II
- (ii) III and IV
- (iii) I, II and III
- (iv) I, III and IV

Ans : (iii) I, II and III

(f) Which of the following is not correct?

- (i) Hazaribagh Wildlife Sanctuary is in Jharkhand.
- (ii) Kaziranga National Park is in Arunachal Pradesh.
- (iii) Sariska National Park is in Rajasthan.
- (iv) Periyar National Park is in Tamil Nadu.

Ans : (ii) Kaziranga National Park is in Arunachal Pradesh.

(g) Which of the following is not something that provides an unending choice for the tourists who visit India?

- (i) the great variety of lifestyle
- (ii) gregarious tropical forests
- (iii) long stretch of snow covered mountain ranges
- (iv) beautiful long beaches on the sea coast

Ans : (iii) long stretch of snow covered mountain ranges

(h) In India, the root of tourism can be traced to

- (i) historical places
- (ii) Rajasthan
- (iii) temple towns
- (iv) pilgrimage

Ans : (iv) pilgrimage

(i) Which of the following is not true in the context of the passage?

- (i) There are snow-covered peaks, valleys, gorges and numerous waterfalls, lakes, and forests that attract tourists to India.
- (ii) India's historical monuments and archaeological sites are of interest to domestic and international tourists.
- (iii) India's share in international tourist arrivals was 0.34 per cent in 2002 and it increased to 0.49 per cent during 2005.
- (iv) Tourism is the fourth largest net earner of foreign exchange for India.

Ans : (iv) Tourism is the fourth largest net earner of foreign exchange for India.

(j) The Tenth Plan has recognised that for India tourism has :

- (i) only profitable potentials.
- (ii) a vast employment generating potential.
- (iii) a high exposure rate to the other cultures.
- (iv) the highest amount of advantages in terms of economy.

Ans : (ii) a vast employment generating potential.

(k) Choose an option that is a synonym of the word 'fabric'.

- (i) foundation
- (ii) constraint
- (iii) potential
- (iv) method

Ans : (i) foundation

(l) Choose an option that is a opposite of the word 'unending'.

- (i) everlasting
- (ii) ceaseless
- (iii) continuous
- (iv) brief

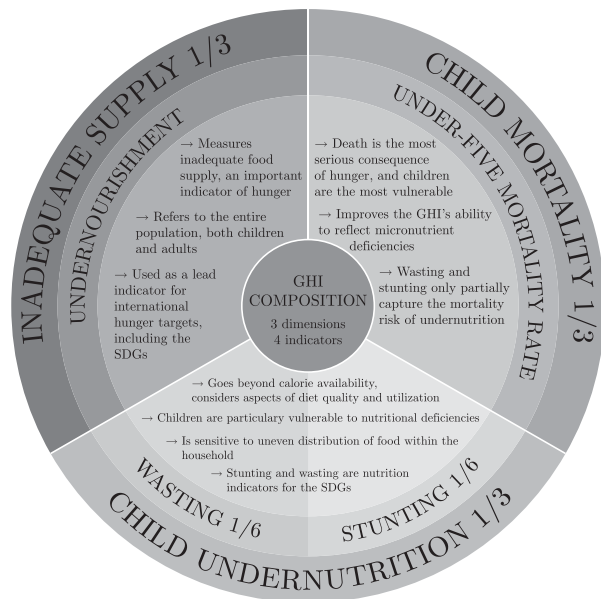
Ans : (iv) brief

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PASSAGE 8

- India is home to 46.6 million stunted children, a third of world's total as per Global Nutrition Report 2018. Nearly half of all under-5 child mortality in India is attributable to undernutrition. Any country cannot aim to attain economic and social development goals without addressing the issue of malnutrition. Poor nutrition in the first 1000 days of a child's life can also lead to stunted growth, which is associated with impaired cognitive ability and reduced school and work performance. Malnutrition in children occurs as a complex interplay among various factors like poverty, maternal health illiteracy, diseases like diarrhoea, home environment, dietary practices, hand washing and other hygiene practices, etc. Low birth weight, episode of diarrhoea within the last 6 months and the presence of developmental delay are often associated with malnutrition in most developing nations including India.
- In present era malnutrition is reflected as double burden, one aspect is undernutrition and other being overnutrition. But, in India and other low and middle-income countries (LMICs), basically malnutrition is synonymous with protein energy malnutrition or undernutrition, which signifies an imbalance between the supply of protein and energy and the body's demand for them to ensure optimal growth and function.
- Globally, approximately 149 million children under-5 suffer from stunting. In 2018, over 49 million children under-5 were wasted and nearly 17 million were severely wasted. There are now over 40 million overweight children globally, an increase of 10 million since 2000. It is estimated that by 2050, 25 million more children than today will be malnourished .
- India is one among the many countries where child undernutrition is severe and also undernutrition is a major underlying cause of child mortality in India. In a recently released Global Nutrition Report 2018, revealed the prevalence of stunting, wasting and overweight at national level as 37.9, 20.8 and 2.4% respectively.
- In India as per National Family Health Survey IV (2014-2015, recent in the series) 38.4, 21 and 35.7% of children below 5 years suffer from stunting, wasting and underweight respectively (corresponding figure for NFHS III, 2005-2006 were 47.9, 19.8 and 42.5% respectively). Prevalence of severe acute malnutrition (SAM) in India is 7.5%.



- In the 2018 Global Hunger Index, India ranks 103rd out of 119 qualifying countries. With a score of 31.1, India suffers from a level of hunger that is serious. Figure given depicts dimensions and indicators of Hunger index and its relationship with child malnutrition.
 - _____ is a major underlying cause of child mortality in India.
 - Stunting
 - Malnutrition
 - Undernutrition
 - Overnutrition

Ans : (iii) Undernutrition
 - As per National Family Health Survey IV, the prevalence of severe acute malnutrition (SAM) in India is :
 - 2.4%
 - 7.5%
 - 20.8%
 - 35.7%

Ans : (ii) 7.5%
 - By what year is it estimated that globally 25 million more children will be malnourished?
 - 2030
 - 2040
 - 2050
 - 2060

Ans : (iii) 2050
 - Which of the following is an indicator of inadequate food supply?
 - undernourishment
 - stunting
 - under 5 mortality rate
 - wasting

Ans : (i) undernourishment
 - Undernutrition signifies an imbalance between the supply of protein and energy and the body's

demand for them to :

- (i) ensure sustainable growth.
- (ii) ensure proper development.
- (iii) ensure optimal growth and function.
- (iv) ensure a balanced lifestyle

Ans : (iii) ensure optimal growth and function.

(f) Which of the following is not a factor in the occurrence of malnutrition in children?

- (i) low birth weight
- (ii) poverty
- (iii) diarrhoea
- (iv) maternal health illiteracy

Ans : (i) low birth weight

(g) Which of the following is not a feature of undernutrition?

- (i) stunting and wasting are nutrition indicators
- (ii) children are particularly vulnerable to nutrition deficiencies
- (iii) uneven distribution of food within a country
- (iv) goes beyond calorie availability

Ans : (iii) uneven distribution of food within a country

(h) Global Nutrition Report 2018 recently revealed the prevalence of overweight at a national level in India is at :

- (i) 2.4%
- (ii) 7.5%
- (iii) 20.8%
- (iv) 35.7%

Ans : (i) 2.4%

(i) What does the given passage highlight?

- (i) the increase the number of under 5 child mortality rate
- (ii) childhood malnutrition in India
- (iii) the prevalence of undernourishment
- (iv) global hunger problems

Ans : (ii) childhood malnutrition in India

(j) Which of the following statements is not true in the context of the passage?

- (i) In 2018, there are now over 50 million overweight children globally, an increase of 1.0 million since 2000.
- (ii) Any country cannot aim to attain economic and social development goals without addressing the issue of malnutrition.
- (iii) Death is the most serious consequence of hunger, and children are the most vulnerable.
- (iv) In India arid other low and middle-income countries malnutrition is synonymous with undernutrition.

Ans : (i) In 2018, there are now over 50 million overweight children globally, an increase of 10 million since 2000.

(k) Poor nutrition in the first 1000 days of a child's life can lead to _____, which is associated

with impaired cognitive ability and reduced school and work performance.

- (i) reduced cognitive ability
- (ii) under 5 mortality
- (iii) increased chances of malnutrition
- (iv) stunted growth

Ans : (iv) stunted growth

(l) What does the author mean by 'underlying cause'?

- (i) not understood reason behind an action
- (ii) hidden reason for doing something
- (iii) root cause or reason of something
- (iv) unimportant cause of something

Ans : (iii) root cause or reason of something

PASSAGE 9

1. Dried fruits are basically fresh fruits that have been dried. Fruits are dehydrated by conventional sun-drying or other drying techniques. They shrivel up and the pulpy remains are the dry fruits that you enjoy at breakfast or during those mid-meal breaks. As the water content is removed, the fruits become energy-bombs with concentrated nutrients.
2. Some of the most common dry fruits and nuts are raisins, cashew nuts, almonds, walnuts, dates, figs, prunes and apricots. Some varieties of dried fruits like mangoes, pineapples, cranberries, etc., are also available in sugar-coated candied versions. Of these, dry fruits devoid of any additives are the best for your body.
3. Walnuts and almonds for the brain, cashews to fight migraine, apricots for healthy eyes and raisins for digestion - these are only a few benefits of dried fruits and nuts. Dry fruits also help the body in the following ways :
4. Loaded with essential nutrients, the benefits of dry fruits and nuts for health cannot be overlooked. Dry fruits increase your nutrient intake as they are rich in potassium, iron, folate, calcium and magnesium. The antioxidants boost your immunity, keeping you healthy and free from diseases and other illnesses.
5. People who include nuts and dried fruits in their diet are well-aware of dry fruits' benefits for weight loss. When consumed in moderation, they help you reduce weight and stay fit. Those who swear by dry fruits are known to take in lesser fats, sugar and more essential nutrients for proper metabolism.
6. Raisins and prunes are rich in iron and are beneficial for those who are anaemic. Dry fruits are packed with nutrients like Vitamin B, minerals like phosphorous and copper, and unsaturated fats that boost the regeneration of blood cells and haemoglobin in the body. Almonds, figs, pistachios and cashew nuts also give energy and build stamina. Raisins play a

significant role in lowering systolic blood pressure. They control cholesterol and reduce inflammatory markers in the body. Almonds contain Vitamin E and mono unsaturated fatty acids that prevent spikes in cholesterol levels and maintain it at a healthy optimum. Brazil nuts keep a check on blood pressure as they are a source of potassium, magnesium and calcium. As you can see, dry fruits and nuts reduce the risk of heart diseases, stroke and heart attacks.

7. Dry fruits are a rich source of beta carotene, an antioxidant that battles anxiety and depression in people. These antioxidants also improve memory. Dry fruits help to improve sleep and enhance learning and performance.

Are There Any Side Effects of Eating Dried Fruits?

Since dried foods do not contain water, they are packed with concentrated sugar and are high on calories. They also have reduced Vitamin C and lesser antioxidants than fresh fruits. This may pose a threat to our health if not consumed in moderation. Some of the side effects of eating dried fruits are:

- The high sugar content increases the risk of diabetes.
- Dried fruits with the extra calories can be a major reason for weight gain.
- They are also known to augment heart-related issues if consumed in unhealthy quantities.
- Sulphites found in dried fruits can cause asthma attacks and also trigger allergies, rashes and stomach cramps in some cases.

- (a) After removing the water content, the dry fruits become _____ with concentrated nutrients.

- (i) unsaturated fats
- (ii) healthier
- (iii) energy-bombs
- (iv) fatty sugar

Ans : (iii) energy-bombs

- (b) Some of the most common dry fruits and nuts are :

1. mangoes
2. walnuts
3. lychee
4. cashew nuts
5. raisins
6. dates
7. cranberries
8. apricots

- (i) 2, 4, 5, 6 and 8
- (ii) 1, 2, 4, 5 and 7
- (iii) 4, 5, 6, 7 and 8
- (iv) 2, 3, 4, 6 and 7

Ans : (i) 2, 4, 5, 6 and 8

- (c) Raisins and prunes are beneficial for those who :
- (i) have migraine.
 - (ii) suffer from anxiety.
 - (iii) are anaemic.
 - (iv) have high blood pressure.

Ans : (iii) are anaemic.

- (d) Dried fruits pose a threat to our health if :

- (i) they are not taken in correct form.
- (ii) they are not soaked in water.
- (iii) they are not dried properly.
- (iv) they are not taken in moderation.

Ans : (iv) they are not taken in moderation.

- (e) Brazil nuts keep a check on blood pressure as they are :

- (i) a source of potassium, magnesium and calcium.
- (ii) contain nutrients like Vitamin B and C.
- (iii) packed with minerals like phosphorous and copper.
- (iv) mono unsaturated fatty acids that prevent spikes.

Ans : (i) a source of potassium, magnesium and calcium.

- (f) Which of the following is not a benefit provided by the antioxidants in the dried fruits?

- (i) lowering your systolic blood pressure
- (ii) keeping you healthy
- (iii) boosting your immunity
- (iv) keeping you free from diseases or illnesses

Ans : (i) lowering your systolic blood pressure

- (g) Which of the following dried fruits give energy and build stamina?

- (i) cashews nuts, raisins and Brazil nuts
- (ii) walnuts, apricots and almonds
- (iii) raisins and prunes
- (iv) almonds, figs, pistachios and cashew nuts

Ans : (iv) almonds, figs, pistachios and cashew nuts

- (h) Dried foods are packed with concentrated sugar and high on calories because :

- (i) they are energy boosting foods.
- (ii) they are processed foods.
- (iii) they do not contain water.
- (iv) they are sautéed in watered sugar.

Ans : (iii) they do not contain water.

- (i) What does the author mean by the words 'swear by'?

- (i) to share something that is good with others
- (ii) to strongly believe that something is effective or useful
- (iii) to recommend the good quality of something
- (iv) to stand by a thought or opinion

Ans : (ii) to strongly believe that something is effective or useful

- (j) Dry fruits are packed with nutrients like Vitamin B, minerals like phosphorous and copper, and unsaturated fats that :

- I. boost the regeneration of blood cells
- II. boost haemoglobin in the body
- III. boost the immunity of the body
- IV. boost energy in the body

- (i) I and II
 - (ii) II and III
 - (iii) I and IV
 - (iv) III and IV
- Ans :** (i) I and II

- (k) If the dried fruits with extra calories are consumed, they can become a reason for _____

- (i) allergies
- (ii) stomach cramps
- (iii) weight gain
- (iv) heart-related issues

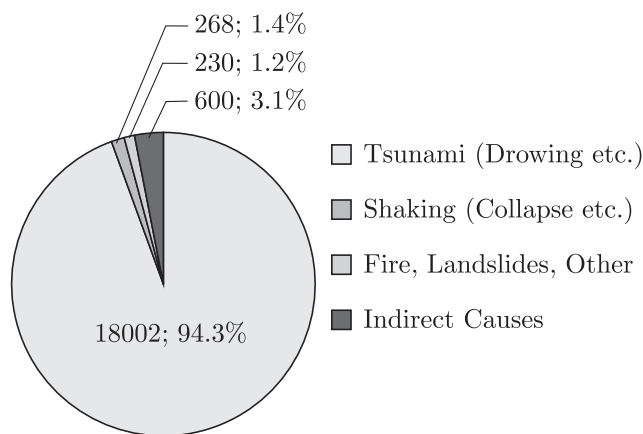
Ans : (iii) weight gain

- (l) Beta carotene is an antioxidant that battles :

- (i) weight gain and unsaturated fats.
- (ii) systolic blood pressure.
- (iii) anxiety and depression in people.
- (iv) cholesterol and reduces inflammatory markers in the body.

Ans : (iii) anxiety and depression in people.

Power Plant (Fukushima Daiichi), which generated radioactive contamination near the plant's area with irreversible damages to the environment, was one the most significant issues of this catastrophe and ranked 7 (the most severe level for nuclear power plant) based on the International Nuclear Event Scale, similar to the Chernobyl disaster on 26 April 1986. Therefore, it is not strange to consider to this earthquake as the most important destructive seismic event of the beginning of the twenty first century in the advanced industrial world. Division of total 19100 death and missed people by the reason as of 10th March 2012 (CATDAT) is as follows:



4. Losses intensified by hit of the tsunami as the statistics shows it was more fatal (figure given below) and also more buildings destroyed by its strike. However, the quake was the main cause of the partial damage of buildings.

- (a) Which of the following country was not affected by the 11 March, 2011 earthquake?

- (i) Russia
- (ii) Japan
- (iii) Indonesia
- (iv) China

Ans : (iii) Indonesia

- (b) The earthquake of 2011 was followed by:

- (i) an unstoppable landslide
- (ii) a massive flood
- (iii) a huge tsunami
- (iv) a volcanic eruption

Ans : (iii) a huge tsunami

- (c) Which of the following was not a destructive aftermath of the 11 March 2011 disaster seen worldwide?

- (i) increase of seismic activity
- (ii) enormous death toll
- (iii) huge amount of debris
- (iv) damage to nuclear power plants

Ans : (i) increase of seismic activity

- (d) What can be considered as the most important destructive seismic event of the beginning of the twenty first century in the advanced industrial

PASSAGE 10

1. The magnitude 9.0 Japan's Tohoku Earthquake occurred at 14 :46 local time on Friday, 11 March 2011, 125 km east coast of Honshu and 380 km far from Tokyo and rattled the large parts of Japan and some part of east China and Russia with 30 km depth of the hypocenter. This earthquake that lasted approximately 3 minutes (170 seconds) caused a 130 km long by 159 km wide rupture zone on the pacific plate subduction zone and followed by a huge tsunami with more than 40 meter waves. The destructive aftermaths of this incident made an irreparable disaster not only for the Japan, but also for the whole world because except for the enormous death toll and debris, the damages of nuclear power plants were a hazardous unexpected tragedy.
2. According to the report of the Japanese National Police Agency, 15854 dead. 3167 missing and 26992 injured across twenty prefectures are the result of this devastating earthquake and tsunami which ruined more than 125000 buildings. Moreover. it caused long blackouts for more than 4.4 million buildings and left 1.5 million buildings out of water for days, also large fires were triggered one after another even for weeks after the main quake.
3. Explosion and demolition of the Fukushima I Nuclear

world?

- (i) huge tsunami with more than 40 meter waves
 (ii) Chernobyl disaster on 26 April 1986
 (iii) Explosion and demolition of the Fukushima I Nuclear Power Plant
 (iv) Tohoku earthquake on 11 March, 2011
Ans : (iii) Explosion and demolition of the Fukushima I Nuclear Power Plant
- (e) According to the passage, maximum people on 11 March, 2011 died because of
 (i) shaking and collapse of buildings, houses, etc.
 (ii) drowning because of the tsunami.
 (iii) indirect causes.
 (iv) fire, landslides and other reasons.
Ans : (ii) drowning because of the tsunami.
- (f) According to the data as of 10 March 2012, how many people died because of the 2011 disaster?
 (i) 3167
 (ii) 15,854
 (iii) 19,100
 (iv) 26,992
Ans : (iii) 19100
- (g) According to the report of the Japanese National Police Agency, which of the following was not caused by the devastating earthquake and tsunami of 2011 in Japan?
 (i) long blackouts in buildings
 (ii) buildings with no water for days
 (iii) many areas received no help for days from the rescue team
 (iv) large fires triggered one after the other for weeks
Ans : (iii) many areas received no help for days from the rescue team
- (h) Which of the following is an antonym of the word 'rebuild' ?
 (i) wrecked
 (ii) destroyed
 (iii) neglected
 (iv) ruined
Ans : (ii) destroyed
- (i) Which of the following is a synonym of the word 'permanent' ?
 (i) significant
 (ii) irreversible
 (iii) lasting
 (iv) final
Ans : (ii) irreversible

- (j) Which of the following statement is not true?
 (i) The earthquake caused the explosion and demolition of a nuclear power plant.
 (ii) The earthquake was the main cause of the partial damage of buildings.
 (iii) The earthquake lasted approximately 3 minutes (170 seconds).
 (iv) The destructive aftermaths of the earthquake made an irreparable disaster only for Japan.
Ans : (iv) The destructive aftermaths of the earthquake made an irreparable disaster only for Japan.
- (k) The explosion and demolition of the Fukushima I Nuclear Power Plant, which _____ near the plant's area with irreversible damages to the environment.
 (i) spread uncontrollable damage
 (ii) caused radioactive residue
 (iii) withheld major destruction
 (iv) generated radioactive contamination
Ans : (iv) generated radioactive contamination

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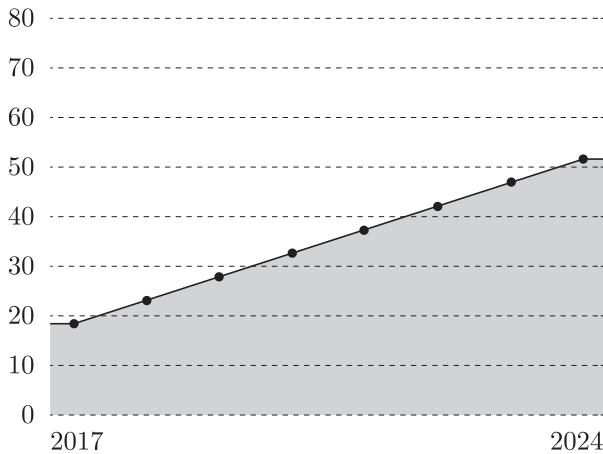
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PASSAGE 11

1. Technological evolution is a certainty. Cyber-physical systems, Big Data and the Internet of Things (IoT) have been changing the infrastructure of our world. In the 2020s, these phenomena, which are still in their nascency, will rapidly accelerate due to the increasing digitisation of key areas such as health, science, transport, communications and energy. The ubiquity of technology, and its increased ability to connect and communicate, has paved the way for this tipping point. Beneath the surface, we are moving towards an explosion of change.
2. Over 50% of our global population is now online, and the other half is following fast. To be precise, around 726 million people joined the web in the last three years. These new users will change the shape of the internet. Many of them will be lower income. They are choosing smart phones over laptops and tablets and are more likely to use voice commands.

Almost one-third of US homes are ‘smart homes’, this is set to grow to more than half of all homes by 2024

Total % ‘smart homes’ in the US



Source: Statista March 2018

3. Geodata and the IoT will create new markets and supply chains. The automation of manufacturing, services and mobility has already begun. Artificial Intelligence (AI) will reach what Gartner terms the ‘Plateau of Productivity’, in which the technology becomes both mainstream and viable. McKinsey estimates that 70% of companies may adopt at least one AI technology by 2030. It is unlikely they will all use it well, but those that do could manage to take us to a place where man and machine are indistinguishable.
 4. Bioscience has the potential to be transformative in the 2020s. Gene editing (CRISPR) technology will likely soon be able to edit genomes to allow animal organs to be accepted into human bodies—transforming, and perhaps saving, the lives of people currently waiting for organ transplants. Similar technology can also be used to combat inherited diseases, and even cancer. Elsewhere, gene therapy experiments are using the body’s immune system to fight cancer through re-engineering our cells.
 5. Technology has inarguably improved science, health, communications and transport. However, technology has not necessarily corresponded to increased economic productivity. Indeed, many of the most technologically advanced countries have seen productivity stagnate and stall, as discussed in growing inequality and opportunity.
 6. In the 2020s many questions around technology will be resolved. The scaffolding is in place. This will be the decade in which AI, Geodata, the IoT, Bioscience, and Quantum Computing are given the opportunity to change our world. Whether this change will be surface- level or truly transformative remains to be seen.
- (a) In the line “The ubiquity of technology, and its”, the word “ubiquity” does not refer to
 - (i) Usage
 - (ii) Ever-present
 - (iii) Omnipresent
 - (iv) Pervasive**Ans :** (i) Usage
 - (b) According to Mckinsey,
 - (i) 70% of all companies will depend on people who can use computers by the end of 2030
 - (ii) 70% of companies will employ more labour force by the year 2030
 - (iii) Nearly 70% of the companies will adopt use of at least one AI technology by 2030
 - (iv) Nearly 70% of all the companies will stop using AI by the end of 2030**Ans :** (iii) Nearly 70% of the companies will adopt use of one AI by 2030
 - (c) One of the important predictions in the passage is that we are going to reach, ‘Plateau of Productivity’ with respect to digitization. Which option most reflects the meaning?
 - (i) The use of AI will stop as it will become more expensive
 - (ii) There will be a widespread market use of AI even if it is not viable
 - (iii) There will be no more resources left to develop AI
 - (iv) The production and use of AI will be extensive and practicable**Ans :** (iv) The production and use of AI will be extensive and practicable
 - (d) According to the report, the number of 52% of US house-holds become smart from 18% in,
 - (i) 5 years
 - (ii) 6 years
 - (iii) 7 years
 - (iv) 8 years**Ans :** (iii) 7 years
 - (e) According to the report, how many homes are smart in the year 2020?
 - (i) 25%
 - (ii) 33%
 - (iii) 40%
 - (iv) 45%**Ans :** (ii) 33%
 - (f) According to the report, what will generate new market chain and supply?
 - (i) Access to meta-data
 - (ii) Artificial Intelligence
 - (iii) Artificial Intelligence and Internet
 - (iv) Geodata and Internet of Things**Ans :** (iv) Geodata and Internet of Things

(g) Based on your understanding of the passage, choose the option that best lists the inherent benefits of biosciences.

1. Will help patients who need organ transplants
2. Will revolutionise use of computers and phones
3. Will revolutionise the industry and its development
4. Will revolutionise the development of new phones
5. Will allow for genome transformation of animals
6. Will revolutionise the field of cancer treatment

(i) 1, 2, 3

(ii) 1, 5, 6

(iii) 2, 3, 4

(iv) 3, 4, 5

Ans : (ii) 1, 5, 6

(h) According to the passage, what will gene therapy accomplish?

(i) Fight cancer by creating a new immune system

(ii) Fight cancer by making changes in our cells

(iii) Improve body's immune system

(iv) Fight cancer by making new cells in the body

Ans : (ii) Fight cancer by making changes in our cells

(i) Which of the following statements is not true in the context of the passage?

(i) Technology advancement will change the way we use communication

(ii) Technology advancement will improve economic productivity

(iii) Technology advancement may not improve economic productivity

(iv) Technology advancement will improve medical facilities

Ans : (ii) Technology advancement will improve economic productivity

(j) According to the report, what is the most appropriate conclusion?

(i) Technological development may actually lead to social inequality

(ii) There will be a lot of changes in technology development

(iii) There will be technological development but its impact on society needs to be seen

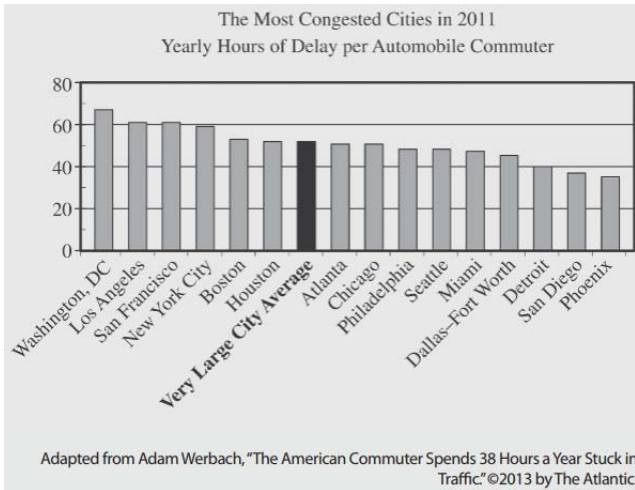
(iv) There will be technological development but no significant change in society

Ans : (iii) There will be technological development but its impact on society needs to be seen

PASSAGE 12

1. In today's idea-driven economy, the cost of time is what really matters. With the constant pressure to innovate, it makes little sense to waste countless collective hours commuting. So, the most efficient and productive regions are those in which people are thinking and working-not sitting in traffic.
2. The auto-dependent transportation system has reached its limit in most major cities and mega-regions. Commuting by car is among the least efficient of all our activities - not to mention among the least enjoyable, according to detailed research by the Nobel Prize - winning economist Daniel Kahneman and his colleagues. Though one might think that the economic crisis beginning in 2007 would have reduced traffic (high unemployment means fewer workers traveling to and from work), the opposite has been true. Average commutes have lengthened, and congestion has gotten worse, if anything. The average commute rose in 2008 to 25.5 minutes, "erasing years of decreases to stand at the level of 2000, as people had to leave home earlier in the morning to pick up friends for their ride to work or to catch a bus or subway train," according to the U.S. Census Bureau, which collects the figures. And those are average figures. Commutes are far longer in the big West Coast cities of Los Angeles and San Francisco and the East Coast cities of New York, Philadelphia, Baltimore, and Washington D.C. In many of these cities, gridlock has become the norm, not just at rush hour but all day, every day.
3. The costs are astounding. In Los Angeles, congestion eats up more than 485 million working hours a year; that's seventy hours, or nearly two weeks, of full-time work per commuter. In D.C., the time cost of congestion is sixty-two hours per worker per year. In New York it's forty-four hours. Average it out, and the time cost across America's thirteen biggest city regions is fifty-one hours per worker per year. Across the country, commuting wastes 4.2 billion hours of work time annually - nearly a full work-week for every commuter. The overall cost to the U.S. economy is nearly \$90 billion when lost productivity and wasted fuel are taken into account. At the Martin Prosperity Institute, we calculate that every minute shaved off America's commuting time is worth \$19.5 billion in value added to the economy. The numbers add up fast: five minutes is worth \$97.7 billion; ten minutes, \$195 billion; fifteen minutes, \$292 billion.
4. It's ironic that so many people still believe the main remedy for traffic congestion is to build more roads and highways, which of course only makes the problem worse. New roads generate higher levels of "induced traffic," that is, new roads just invite drivers to drive more and lure people who take mass transit back to their cars. Eventually, we end up with more clogged roads rather than a long-term improvement in traffic flow.

5. The coming decades will likely see more intense clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.



- (a) The passage most strongly suggests that researchers at the Martin Prosperity Institute share which assumption?
- Employees who have longer commutes tend to make more money than employees who have shorter commutes.
 - Employees who work from home are more valuable to their employers than employees who commute.
 - Employees whose commutes are shortened will use the time saved to do additional productive work for their employers.
 - Employees can conduct business activities, such as composing memos or joining conference calls, while commuting.

Ans : (iii) Employees whose commutes are shortened will use the time saved to do additional productive work for their employers.

- (b) As used in the passage, 'intense' most nearly means
- determined
 - emotional
 - concentrated
 - brilliant
- Ans :** (iii) concentrated
- (c) Which claim about traffic congestion is supported

by the graph?

- Commuters in Detroit spend more time delayed annually by traffic congestion than do commuters in Houston, Atlanta, and Chicago.
- New York City commuters spend less time annually delayed by traffic congestion than the average for very large cities.
- Los Angeles commuters are delayed more hours annually by traffic congestion than are commuters in Washington D.C.
- Commuters in Washington D.C., face greater delays annually due to traffic congestion than do commuters in New York City.

Ans : (iv) Commuters in Washington D.C., face greater delays annually due to traffic congestion than do commuters in New York City.

- (d) The average commute rose in 2008 to _____.
- 15.5 minutes
 - 20.5 minutes
 - 25.5 minutes
 - 30.5 minutes
- Ans :** (iii) 25.5 minutes
- (e) Which of the following is not a East Coast city?
- New York
 - Philadelphia
 - Washington D.C.
 - Los Angeles
- Ans :** (iv) Los Angeles

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- (f) In Washington D.C., the time cost of congestion is _____ per worker per year.
- Sixty two hours
 - Seventy two hours
 - Fifty one hours
 - Sixty five hours
- Ans :** (i) Sixty two hours
- (g) What is the overall cost to the U.S. economy when lost productivity and wasted fuel are taken into account?
- \$20 billion
 - \$50 billion
 - \$70 billion
 - \$90 billion
- Ans :** (iv) \$90 billion

- (h) Which of the following statements is not true?
- In today's idea-driven economy, the cost of time is what really matters.
 - In Los Angeles, congestion eats up more than 485 million working hours a year.
 - Commutes are far longer in the big East Coast cities of Los Angeles and San Francisco.
 - The coming decades will likely see more intense clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions.

Ans : (iii) Commutes are far longer in the big East Coast cities of Los Angeles and San Francisco.

PASSAGE 13

- The Delhi 2015 results are extra ordinary for many reasons. Not even in their wildest dreams, would the BJP and the Congress have dreamt of such drubbing. While the Congress was widely expected to lose and be content with a handful of seats, it is the BJP's drubbing that left everyone shocked. The AAP wave was so powerful that even Kiran Bedi, the BJP's Chief Ministerial Candidate lost from Krishna Nagar, the safest seat for the BJP.
- This is the first time after 1977 that a party got more than 50% of the total vote in Delhi. The AAP polled about 54.3% of the total vote which is highest in the history of Delhi elections. The BJP polled 32.2% while the Congress was a distant third with just 9.7% vote. A 22% lead over BJP meant that the AAP virtually decimated both the BJP and the Congress by winning 67 of the 70 seats (more than 95% of the total seats) while the BJP had to be content with just 3 seats. The Congress drew a blank.
- The 54.3% vote share is the highest in the history of Delhi elections. There have been only two instances in the history of Delhi elections where a party won more than 50% of the votes. First was way back in 1951 during Nehru's time and the second time was during the Janata Party wave in 1977.
- Delhi has witnessed three elections from 2013 to 2015; two Assembly elections and one Lok Sabha election in 2014. The change in fortunes of the various parties is fascinating. While the Congress went into decline mode from 2013 to 2015, the BJP peaked during the 2014 Lok Sabha elections on the back of a national resurgence. The BJP lost more than 14% of the vote in 2015 compared to the Lok Sabha elections in 2014. Though it managed to get more or less the same vote share as in December 2013, the AAP went so far ahead of BJP that there was 22% difference in the vote share of AAP and BJP this time around.

The AAP gained close to 25% vote share compared to December 2013 and 21% compared to the Lok Sabha election in May 2014.

Party	Dec, 13 Assembly		May, 14 Lok-Sabha		Feb, 15 Assembly	
	Seats won	V o t e Share	Lead in	V o t e Share	Seats won	V o t e Share
AAP	28	29.5	10	33	67	54.3
BJP	31	34.1	60	46.5	3	32.2
Congress	8	24.6	0	15.3	0	9.7
Others	3	11.8	0	5.2	0	3.8
Total	70	100	70	100	70	100

- As can be clearly seen, the Congress is in a continuous decline while the BJP peaked in 2014 and went down in 2015. The AAP seems to be the only party that has consistently increased its vote share from 2013 to 2015.
 - Which of the following was the safest seat for BJP in 2015 Delhi election?
 - Mangol Puri
 - Chandni Chowk
 - Karol Bagh
 - Krishna Nagar

Ans : (iv) Krishna Nagar
 - In the line "have dreamt of such drubbing", the word 'drubbing' does not refer to :
 - whining
 - beating
 - defeat
 - loss

Ans : (iii) defeat
 - In which year did a party for the first time get 50% of the votes in Delhi?
 - 1951
 - 1977
 - 2014
 - 2015

Ans : (iv) 2015
 - The changes noticed in the fortunes of various parties in Delhi during the elections between the years 2013 and 2015 were quite interesting, such as :
 - the Congress went into decline mode between these years
 - the BJP peaked during the 2014 Lok Sabha elections
 - the BJP got no more than 14% of the vote in 2015
 - I and II
 - II and III
 - I and III
 - I, II and III

Ans : (i) I and II

- (e) Which of the following did not happen in 2015 elections in Delhi?
- The Bhartiya Janata Party collected a total of 7 seats of the 70 seats.
 - APP had a 22% lead over BJP in the elections.
 - AAP polled about 54.3% of the total vote, the highest in the history of Delhi elections.
 - The Congress was in the distant third position with just 9.7% votes.

Ans : (i) The Bhartiya Janata Party collected a total of 7 seats of the 70 seats.

- (f) In Decmeber 2013 Delhi elections, which party had more than 30% vote share?
- AAP
 - Congress
 - BJP
 - BSP
- Ans :** (iii) BJP

- (g) Which of the following statements is not true in the context of the passage?
- There have been only two instances in the history of Delhi elections where a party won more than 50% of the votes.
 - The AAP seems to be the only party that has consistently increased its vote share from 2013 to 2015.
 - The BJP lost more than 14% of the vote in 2015 compared to the Lok Sabha elections in 2014.
 - AAP virtually decimated both the BJP and the Congress by winning 67 of the 70 seats i.e. more than 95% of the total seats.

Ans : (i) There have been only two instances in the history of Delhi elections where a party won more than 50% of the votes.

- (h) AAP gained what percentage of votes in Assembly Elections, 2015?
- 25%
 - 54.3
 - 21%
 - 22%
- Ans :** (ii) 54.3

- (i) According to the given chart, Congress has witnessed the lowest vote share in which elections?
- December 2013 Assembly Elections
 - February 2015 Assembly Elections
 - May 2014 Lok Sabha Elections
 - None of these
- Ans :** (ii) February 2015 Assembly Elections

- (j) According to the given table, vote performance of Congress is in a _____ while the vote performance of BJP peaked in 2014 and went

down in 2015.

- continuous decline
- somewhat stable state
- continuous acceleration
- up and down state

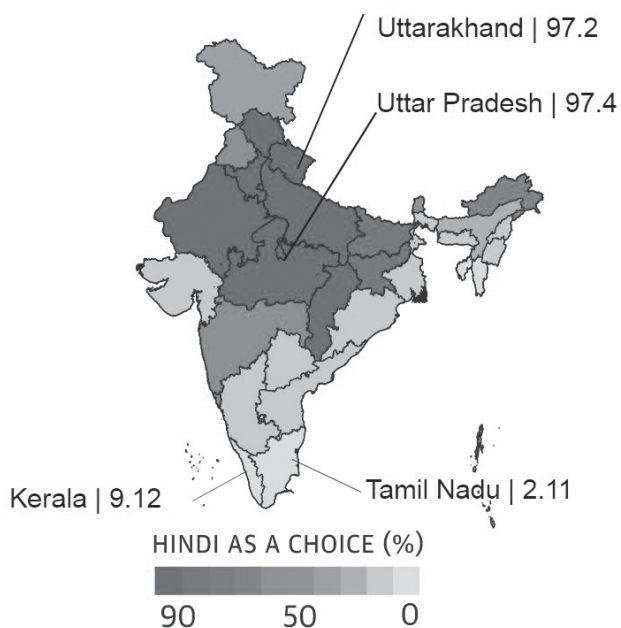
Ans : (i) continuous decline

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PASSAGE 14

- People in only 12 out of 35 States (Figures are for undivided Andhra Pradesh) and Union Territories had overwhelmingly chosen Hindi as the first choice for communication. Among the rest, while a few chose Hindi as their second or third language of communication, a majority of them chose English, according to the results of the 2011 language Census released in 2018. About 43.63% of the total population said their mother tongue was Hindi.
- Which Indian States are primarily Hindi-speaking according to the language Census?
- The 2011 Census data shows that most Indian States, apart from a handful of States in northern and central India, do not primarily speak Hindi but have adopted the language as a secondary language. Most southern and north-eastern States are not Hindi-speaking and have adopted English as their secondary language. The given map shows the State-wise percentage of people who stated that Hindi was their first, second, or third choice of language. Most of the 12 States and Union Territories that chose Hindi as their first choice were located in northern and central India - over 96% of the population in Uttar Pradesh, Delhi, Uttarakhand, and Himachal Pradesh speak Hindi.
- The share of Hindi-speaking people in Gujarat is significantly lower than most States. The southern and north-eastern states, apart from Arunachal Pradesh and Sikkim, have the lowest proportion of Hindi-speaking population among all states.



- (a) About how much percentage of population said that their mother tongue was Hindi?
- (i) 50.27%
 - (ii) 32.93%
 - (iii) 43.63%
 - (iv) 45.69%
- Ans :** (iii) 43.63%
- (b) Which states have adopted English as their secondary language of communication?
- I. Southern states of India
 - II. Northern states of India
 - III. North-Eastern states of India
 - IV. Central states of India
- (i) I and II
 - (ii) I and III
 - (iii) III and IV
 - (iv) I, II and III
- Ans :** (ii) I and III
- (c) Choose a state/union territory from the options given below that does not have Hindi as its first language of communication as chosen by the people.
- (i) Sikkim
 - (ii) Uttarakhand
 - (iii) Delhi
 - (iv) Himachal Pradesh
- Ans :** (i) Sikkim

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- (d) Hindi speaking population in Arunachal Pradesh is :
- (i) lowest among the north-eastern and southern states.
 - (ii) higher than other north-eastern states.
 - (iii) lowest among the north-eastern states.
 - (iv) higher than other north-eastern and southern states.
- Ans :** (iv) higher than other north-eastern and southern states.
- (e) Which state has a more lower share of Hindi speaking people than any other state?
- (i) Gujarat
 - (ii) Tamil Nadu
 - (iii) Kerala
 - (iv) West Bengal
- Ans :** (i) Gujarat
- (f) People of most states and union territories located in northern and central India :
- (i) speak their own mother tongue rather than English or Hindi to communicate.
 - (ii) speak English as their first language of communication.
 - (iii) chose Hindi as their first choice of language for communication.
 - (iv) are divided in the usage of English and Hindi in their daily life for communication.
- Ans :** (iii) chose Hindi as their first choice of language for communication.
- (g) How many Union Territories and States in total have chosen Hindi as their first choice of language for communication?
- (i) 12
 - (ii) 6
 - (iii) 10
 - (iv) 15
- Ans :** (i) 12
- (h) Which of the following statements is/are true?
1. Sikkim has lowest Hindi speaking population among all states.
 2. People of 12 out of 35 states and union territories chose Hindi as their first choice for communication.
 3. Most Southern and North-Eastern states of India have adopted English as the secondary language of communication.
 4. Over 96% of population in Southern India speaks Hindi as their first language of communication.
- (i) 2 and 3
 - (ii) 1 and 4
 - (iii) 3 and 4
 - (iv) 1 and 2
- Ans :** (i) 2 and 3
- (i) Which of the following is opposite in meaning to

the word 'significantly'.

- (i) slightly
- (ii) obviously
- (iii) astonishingly
- (iv) carefully

Ans : (i) slightly

(j) According to 2011 census data, most Indian States, apart from a handful of States in northern and central India,

- (i) primarily speak Hindi and the rest have adopted it as a secondary language
- (ii) primarily speak Hindi
- (iii) have adopted English as a secondary language
- (iv) do not primarily speak Hindi but have adopted it as a secondary language

Ans : (iv) do not primarily speak Hindi but have adopted it as a secondary language

(k) Which of the following is an antonym of the word 'handful'.

- (i) disturbance
- (ii) few
- (iii) majority
- (iv) nuisance

Ans : (iii) majority

(l) According to the map, which state has the highest percentage of Hindi speaking population in India?

- (i) Tamil Nadu
- (ii) Uttar Pradesh
- (iii) Sikkim
- (iv) Kerala

Ans : (ii) Uttar Pradesh

living in remote or marginalized areas; and, in humanitarian settings, helps children on the move find a safe route and connect with their families. Greater online connectivity has opened new avenues for civic engagement, social inclusion and other opportunities, with the potential to break cycles of poverty and disadvantage.

3. Skills and vocational training programmes are areas where digital connectivity is opening opportunities to learn. This is particularly true for disadvantaged children, who sometimes leave formal schooling to bring in income for their families, and for underserved or marginalized children.
4. For example, in Kampala, Uganda, the Women in Technology Uganda organization offers digital vocational training for young women in underserved communities. The set-up enables students to go at their own pace, which may benefit those not accustomed to formal schooling. In addition to teaching young women digital skills, the training also focuses on building confidence, leadership and life skills. Girls attending the programme have reported learning ICT and entrepreneurship skills and going on to use the internet to identify their own business opportunities.
5. Similarly, the Youth for Technology Foundation in Nigeria is implementing an initiative to empower young people and create opportunities for income generation and access to new market services. The Tech Communities programme, for example, engages students in technology projects, field work and meaningful internships, setting them up to become leaders and innovators in their communities. According to the organization, 90 per cent of the programme graduates are engaged in entrepreneurship activities.

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PASSAGE 15

1. Digital technology is already the great game changer of our time - and it could be transformative for the world's most disadvantaged and vulnerable children, helping them learn, grow and fulfil their potential.
2. Digitalization allows children with disabilities to connect with friends and make decisions for themselves; provides access to education for children

IT Girls – Bosnia and Herzegovina

Globally, there were 250 million fewer women online than men in 2016, according to the International Telecommunication Union. Women are also notably under-represented in STEM – science, technology, engineering and mathematics – jobs. Bridging this gender digital divide is a considerable challenge, but a number of initiatives point to how girls' digital access can be improved. One promising path is to promote ICT skills among girls, which also has the benefit of building up confidence and fundamental employment and entrepreneurship skills.

Currently, three additional training programmes are under way aiming to reach an additional 60 girls. The training, which covers basic web development skills, also enhances girls' knowledge of online safety and boosts their presentation skills. An important feature of IT Girls is its equity component: The training sessions are organized in parts of the country where children typically have less access to technology and information about ICTs, reaching girls from minorities, rural communities and other vulnerable groups.

In Bosnia and Herzegovina, UNICEF, the United Nations Development Programme and UN Women have since 2016 been implementing an initiative called IT Girls, which aims to increase job opportunities for young women and girls by providing them with computer programming skills. The pilot organized six training programmes for 67 adolescent girls in both urban and rural locations.

According to the first-year evaluation, the initiative has successfully raised young girls' awareness of opportunities in the ICT sector, not only by promoting the ICT industry as exciting, diverse and lucrative, but also by bolstering their confidence and inspiring them to take on new challenges.

(a) Digital technology could be transformative for the world's most disadvantaged and vulnerable children because :

- (i) it will make them reach their potential at a faster pace.
- (ii) it will make them become more connected to the outside world.
- (iii) it will help them explore the infinite opportunities for themselves.
- (iv) it will help them learn, grow and fulfil their potential.

Ans : (iv) it will help them learn, grow and fulfil their potential.

(b) How is digital connectivity opening opportunities to learn for the disadvantaged, underserved or marginalized children?

- (i) by providing unlimited access to various programmes without any essential educational background
- (ii) by providing them with opportunities to learn free skills
- (iii) by providing skills and vocational training programmes
- (iv) by providing classes beyond the strict timings required by institutions

Ans : (iii) by providing skills and vocational training programmes

(c) Which of the following is a job where women are notably under-represented ?

1. Science
2. Technology
3. Engineering
4. Mathematics

(i) only 1

(ii) 1 and 2

(iii) 1, 2 and 3

(iv) 1, 2, 3 and 4

Ans : (iv) 1, 2, 3 and 4

(d) According to the first-year evaluation, which of the following is not something that the IT

GIRLS initiative has achieved?

- (i) providing basic developmental skills and enhancing their web safety knowledge
- (ii) promoting ICT industry as exciting, diverse and lucrative
- (iii) raising young girls' awareness of opportunities in the ICT sector
- (iv) bolstering young girls' confidence and inspiring them to take on new challenges

Ans : (i) providing basic developmental skills and enhancing their web safety knowledge

(e) The Women in Technology Uganda organization offers digital vocational training for young women in underserved communities. This organisation :

- I. provides learning of ICT and entrepreneurship skills
- II. enables students to go at their own pace
- III. focuses on building confidence, leadership and life skills

(i) I and II

(ii) I and III

(iii) II and III

(iv) I, II and III

Ans : (iv) I, II and III

(f) An initiative is being implemented by The Youth for Technology Foundation in Nigeria to :

1. empower young people
2. create opportunities for income generation
3. provide access to new market services
4. set up field work and meaningful internships

(i) 1, 2 and 3

(ii) 2, 3 and 4

(iii) 3, 4 and 1

(iv) 1, 2, 3 and 4

Ans : (iv) 1, 2, 3 and 4

(g) The aim of the 'IT Girls' initiative set up by UNICEF, United Nations Development Programme and UN Women is :

(i) to increase job opportunities for young women and girls by providing them with computer programming skills.

(ii) to increase Job opportunities for young women and girls.

(iii) to provide young women and girls with computer programming skills.

(iv) None of these

Ans : (ii) to increase Job opportunities for young women and girls.

(h) According to International Telecommunication Union, how much fewer women were online than men?

(i) 100 million

(ii) 150 million

(iii) 200 million

(iv) 250 million

Ans : (iv) 250 million

- (i) Which of the following is not correct in the context of the passage?
- According to the Youth for Technology Foundation, 90 per cent of their programme graduates are engaged in entrepreneurship activities.
 - In humanitarian settings, digitalisation helps children on the move find a safe route and connect with their families.
 - Digitalization allows children with disabilities to connect with friends and make decisions for themselves.
 - Digital connectivity is not particularly helpful for disadvantaged children who sometimes leave formal schooling to bring in income for their families.

Ans : (iv) Digital connectivity is not particularly helpful for disadvantaged children who sometimes leave formal schooling to bring in income for their families.

- (j) Which of the following is not an opportunity that greater online connectivity has opened up?
- providing other paths for social inclusion
 - highlighting other opportunities available for learning
 - potential to break cycles of poverty and disadvantage
 - opening new avenues for civic engagement

Ans : (ii) highlighting other opportunities available for learning

- (k) The country where UNICEF and other related organisations are providing digital skills to women is :
- Kampala
 - Nigeria
 - Bosnia
 - Uganda

Ans : (iii) Bosnia

- (l) Which of the following best states the meaning of the word 'implementing'?
- halting
 - caving
 - executing
 - measuring

Ans : (iii) executing

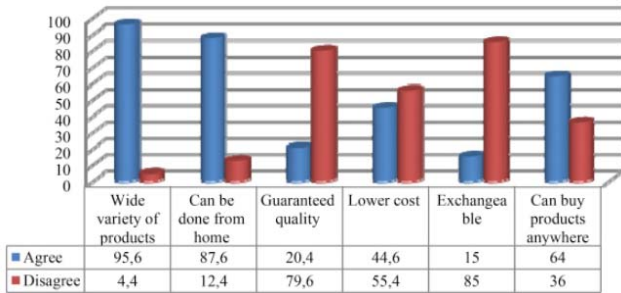
PASSAGE 16

- In different developed countries, the convenience of online shopping has long been felt. People in developed countries have been doing online shopping in the past decade. However, among Indonesian young people, online shopping is still fairly new. This study found that Indonesian youths have just been doing

online shopping for the last 1-4 years. Most of the respondents (43.4 per cent) have become acquainted with online shopping within this past year. Out of 500 youths investigated, 36.6 per cent said that they have been doing online shopping in the last 2 years. Only 14.2 per cent of respondents revealed that they have been doing online shopping in the last 3 years and 5.8 per cent in the last 4 years.

- Most youths were induced to engage in online shopping for the first time by their peers. As fellow youths and part of the net generation, school peers or playmates were the ones introducing the advantages and convenience of online shopping to respondents. To buy any product anywhere, respondents said that it is no longer a problem today. To purchase books from Yogyakarta, for example, youths domiciled in Surabaya do not need to bother to go all the way to Yogyakarta. It just takes them some clicks on the web of a well-known bookstore in Yogyakarta to order, purchase and take a hold of books they desire in just a couple of days. Out of 500 interviewed youths, 34 per cent said that the ones introducing online shopping to them were their own siblings or family members. The remaining 18 per cent got to know online shopping from ubiquitous advertisements in the virtual world.
- In the case of gadget, 81.2 per cent of respondents said that they had never done online shopping to buy one. Only 2.6 per cent admitted that they bought gadget online at some points in time. Some of the respondents expressed their concern about the security of buying gadget online. Peers' accounts and mass media reporting on fraudulent gadget online trading have discouraged youths from making a purchase of gadget online.
- Purchasing goods by shopping online, according to youths, is not less appealing than buying directly at offline stores. Although some youths investigated in this research still favoured buying goods offline, particularly when they needed the goods immediately, they still found some advantages of online shopping in some cases. One of the appeals of buying products online is the wide variety of products offered, even in an almost infinite amount (95.6 per cent). Moreover, 87.6 per cent of respondents said that online shopping was appealing to them because they could engage in it while relaxing at home or in the bedroom. As many as 64 per cent respondents shared that they found online shopping appealing because it allowed them to purchase goods from any place. Unlike department stores from which customers' purchase is only limited to displayed items, online shopping enables them to explore the virtual world infinitely. With only a laptop or a hand phone and Internet access, youths can pick a product and make a purchase just by playing with their fingers, viewing the products they desired and making a purchase.

The Appeal of Buying Products Online:



- (a) How long have the Indonesian youth been doing online shopping?
- (i) 1-3 years
 - (ii) 1-4 years
 - (iii) 2-3 years
 - (iv) 2-4 years
- Ans :** (ii) 1-4 years
- (b) The youths were mostly induced into online shopping by:
- (i) discounts
 - (ii) their family
 - (iii) advertisements
 - (iv) their peers
- Ans :** (iv) their peers
- (c) How much percentage of youths were introduced to online shopping by their siblings or family members?
- (i) 45 percent
 - (ii) 18 percent
 - (iii) 34 percent
 - (iv) 22 percent
- Ans :** (iii) 34 percent
- (d) How much percentage of respondents or youths had never bought a gadget online?
- (i) 81.2 percent
 - (ii) 57.9 percent
 - (iii) 73 percent
 - (iv) 67 percent
- Ans :** (i) 81.2 percent
- (e) Which of the following is not a reason why respondents or youths do not buy gadgets online?
- I. low understanding of the features available online as no one is there to explain them
 - II. concern about the security of buying gadget online
 - III. peers' accounts and mass media reporting on fraudulent gadget online trading
- (i) only I
 - (ii) only II
 - (iii) only III
 - (iv) I and II
- Ans :** (i) only I
- (f) One reason why some youths still preferred

shopping offline is :

- (i) they can buy the goods after checking the quality of the product.
- (ii) they can get the goods immediately.
- (iii) they do not have to spend extra shipping charges.
- (iv) they do not have to go through a huge catalogue to find what they are looking for.

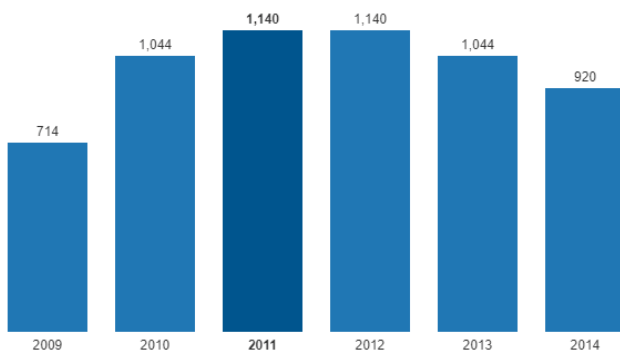
Ans : (ii) they can get the goods immediately.

- (g) Choose an option that lists the appeals of buying things online for youths.
- 1. Can be done from home
 - 2. Lower cost
 - 3. Exchangeable
 - 4. Wide variety of products
 - 5. Can buy products anywhere
 - 6. Guaranteed quality
- (i) 1, 2, and 3
 - (ii) 3, 4, and 6
 - (iii) 2, 4, 5, and 5
 - (iv) 1, 2, 3, 4, 5, and 6
- Ans :** (iv) 1, 2, 3, 4, 5, and 6
- (h) Which of the following statements is not true in the context of the passage?
- (i) As many as 81.2 percent youths shared that they found online shopping appealing because it allowed them to purchase goods from any place.
 - (ii) According to youths, purchasing goods by shopping online is not less appealing than buying directly at offline stores.
 - (iii) People in developed countries have been doing online shopping in the past decade.
 - (iv) School peers or playmates were the ones introducing the advantages and convenience of online shopping to other youths.
- Ans :** (i) As many as 81.2 percent youths shared that they found online shopping appealing because it allowed them to purchase goods from any place.
- (i) How much percentage of Indonesian youths (respondents) agreed that lower cost was one of the appeals of online shopping?
- (i) 55 percent
 - (ii) 64 percent
 - (iii) 44.6 percent
 - (iv) 87.6 percent
- Ans :** (iii) 44.6 percent
- (j) Which of the following is a disadvantage of offline shopping as mentioned in the passage?
- (i) quality of items is not guaranteed
 - (ii) purchase is only limited to displayed items
 - (iii) products not exchangeable
 - (iv) higher prices of goods
- Ans :** (ii) purchase is only limited to displayed items

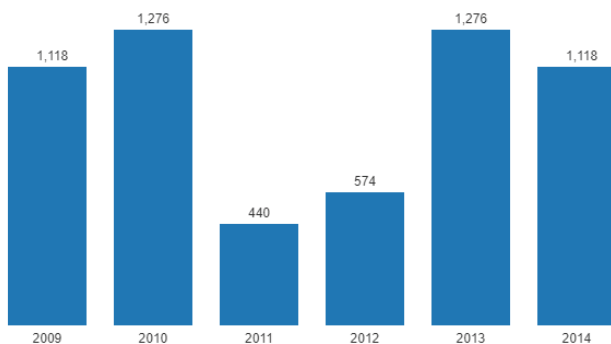
PASSAGE 17

- States with higher literacy levels report more protests, and nearly half of these protests were led by political parties, according to the analysis of police data over six years. The sharpest rise in unrest came from student-led agitations (148%) between 2009 and 2014, according to the data gleaned from the Bureau of Police Research and Development, a national police agency.
- Karnataka reported the most student protests (12%), despite a state-wide ban on student unions in colleges. A high literacy rate and a concentration of educational institutions in the state could be the reason, said Venkatesh Nayak, coordinator, Access to Justice Programme with Commonwealth Human Rights Initiative, an advocacy.

Protests in Karnataka:

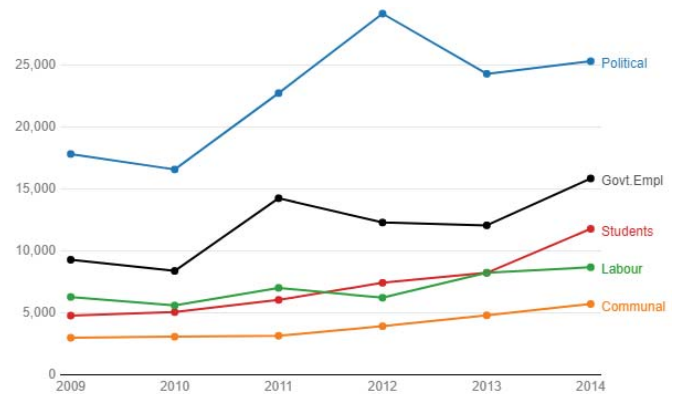


Protests in Tamil Nadu:



- Up to 75.6% of Karnataka is literate (national average : 74%) and the state's capital, Bengaluru, has more colleges (911) than any Indian city.
- Tamil Nadu, Punjab, Madhya Pradesh and Maharashtra together account for more than 50% of all protests recorded by the police between 2009 and 2014. Except Madhya Pradesh, all other states have literacy rates higher than national average.
- Between 2009 and 2014, 4,20,000 protests were held across India - an average of 200 protests every day nationwide, and a 55% rise over five years. The increase was mainly driven by Tamil Nadu and Punjab which, between them, registered nearly half the increase in protests nationwide.
- Unrest grew across the country for varied reasons -

communal (92%), government employee grievances (71%), political (42%) and labour (38%), as shown below:



- According to police data which states report more protests?
 - states with low employment rate
 - states with higher population
 - states with higher literacy
 - states with low poverty line**Ans :** (iii) states with higher literacy
- Between the years 2009-2014, the sharpest rise in the unrest came because of :
 - student led agitation.
 - unemployed people's protest.
 - political party instigated riots.
 - labour union marches against employers.**Ans :** (i) student led agitation.
- Which state reports the most student led protests?
 - Madhya Pradesh
 - Tamil Nadu
 - Assam
 - Karnataka**Ans :** (iv) Karnataka
- Which of the following is not a state that together accounts for more than 50% of all protests recorded by the police between 2009 and 2014?
 - Rajasthan
 - Punjab
 - Tamil Nadu
 - Maharashtra**Ans :** (i) Rajasthan
- In which year did Tamil Nadu record the lowest number of protests according to data from the Bureau of Police Research and Development?
 - 2009
 - 2011
 - 2013
 - 2014**Ans :** (ii) 2011

(f) The growing unrest in India is because of the following reasons.

- I. government employee grievances
- II. political
- III. unemployment
- IV. labour
- V. communal
- VI. reservation of seats

(i) I, II, IV and V

(ii) II, III, V and VI

(iii) II, III, IV and V

(iv) I, II, III and V

Ans : (i) I, II, IV and V

(g) Which of the following is the highest number of protests observed across India because of government employee grievances.

(i) 10,000

(ii) 15,000

(iii) 16,000

(iv) 20,000

Ans : (iii) 16,000

(h) In the year 2013, the lowest protest in the country were because of :

(i) students

(ii) political

(iii) communal

(iv) labour

Ans : (iii) communal

(i) The reasons behind Karnataka having high rate of protests are :

I. a concentration of education institutions in the state

II. high rate of literacy

III. industrial hub of India

(i) I and II

(ii) II and III

(iii) I and III

(iv) I, II and III

Ans : (i) I and II

(j) What was the average of protests held across India between the years 2009 and 2014?

(i) 150 protests everyday

(ii) 170 protests everyday

(iii) 200 protests everyday

(iv) 250 protests everyday

Ans : (iii) 200 protests everyday

PASSAGE 18

1. Uttarakhand is located at the foothills of the Himalayan mountain ranges. The state shares borders with China (Tibet) in the north & Nepal in the east & inter-state boundaries with Himachal Pradesh in the west & northwest & Uttar Pradesh in the south. Hindi, Garhwal & Kumaoni are commonly spoken in the state. English is the medium of education in many of its schools. Uttarakhand has diverse geographical features ranging from snowcapped mountain peaks in the north to tropical forests in the south; its climate & vegetation vary accordingly. The state was formed in November 2000 by carving out the 13 hill districts of Uttar Pradesh. It was formerly named Uttaranchal.
2. The main railway stations in the state are Dehradun, Haridwar, Roorkee, Kotdwar, Kashipur, Udham Singh Nagar, Haldwani, Ramnagar and Kathgodam. Uttarakhand had 339.80 km of rail routes. The state is focusing on increasing the share of railways in cargo and passenger transport. Initiatives have been undertaken to start monorails at Dehradun, Haridwar and Rishikesh, on the inter-city linkage routes.
3. The state has two domestic airports : one at Jolly Grant in the Dehradun district and another at Pant Nagar in the Udham Singh Nagar district. The state intends to position air transport as a reliable all-weather transport option for the hills. With Uttarakhand emerging as a hot tourist and industrial destination, the state government is focussing on upgrading the Jolly Grant airport as an international airport, in coordination with Airports Authority of India. In 2018-19, Dehradun airport handled 7,374 aircraft movements and 709,227 passengers, approximately.

VISION 2022

Transport	<ul style="list-style-type: none"> ● Strengthen road network in urban areas and upgrade national highways. ● Develop two major all-weather airports with connectivity to metro cities.
Health	<ul style="list-style-type: none"> ● Affordable healthcare with focus on disease prevention. ● Provide state funded maternal and child healthcare, especially in rural areas.
Tourism	<ul style="list-style-type: none"> ● Promote the state as a global tourist destination by showcasing its spiritual, cultural and adventure tourism ● Target 0.5 million international tourists by 2022.

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Agriculture	<ul style="list-style-type: none"> • Improve yield and quality by providing irrigation facilities and latest technology. • Create cold chain infrastructure and success to market intelligence for farmers.
Infrastructure	<ul style="list-style-type: none"> • Harness hydro-power for 100% electrification in the state and supply power to other states. • Connect major cities through multi-lane highways and proper roads for villages.
Environment	<ul style="list-style-type: none"> • Promote the state as a green economy by focusing on sector such as IT, Agriculture, tourism, hydro-power and education. • 100% solid waste management, waste water treatment and recycling.
Industries	<ul style="list-style-type: none"> • Become a world leader in green energy by leveraging hydro-power potential. • Promote micro and small enterprises.
Education of skill development	<ul style="list-style-type: none"> • Quality primary education to be provided to all children. • Job oriented vocational training facilities and establishment of higher education institutions.

(a) Which of the following language is not a commonly spoken language in Uttarakhand?

- (i) Kumaoni
- (ii) Hindi
- (iii) Punjabi
- (iv) Garhwali

Ans : (iii) Punjabi

(b) The state of Uttarakhand was formed by :

- (i) passing a special legislation to give a minor community an independent state.
- (ii) joining two or more union territories in north India.
- (iii) equally dividing the former large state of Uttar Pradesh.
- (iv) carving out the 13 hill districts of Uttar Pradesh.

Ans : (iv) carving out the 13 hill districts of Uttar Pradesh.

(c) Which of the following states/countries do not surround Uttarakhand from any side?

- (i) Uttar Pradesh
- (ii) Nepal
- (iii) China
- (iv) Bangladesh

Ans : (iv) Bangladesh

(d) Choose an option that mentions a feature that is

not related to Uttarakhand.

- (i) It has a hindi-based education system.
- (ii) Its climate and vegetation vary quite a lot.
- (iii) It has diverse geographical features.
- (iv) It was formerly named Uttaranchal.

Ans : (i) It has a hindi-based education system.

(e) When talking about environment, by 2022, Uttarakhand wants to :

- I. have perfect waste water management in the state
- II. harness hydropower for 100 % electricity in the state
- III. have a 100 % solid waste management in the state
- IV. promote the state as a green economy

(i) I and II

(ii) I and III

(iii) II, III and IV

(iv) I, III and IV

Ans : (iv) I, III and IV

(f) Choose an option that lists the main factors considered in Uttarakhand's vision of 2022.

- 1. Education
- 2. Agriculture
- 3. Development
- 4. Transport
- 5. Tourism
- 6. Mining
- 7. Environment

(i) 1, 2, 4, 5 and 7

(ii) 2, 3, 4, 5 and 7

(iii) 3, 4, 5, 6 and 7

(iv) 1, 3, 4, 6 and 7

Ans : (i) 1, 2, 4, 5 and 7

(g) Uttarakhand is emerging as a hot tourist and industrial destination, thus the state government is focusing on :

- (i) balancing the travel and pollution so that the natural beauty of the state is not harmed.
- (ii) managing the road and air traffic better.
- (iii) improving the environmental rules and regulations already set in place.
- (iv) upgrading the Jolly Grant airport as an international airport.

Ans : (iv) upgrading the Jolly Grant airport as an international airport.

(h) Choose an option that is not something that the government wants to do to build up the

education and skills level in the state.

- (i) making quality primary education available to all
- (ii) establishing higher education institutions
- (iii) improving the quality of facilities already available
- (iv) providing job related vocational training facilities

Ans : (iii) improving the quality of facilities already available

- (i) What is the international tourist visitation target of the state of Uttarakhand by the year 2022?

- (i) 0.5 million
- (ii) 1 million
- (iii) 1.5 million
- (iv) 2 million

Ans : (i) 0.5 million

- (j) Which of the following is not one of the cities that has Uttarakhand's main railway stations ?

- (i) Rishikesh
- (ii) Haldwani
- (iii) Deharadun
- (iv) Kathgodam

Ans : (i) Rishikesh

- (k) Which of the following is a synonym of the word 'reliable'?

- (i) vitality
- (ii) dependable
- (iii) strength
- (iv) support

Ans : (ii) dependable

- (l) Which of the following clearly explains the meaning of the word 'initiatives'?

- (i) standards
- (ii) visions
- (iii) talks
- (iv) measures

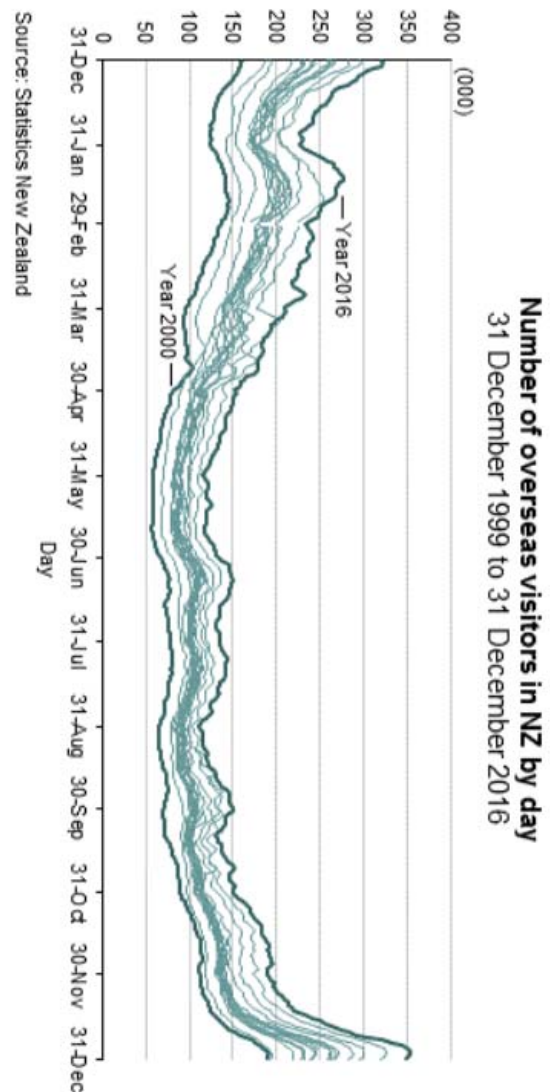
Ans : (iv) measures

PASSAGE 19

- In the year ended December 2016, 3.5 million overseas visitors arrived in New Zealand. But how many visitors are in New Zealand on any given day of the year ? The question has practical importance. Visitors to New Zealand create demand for goods and services, including transportation, accommodation, and tourist activities. They also have an impact on local infrastructure. Knowing how many visitors are in New Zealand on any given day might be important for civil defence or flu pandemic planning.
- The following data explores the seasonal fluctuations

of visitors to New Zealand and New Zealand residents travelling overseas. This is based on short-term trips - those travelling for less than 12 months.

- In 2016, the number of overseas visitors in New Zealand ranged from 112,000 on 31 August to 354,000 on 29 December.
 - In contrast, in 2016 the number of New Zealand residents temporarily overseas ranged from 72,000 on 1 March to 235,000 on 29 December.
 - In both cases, the late December peak reflects an upsurge in travellers visiting friends and family, as well as an upsurge in those visiting for holidays.
- There are strong seasonal patterns in visitor numbers (see figure below). In recent years the number of visitors in New Zealand peaked in the week of 27 December to 2 January. The peak day was 29 December in 2011-13 and 2016, and 28 December in 2014 and 2015.



- At that peak in 2016, the number of overseas visitors in New Zealand was 354,000. This compares with a peak of 191,000 in 2000. Since 2000, the number of visitors in New Zealand has increased across every

day of the year, but more during the summer months (December to March).

5. The number of visitors in New Zealand tends to be at its lowest in late August, early September, and mid-June. On 31 August 2016, there were an estimated 112,000 overseas visitors in New Zealand. This is 242,000 less than the peak reached on 29 December.
6. The seasonality of visitor numbers presents challenges to the tourism sector. These challenges include :
- Managing the peak summer influx of visitors
 - Marketing New Zealand as a destination at other times of the year, in order to spread visitor numbers throughout the year.

(a) Which of the following is not a demand that is created in New Zealand because of the visitors coming to the country?

- (i) health
- (ii) accommodation
- (iii) transport
- (iv) goods

Ans : (i) health

(b) It is good to have an understanding of how many visitors are in New Zealand on any given day as it might be important :

- (i) for handling the goods supply accordingly.
- (ii) for civil defence or flu pandemic planning.
- (iii) for managing the population in any given area.
- (iv) for providing better and more services as per requirement.

Ans : (ii) for civil defence or flu pandemic planning.

(c) On 29 December 2016, how many residents of New Zealand were temporarily overseas?

- (i) 191,000
- (ii) 354,000
- (iii) 235,000
- (iv) 112,000

Ans : (iii) 235,000

(d) The challenges faced by the tourism sector because of the seasonality of the number of visitors are :

- I. managing the peak summer influx of visitors.
- II. handling the imbalance of supply and demand of goods over a year.
- III. marketing New Zealand as a destination at other times of the year.

- (i) I and II
- (ii) II and III
- (iii) III and I
- (iv) I and III

Ans : (iv) I and III

(e) The number of overseas visitors increases in New Zealand at a certain time of the year. This time

is usually :

- (i) from mid-June to late September.
- (ii) from December to March.
- (iii) during the late August.
- (iv) during the early September

Ans : (ii) from December to March.

(f) The peak day of the number of overseas visitors in New Zealand in the year 2015 was :

- (i) 28 December
- (ii) 31 December
- (iii) 30 December
- (iv) 29 December

Ans : (i) 28 December

(g) In the year 2000, the lowest number of overseas visitors were in the month of :

- (i) September
- (ii) May
- (iii) June
- (iv) August

Ans : (ii) May

(h) The peak of overseas visitors and the temporary leaving of residents in the country in the late December reflects :

- I. an upsurge of people getting temporarily stuck because of bad weather.
- II. an upsurge in travellers visiting friends and family.
- III. an upsurge in travellers just passing through the country to go to some other destination.
- IV. an upsurge of people visiting for holidays.

- (i) I and II
- (ii) I and III
- (iii) II and III
- (iv) II and IV

Ans : (iv) II and IV

(i) Which of the following statements is not true in the context of the passage?

- (i) The number of visitors in New Zealand tends to be at its lowest only in late August.
- (ii) It is of practical importance to know how many visitors are in New Zealand on any given day of the year.
- (iii) Since 2000 the number of visitors in New Zealand has increased across every day of the year.
- (iv) The overseas visitors visiting New Zealand have an impact on the local infrastructure of the country too.

Ans : (i) The number of visitors in New Zealand tends to be at its lowest only in late August.

(j) The number of visitors in New Zealand on 31 August is _____ less than the visitors on the

peak day in the year 2016.

(i) 354,000

(ii) 235,000

(iii) 242,000

(iv) 191,000

Ans : (iii) 242,000

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PASSAGE 20

- Nature is declining globally at rates unprecedented in human history - and the rate of species extinctions is accelerating, with grave impacts on people around the world now likely, warns a landmark new report from the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).
- The Report finds that around 1 million animal and plant species are now threatened with extinction, many within decades, more than ever before in human history.
- The average abundance of native species in most major land-based habitats has fallen by at least 20%, mostly since 1900. More than 40% of amphibian species, almost 33% of reef-forming corals and more than a third of all marine mammals are threatened. The picture is less clear for insect species, but available evidence supports a tentative estimate of 10% being threatened. At least 680 vertebrate species had been driven to extinction since the 16th century and more than 9% of all domesticated breeds of mammals used for food and agriculture had become extinct by 2016, with at least 1,000 more breeds still threatened.
- To increase the policy-relevance of the Report, the assessment's authors ranked, for the first time at this scale and based on a thorough analysis of the available evidence, the five direct drivers of change in nature with the largest relative global impacts so far. These culprits are, in descending order : changes in land and sea use; direct exploitation of organisms; climate change; pollution and invasive alien species.
- The Report notes that, since 1980, greenhouse gas emissions have doubled, raising average global temperatures by at least 0.7 degrees Celsius with climate change already impacting nature from the level of ecosystems to that of genetics-impacts expected to increase over the coming decades, in some cases surpassing the impact of land and sea use change and other drivers.

Scale of Loss of Nature

- Gains from societal and policy responses, while important, have not stopped massive losses.
- Since 1970, trends in agricultural production, fish harvest, bioenergy production and harvest of materials have increased, in response to population growth, rising demand and technological development, this has come at a steep price, which has been unequally distributed within and across countries. Many other key indicators of nature's contributions to people however, such as soil organic carbon and pollinator diversity, have declined, indicating that gains in material contributions are often not sustainable.
- The pace of agricultural expansion into intact ecosystems has varied from country to country. Losses of intact ecosystems have occurred primarily in the tropics, home to the highest levels of biodiversity on the planet. For example, 100 million hectares of tropical forest were lost from 1980 to 2000, resulting mainly from cattle ranching in Latin America (about 42 million hectares) and plantations in South-East Asia (about 7.5 million hectares, of which 80% is for palm oil, used mostly in food, cosmetics, cleaning products and fuel) among others.
- Since 1970 the global human population has more than doubled (from 3.7 to 7.6 billion), rising unevenly across countries and regions; and per capita gross domestic product is four times higher – with ever-more distant consumers shifting the environmental burden of consumption and production across regions.
- The average abundance of native species in most major land-based habitats has fallen by at least 20%, mostly since 1900.
- The numbers of invasive alien species per country have risen by about 70% since 1970, across the 21 countries with detailed records.
- The distributions of almost half (47%) of land-based flightless mammals, for example, and almost a quarter of threatened birds, may already have been negatively affected by climate change.

- Despite progress to conserve nature and implement policies, the Report also finds that global goals for conserving and sustainably using nature and achieving sustainability cannot be met by current trajectories, and goals for 2030 and beyond may only be achieved through transformative changes across economic, social, political and technological factors.
 - According to the new report from the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), how many animal and plant species are now threatened with extinction?
 - 0.5 million
 - 1 million
 - 1.5 million
 - 2 million

Ans : (ii) 1 million
 - Since the 16th century how many vertebrate

species had been driven to extinction?

- (i) 580
- (ii) 680
- (iii) 780
- (iv) 1000

Ans : (ii) 680

(c) The five direct drivers of change in nature with the largest relative global impacts so far are :

1. uneven rise of population around the world
2. climate change
3. pollution
4. less pollinator diversity
5. invasive alien species
6. direct exploitation of organisms
7. changes in land and sea use
8. rising demand and technological development

(i) 1, 3, 5, 6 and 8

(ii) 2, 4, 6, 7 and 8

(iii) 2, 3, 5, 6 and 7

(iv) 2, 4, 5, 6 and 7

Ans : (iii) 2, 3, 5, 6 and 7

(d) Since 1980 greenhouse gas emissions have doubled which in return have :

- (i) increased the water levels around the globe resulting in flooding of the coastal ecosystems.
- (ii) raised average global temperatures by at least 0.7 degrees Celsius.
- (iii) increased average global ocean ecosystem death rate by 2%.
- (iv) substantially raised the imbalance in the land ecosystems by 1%.

Ans : (ii) raised average global temperatures by at least 0.7 degrees Celsius.

(e) Which of the following is not a trend that has been unequally distributed within and across the countries?

- (i) agricultural production
- (ii) bioenergy production
- (iii) fish harvest
- (iv) hydro resources

Ans : (iv) hydro resources

(f) The distributions of almost half of land-based flightless mammals and almost a quarter of threatened birds may already have been negatively affected :

- (i) by melting of polar caps.
- (ii) by climate change.
- (iii) by global warming.
- (iv) by ecological imbalance.

Ans : (ii) by climate change.

(g) What sort of change is required to achieve global goals for conserving and sustainably using nature

and achieving sustainability?

- (i) educative change
- (ii) impactful change
- (iii) global change
- (iv) transformative change

Ans : (iv) transformative change

(h) Which of the following changes have not been observed in the world since the year 1970?

- (i) Environmental burden of consumption and production across regions has reduced considerably.
- (ii) Population has risen unevenly across countries and regions.
- (iii) The global human population has more than doubled.
- (iv) Per capita gross domestic product is four times higher.

Ans : (i) Environmental burden of consumption and production across regions has reduced considerably.

(i) Though there have been gains because of the societal and political responses to save the planet but it has still not stopped :

- (i) the imbalance of the ecosystems.
- (ii) the population increase.
- (iii) the massive loss of nature.
- (iv) the ever-increasing global temperatures.

Ans : (iii) the massive loss of nature.

(j) Which of the following is a synonym of the word 'trajectories'.

- (i) approach
- (ii) passage
- (iii) drive
- (iv) attitude

Ans : (i) approach

(k) Which of the following is an antonym of the word 'contributions'.

- (i) balance
- (ii) improvement
- (iii) directions
- (iv) losses

Ans : (iv) losses

PASSAGE 21

1. Traditional TV and YouTube both play important roles in a changing viewing landscape, but some children feel that there is not enough content that reflects their lives.
2. Live viewing on the TV set remains an important part of children's lives. The TV set is still used by more children than any other device for watching content, and most of this viewing is made up of live

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Science_Paper_9



Science_Sol_9



Science_Paper_10



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Science_Paper_11



Science_Sol_11



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TV, with early evening family entertainment from the BBC and ITV dominating the top ten most-watched programmes among 4-15s. For younger children, TV on the TV set makes up the largest proportion of their media time, and although there has been a decline over the last decade in the number of hours children spend watching, 2017 has seen an increase in the number of hours parents of younger children say their child spends watching TV on the TV set.

3. For older children the picture is more mixed. The 12-15s who watch TV on a TV set spend nearly 14 and a half hours a week viewing, similar to younger children. However, this is part of their larger overall media consumption, and they spend more hours online and using their mobiles in a typical week than watching on a TV set. This age group are also most likely not to watch on a TV set at all : around one in ten 12-15s say that they don't watch any television on a TV set, higher than last year, while the number who say this is the device they mostly use to watch TV has decreased since last year to around six in ten. This change in the habits of older children is part of wider changes in the media landscape.
4. For example, more 3-11s are online than in 2016, with much of this growth coming from increased use of tablets. Unsurprisingly, tablets and other portable, connected devices are also playing an important role in TV viewing, with increases in the numbers of children who ever watch TV on a device other than a TV set, and nearly a quarter of 12-15s mostly watching on either a tablet or a mobile phone.
5. The other important factor in the changing content consumption landscape is YouTube. Double digit increases this year 2017 mean that half of 3-4s and more than eight in ten 5-15s now use YouTube. It is the most recognized content brand among 12-15s, and the one they are most likely to think includes their age group in its target audience, saying either that it is aimed specifically at their age group or at everyone. It is the one they would turn to first for all types of content they say is important to them, and the one they say they would miss the most if it was taken away. More 8-11s and 12-15s also say they prefer watching content on YouTube than TV programmes on the TV set. Some of what children are watching on YouTube includes whole programmes, but there is huge variety, and younger children are most likely to be using it to watch cartoons, mini-movies or songs, while older children are most likely to watch music videos and funny or prank videos.
6. Despite the wide range of available content and services, however, around a third of 8-11s say that there are not enough programmes that show children that look like them, and four in ten 12-15s say there are not enough programmes that show children living in the same part of the country as them.

Media Lives By Age: A Snapshot:

	<ul style="list-style-type: none"> • 1% have their own smartphone, 21% have their own table • 96% watch TV on a TV set, for around 15h a week • 41% watch TV on other devices, mostly on a tablet • 40% play games, for nearly 6h a week. • 53% go online, for nearly 8h a week. • 71% of these mostly use a tablet to go online. • 48% use YouTube, of which 52% of these say cartoons are their favourite thing to watch, 15% say unboxing videos. • 0% have a social media profile
	<ul style="list-style-type: none"> • 5% have their own smartphone, 35% have their own tablet. • 95% watch TV on a TV set, for around 13.5h a week • 49% watch TV on other devices, mostly on a tablet • 66% play games, for nearly 7.5h a week. • 79% go online, for around 9h a week. • 63% of these mostly use a tablet to go online. • 71% use You Tube, of which 30% say cartoons are their favourite thing to watch, 18% say funny videos or pranks. • 3% have a social media profile. • The TV set is the device they say they would miss the most.
<ul style="list-style-type: none"> • 39% have their own smartphone, 52% have their own tablet. • 95% watch TV on a TV set, for nearly 14h a week. • 55% watch TV on other devices, mostly on a tablet • 81% play games, for around 10h a week. • 94% go online, for nearly 13.5h a week. • 46% of these mostly use a tablet to go online, • 22% a mobile. • 81% use YouTube, of which 23% say funny videos or pranks are their favourite thing to watch, 18% say music videos. • 23% have a social media profile. • The TV set or tablet are the devices they would miss the most. 	

- **83%** have their own smartphone, **55%** have their own tablet.
- **91%** watch TV on a TV set, for nearly 14.5h a week.
- **68%** watch TV on other devices, mostly a tablet or mobile.
- **77%** play games, for around 12h a week.
- **99%** go online, for nearly 21h a week.
- **49%** of these mostly use a tablet to go online, **26%** mostly use a mobile.
- **90%** use YouTube, of which 26% say music videos are their favourite thing to watch, 23% say funny videos or pranks.
- **74%** have a social media profile.
- Their mobile phone is the device they would miss the most.

12-15s



- (a) For younger children, TV on the TV set makes up
- the best portion of their daily lives.
 - the only source of entertainment.
 - the largest proportion of their media time.
 - the time where they can watch what they want.
- Ans :** (iii) the largest proportion of their media time.
- (b) 12 to 15 year olds spend more hours _____ in a typical week than watching on a TV set.
- online and using their mobiles
 - playing outside
 - paying games online
 - doing their homework
- Ans :** (i) online and using their mobiles
- (c) Among 5 to 7 year olds, 63% mostly use a _____ to go online.
- computer
 - mobile phone
 - tablet
 - TV
- Ans :** (iii) tablet
- (d) 90% of 12 to 15 year olds use YouTube to
- watch music videos
 - learn extracurricular activities
 - watch funny videos or pranks
 - study about their course
- I and II
 - I and III
 - III and IV
 - II and III
- Ans :** (ii) I and III
- (e) Which of the following is a device that the 8 to

11 year olds would miss the most ?

- gaming console
- mobile
- tablet
- computer

Ans : (iii) tablet

- (f) Which content brand includes 12 to 15 years age group in its target audience and is the most recognized content brand for the 12-15s?
- YouTube
 - Twitter
 - Facebook
 - Instagram
- Ans :** (i) YouTube
- (g) Which of the following statement is not true about the 3 to 4 year olds?
- 1% have their own smartphone
 - 50 % go online for nearly 8 hours a week
 - 40 % play games for nearly 6 hours a week
 - 41% watch TV on other devices
- Ans :** (ii) 50 % go online for nearly 8 hours a week
- (h) Which of the following is not a sort of content that the younger children watch on youtube?
- songs
 - mini movies
 - cartoons
 - funny videos
- Ans :** (iv) funny videos
- (i) Around a third of 8 to 11 year olds complain about media that :
- there are not enough educational programmes that cater to their needs.
 - there are not enough programmes that show children that look like them.
 - there are not enough funny programmes online for children their age.
 - there are not enough new skill learning programmes that can make them versatile.
- Ans :** (ii) there are not enough programmes that show children that look like them.
- (j) Which of the following statements is not true in the context of the passage?
- Early evening family entertainment from the BBC and ITV dominate the top ten most-watched programmes among 4-15s.
 - 3% of 5 to 7 year olds have social media profiles.
 - 90% of 12 to 15 year olds go online for nearly 21 hours a week.
 - In this year 2017 half of 3-4s and more than eight in ten 5-15s now use YouTube.
- Ans :** (iii) 90% of 12 to 15 year olds go online for nearly 21 hours a week.

(k) Which of the following is a synonym of the word 'variety'.

- (i) uniformity
- (ii) collection
- (iii) majority
- (iv) category

Ans : (ii) collection

(l) Which of the following is an antonym of the word 'reflects'.

- (i) withholds
- (ii) carves
- (iii) demonstrates
- (iv) understands

Ans : (i) withholds

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CHAPTER 3

Writing Skill (Letters)

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3.1 INTRODUCTION

Letter writing is an art. It is the commonest mode of communication. It is different from other forms of writing because it is intended for a specific reader. A letter is written when something has to be conveyed to someone sitting far away. Writing requires imagination, creativity, careful planning and organisation. The language of the letter should be interactive.

3.2 TYPES OF LETTERS

There are broadly two types of letter, namely Formal Letters, and Informal Letters. Let us have a look at these types of letters:

1. **Formal Letters** - These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.
2. **Informal Letters** - These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

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NOTE :

In this chapter, we shall only learn about letter to the editor and letter of complaint (official and business) which come in category of formal letters.

3.3 FORMAT OF A FORMAL LETTER

A formal letter must adhere to the prescribed format. The format of a formal letter is as mentioned below:

Sender's Address: [Address and contact details of the sender]

Date:

Receiver's Designation and Address: [Designation and Address of the receiver]

Subject: [Name the request/complaint]

Salutation: [Respected Sir/Madam]

Body of the letter:

Paragraph 1 [State the purpose of application]

Paragraph 2 [Here start writing detailed information]

Paragraph 3 [Now conclude your letter that is write what you are expecting]

Complimentary Closing: [Now end the letter with – yours sincerely, faithfully, thankfully]

Signature: [Name followed by Signature]

3.4 ESSENTIAL COMPONENTS OF A FORMAL LETTER

The essential components of a formal letter are as follows:

1. **Sender's address:** One of the most essential components, also known as the return address. It is the mailing address of the sender. The address and contact details of the person sending the letter are written here.
2. **Date:** Immediately after the sender's address comes the date on which the letter is written.
3. **Receiver's designation and address:** After writing the date you should mention the address of the receiver. Candidates must start with the receiver's designation followed by the name of the organization and then the full address.
4. **Subject:** Followed by the receiver's details, you must include the subject line. Basically, this subject line talks about the purpose of the letter.
5. **Salutation:** You should greet the person to whom you are writing the letter. As you are writing a formal letter, the greeting should not be too personal.
6. **Body:** Basically, the body of the letter is divided into 3 parts which are as under:
 - Paragraph 1:** Purpose of writing the letter.
 - Paragraph 2:** Now explain the reason in detail.
 - Paragraph 3:** Conclude the letter. This section must say what you're expecting or the solution.
7. **Complimentary Closing:** Now conclude the letter with complimentary closing like yours sincerely, yours faithfully, etc.

8. **Signature:** Below the complementary message, write your name followed by your signature and designation.

3.5 LETTER TO THE EDITOR

A Letter to the Editor is a formal comprehensive letter, addressed to the Editor of a certain publication/magazine/newspaper with the intent of complimenting, critiquing, informing, or communicating a certain piece of information. Newspapers, weeklies and magazines play an important role in shaping public opinion, public minds and decisions about many national and international issues because they have a large number of readers. Writing letters to the editors is a great way to engage with a topic you are passionate about and to influence public opinion. These letters are written to shape public opinion, to share information and ideas, to increase awareness, to advocate your cause or to start community conversation. It is a written way of talking to a newspaper or magazine. It takes a position for or against an issue or simply inform or both.

The following points should be remembered while writing a letter to the editor:

1. Express your ideas clearly and concisely.
2. Confine yourself to one topic. Use simple words, short words, short sentences and short paragraphs.
3. The letter should be timely and newsworthy. Its meaning should be clear.
4. Plan your first sentence carefully. Make it short and interesting.
5. If you write to criticize, begin with a word of appreciation, agreement or praise. A calm, constructive presentation is persuasive.
6. Help supply the truth that may have been omitted or slanted in reporting the news or editorializing on it.
7. Use a relevant experience (a situation in your school district) to illustrate a point. When rightly (and tightly) told, it can be persuasive.
8. Desired steps to rectify the situation should also be mentioned.
9. Close the letter with formal request to solve the problems.

EXAMPLES

E 3.1 Write a letter to the Editor of "The Times of India", Delhi expressing your concern over the increase in the rate of road accident, rash driving and overcrowded road transport. You are Priya/Priyanshu living at B-47 Avas Vikas, Mayur Vihar, New Delhi.

Ans :
B-47 Avas Vikas
Mayur Vihar
New Delhi
13 November, 20XX
The Editor
The Times of India

New Delhi

Subject: Increasing cases of road accidents, rash driving and overcrowding.

Sir,

Through the columns of your esteemed newspaper, I wish to express the anguish of the general public over the increasing number of road accidents, cases of rash driving and the problem of overcrowding in the buses.

The bus drivers have no regard for the traffic rules. They drive vary rash under the influence of liquors. They even jump the red light signals installed on the roads.

Still the private bus operators stop at unauthorized stops. The uncontrollable speed and race with other buses is the main cause of accidents. They even overtake the other buses for picking up more passengers. The conductors pack their buses to suffocation. As a result, ladies and old people are unable to get into the buses.

It requires stricter watch on the part of the traffic police. More traffic police should be employed to check the violations of the traffic rules. Proper road signals and road marks should be marked. The surprise check by traffic police in civil dress can play an effective role in booking the culprits.

Yours truly

Priyanshu

E 3.2 You are Praveen of 23, Civil Lines, Jaipur. Write a letter to the Editor of Dainik Bhaskar, Jaipur about frequent break-down of electricity.

Ans :
23, Civil Lines,
Jaipur
25 January, 20XX
To,
The Editor
Dainik Bhaskar
Jaipur

Subject: Frequent breakdown of electricity in civil lines, Jaipur

Sir,

Please permit me some space in your newspaper. I wish to draw the attention of the government towards the supply of electricity in Jaipur.

The lack of electricity supply is causing much trouble to this city. The supply we get is not only short but also highly irregular. We do not know about the hours of cut.

It has also affected the supply of water. If there is no light in the morning, there is no water either. The local water board also depends on the supply of electricity. Streets are dark in the night. It causes accidents. The students cannot study well.

I wish to make an urgent appeal to every person concerned to help.

Thanking You
Yours faithfully
Praveen

3.6 LETTER OF COMPLAINT

Complaint letters are usually written to business firms, water supply boards, telecommunication boards, electricity boards, sewerage boards and several other organizations. Their purpose is to remind the people of these firms or authorities about their defective products or poor services. It is extremely important to provide all the details in your complaint letter as the information can be further used for verification.

The following points should be remembered while writing a complaint letter:

1. The message conveyed in the complaint letter should be direct and credible.
2. Make accurate and clear statements by giving all the details and exact description of the goods.
3. Be very precise and accurate in describing the problems.
4. Use polite but firm language in narrating the problems.
5. Desired steps to rectify the situation should also be mentioned.
6. Do not use negative words like - dishonest, inefficient, useless, disgusting etc. as they sound discourteous.
7. Do not blame anyone unless you are absolutely sure. Use passive voice to talk of mistakes.
8. Avoid threats, accusation or veiled hints about the legal action if the claim is not settled promptly.
9. The letter should demand immediate response, quicker decision or positive action in order to resolve the complaint as soon as possible.
10. Close the letter with formal request to solve the problems.

Here, we shall discuss two types of letter of complaint:

1. Official Letters
2. Business Letters

3.6.1 Official Letters

Complaint letters to officials are letters written to any person who works and acts in an official capacity for the government. An official complaint letter is a type of letter written to address any type of wrongdoing, offense, grievance, resentment and irresponsible behaviour of government officials in your local area.

We can use such letters to raise our concerns about the unfair happenings around us and seek a positive as well as a productive outcome. It is our social responsibility to notify the higher authorities whenever we see anything wrong or fishy happening.

You can write a letter to your local government authority addressing problems in your area. It can be related to anything like illegal activities by goons, dumping of waste, pollution, water supply, Poor condition of roads, traffic problems, etc. Whatever the reason, the letter must be formal, respectful, and well-worded.

EXAMPLES

E 3.3 Write a letter to the Post Master, General Post Office, Pithoragarh complaining of late delivery of letters. You are Mohit/Mona of Takana, Pithoragarh.

Ans :

Friends Colony, Takana
Pithoragarh
11 November, 20XX
The Post Master
General Post Office
Pithoragarh

Subject: Complaint regarding late delivery of letters.

Respected Sir,

This is to bring to your kind notice that the beat postman of our area is not performing his duties well. He never delivers our letters, money orders, parcels etc. on time. He visits only once a week and delivers the letters of the whole week that day. As a result of his careless attitude towards duties, we often get deprived of the important information of marriage, death, etc. of our relatives and friends.

Several times people could not reach on time to attend the interview or join service due to the negligence on the part of the postman. We have repeatedly requested him to be regular and deliver the letter on time but he pays no heed to our requests.

I sincerely request you to personally enquire into the matter and take immediate action for the redressal of our grievances.

Yours faithfully

Mona

(A resident of Friends Colony)

Takana

E 3.4 Write a letter to the Municipal Commissioner bringing the problem of insanitary conditions in your colony to his notice and request him to take urgent action in the matter.

Ans :

C 2/8, Ankur Enclave
New Delhi
20 August 20XX
The Municipal Commissioner
Shahdara
Delhi

Subject: Insanitary conditions in the colony

Respected Sir,

I have been a resident of Ankur Enclave for the past eleven years. I would like to bring to your notice the insanitary conditions in our colony. Rubbish and garbage lie in heaps. Lack of drainage system raises a persistent foul smell in the area.

During rainy season water stagnates in pits on the street which makes the whole condition even worse. These become the breeding ground for mosquitoes, which expose the residents to multiple diseases like dengue, malaria, etc. Our colony has become an unhealthy and disease-prone area. Every day, someone or the other is succumbing to deadly diseases. Some of the families have

also shifted lock, stock, and barrel to better localities.

You are requested to take an immediate remedial action to set things right.

Yours faithfully

Deepa

3.6.2 Business Letters

Business complaint letter is written by customers who are not satisfied by the levels of consumer services provided. If you feel that your supplier is dishonest about the goods they deliver to you, whether in terms of content or pricing, you can write them a customer complaint letter to express your grievances. Do not forget to mention that there will be consequences should they fail to address the issue in question.

A business complaint letter is written to address a problem(s) and to find out solutions to those problems. The problem can be of many things. They can be about a service, a product, or goods in the business. If you are writing a complaint letter, it should be written in a clear and precise manner. The problem and the dissatisfaction of the service are addressed in the complaint letter. The possible solutions to the problem(s) are addressed at the end of the letter.

EXAMPLES

E 3.5 You have purchased a high priced camera from the Rawat Electronics Shoppee, Sector-6, Vidhyadhar Nagar, Jaipur-302039, for your personal use, a month ago. Now you find that something is terribly wrong with the camera and you are getting blurred pictured out of the film rolls. Write a letter of complain to the retailer, seeking replacement for the camera.

Ans :

Mr. Vivek Mahajan

V.T. Road,

Ranchi, Jharkhand

Date: 8 June, 20XX

The Retailer,

Rawat Electronics Shoppee,

Sector-6, Vidhydhar Nagar,

Jaipur-302039

Subject : Complaint regarding defective camera

Dear Sir,

In the last month I purchased a high priced camera from your Electronics Shoppee. I was careful to follow the instructions for use, honestly. I am sorry to inform you that the camera is not working properly. I could not take photographs during my visit to Hyderabad. There is something wrong with the camera. I am getting blurred pictures out of film rolls.

Even though the camera is inferior in quality, still we believe in your services. Kindly find the problem with the camera.

Please do the needful, and send me replacement for the same within 10 days from this letter.

Awaiting for your quick action.

Thanking you,

Yours faithfully,

(Vivek Mahajan)

E 3.6 You are Apoorva/Arpit. You bought a refrigerator from Ganesh Electronics and Electricals, Gandhi Marg, Nagpur. It does not function properly. Write a letter to the Sales Manager of the shop, complaining about the defect and asking for immediate replacement or repair, as necessary.

Ans :

33, Stadium Road

Nagpur

20th December, 20XX

The Sales Manager

Ganesh Electronics and Electricals

Gandhi Marg

Nagpur

Subject : Complaint about Defective Refrigerator Purchased from You

Reference : Bill No. 234 Dated 7th December, 20XX

Dear Sir,

On 07.12.20XX, I purchased a Godrej refrigerator, Model No.435, vide Receipt No. 234 from your showroom, paying Rs.15,000.

Unfortunately, the refrigerator does not function properly now. It does not cool properly and side-walls of it get heated a lot. The freezing compartment of the refrigerator stops suddenly. It produces noise with vibrations.

To resolve the problem I would appreciate if you get the refrigerator checked properly by a qualified technician. Since, it is under warranty period, I request you to kindly send someone to replace it as it seems to have some manufacturing problem.

I look forward to your reply and a resolution to my problem, and will wait until a week before seeking help from the Consumer Protection. Please contact me at the above address or by phone at 0402667546 between 4.30 p.m. to 9.00 p.m.

Yours truly,

Arpit

Enclosures cc: Receipt of purchase and warranty card

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MULTIPLE CHOICE QUESTIONS

1. You are Debashree, a resident of Siliguri, Assam. You have to write a letter to the editor of a national daily drawing attention towards the difficulty faced by differently-abled people at tourist places.

i Select the option with relevant aspects that Debashree should select, for this letter.

1. The newspaper's name
2. Attached proof of the newspaper subscription
3. Debashree's address
4. Formal tone
5. Expected date of the letter's receipt

- (a) 1 and 5
- (b) 2, 3 and 4
- (c) 3 and 5
- (d) 1, 3 and 4

Ans : (d) 1, 3 and 4

ii Select the appropriate subject for this letter.

- (a) Drawing attention towards differently-abled people
- (b) The Differently-abled : Neglected or Misunderstood?
- (c) Tourist places are an inconvenience to Differently-abled people
- (d) Inconvenience Faced by the Differently-abled at Tourist Spots

Ans : (d) Inconvenience Faced by the Differently-abled at Tourist Spots

iii Which option should Debashree select, to elaborate on the difficulties faced by the differently-abled?

(a)	<ul style="list-style-type: none"> • Absence of ramps for wheelchairs • Unclean toilets • High ticket-prices
(b)	<ul style="list-style-type: none"> • Unsuitable visiting timings • Tourist guides untrained in sign language • Lack of braille-script tourist pamphlets
(c)	<ul style="list-style-type: none"> • Absence of ramps for wheelchairs • Tourist guides untrained in sign language • Lack of braille-script tourist pamphlets
(d)	<ul style="list-style-type: none"> • Unclean toilets • High ticket-prices • Unsuitable visiting timings

Ans : (c)

iv Debashree shares some suggestions in her letter, to address the issue.

Select the option that helps her complete these

suggestions, appropriately.

In my opinion, the media can play a pivotal role in transforming people's (i)_____. Also, (ii)_____ against negligence to the needs of the differently-abled, at the tourist spots, shall go a long way in bringing about a positive change.

- (a) (i) beliefs and traditions (ii) composing songs
- (b) (i) perceptions and attitudes (ii) cautioning the authorities
- (c) (i) preferences (ii) protesting
- (d) (i) interactions (ii) keeping minimum interference

Ans : (b) (i) perceptions and attitudes (ii) cautioning the authorities

v Select the option that correctly justifies the choice of the concluding portion of this letter.

1. I accept the authorities to take actions on this issue. Please post my thoughts in your newspaper.
 2. I hope my views get published in the columns of your newspaper so that this issue may garner more public support and awareness.
- (a) Yes, to Option 1 because of the authoritative tone.
 - (b) No, to Option 1 because of the informal tone.
 - (c) Yes, to Option 2 because of the tone of polite expectation.
 - (d) No, to Option 2 because of the certainty in the tone.

Ans : (c) Yes, to Option 2 because of the tone of polite expectation.

vi Select the option that completes the concluding line appropriately.

- I hope that my letter will _____
- (a) help spread awareness about the issue.
 - (b) lead to action against all authorities responsible, at tourist spots.
 - (c) improve circulation of the national daily.
 - (d) result in positive reviews by the readers.

Ans : (a) help spread awareness about the issue.

2. You discover that the medicines you bought from the nearby medical stores were sold after their due date of expiry. You are writing a letter of complaint to the Food and Drugs authority, Government of Jharkhand:

Sunita Lal,
14, R.K. road,
Ranchi, Jharkhand.
30th March, 2018

(i)_____
Food and Drugs Authority,
Ranchi, Jharkhand

Subject: (ii) _____

Respected Sir/Madam,

From the past three days, I have been suffering from mild fever. I visited my family doctor Dr. Gupta who prescribed me a few medicines. I purchased the given medicines from (iii) '_____' which is situated next to Rambhavan Hotel on R.K. road, Ranchi.

I took the medicines home and in the afternoon was about to take my first dose, when I checked the medicines. I was shocked to see the expiry date on the medicines as 15th January, 2018. They had been expired for almost two and a half month. The shopkeeper (iv) _____ to accept his fault and such behaviour of his, to my belief, is unacceptable.

Thus, I request you to bring this matter to notice as consumption of expired products can (v) _____.

This is a matter of (vi) _____ and I request you to inspect the whole store as early as possible.

Looking forward to your positive reply.

Kind Regards,

Sunita Lal

Complete the letter by choosing the most appropriate option:

- i** (a) The Health Commissioner,
(b) The President
(c) The Editor
(d) The Municipal Commissioner

Ans : (a) The Health Commissioner,

- ii** (a) Selling of expried products
(b) Selling of defective products
(c) Selling of products with expired dates.
(d) None of these

Ans : (c) Selling of products with expired dates.

- iii** (a) Shyam Kirana Store
(b) Mediplus medical store
(c) Maharaja Textiles
(d) Shiv Hardware and Sanitary

Ans : (b) Mediplus medical store

- iv** (a) denied
(b) agreed
(c) hesitated
(d) Scolded

Ans : (a) denied

- v** (a) improve health of people
(b) give good profits to the medicine seller
(c) cause serious damage to the health of people
(d) None of these

Ans : (c) cause serious damage to the health of people

- vi** (a) grave importance
(b) wide scope
(c) fact
(d) discomfort

Ans : (a) grave importance

3. Pawan/Pooja Awasthi reads the news item on the next page in the 'Daily Times' about the increasing number of crimes committed by teenagers.

Teen Crimes Stun City!

The last few months have witnessed a spate of crimes committed by school children, including thefts and kidnappings. The recent cases have revealed that it's either greed or uncontrollable anger/frustration that leads to crimes. The driving thought that some youngsters today have is, 'If he has it, why can't I?', for others, 'it's to maintain lifestyle or just to show off,' avers Nihal Nair (13 years) of Victoria High School. Anger has engulfed teenagers. I'- There is a lot of frustration because of unrealistic parental expectations and societal demands as well.

Here is given the letter to the editor of "Daily Times" from Pawan/Pooja expressing his/her views on the above news:

K 911, Hemkunt Towers

Kochi

20 June, 20XX

(i) _____

(ii) _____

Nandagiri

Thiruvananthapuram

Subject: (iii) _____

Sir,

This is with reference to a report recently published in the Daily Times regarding the (iv) _____ which is a matter of (v) _____. The recent cases have revealed that the teenagers are (vi) _____. Youngsters today also have an 'If he has it, why can't I?' attitude and want to (vii) _____. There's a lot of frustration because of (viii) _____.

Isn't it time society woke up, and took notice of the situation? It should be made mandatory for schools and colleges to have counsellors (ix) _____. Moreover, yoga and meditation (x) _____ in order to relax their rhinds so that teenagers lose their anger and frustration.

(xi) _____

(xii) _____

Complete the letter by choosing the most appropriate option:

- i** (a) The Editor
(b) The Doctor
(c) The Minister
(d) The Scientist

Ans : (a) The Editor

- ii** (a) Daily Times
(b) Hindustan Times
(c) The Indian Express
(d) The Hindu

Ans : (a) Daily Times

- iii** (a) Increasing anxiety among children
 (b) Increasing crime among children
 (c) Increasing jealousy among children
 (d) Increasing competition among children
Ans : (b) Increasing crime among children

- iv** (a) noise pollution in the city
 (b) quarrels between school students
 (c) recent spate of crimes committed by school children, including thefts and kidnappings
 (d) None of these
Ans : (c) recent spate of crimes committed by school children, including thefts and kidnappings

- v** (a) grave concern
 (b) fact
 (c) discussion
 (d) importance
Ans : (a) grave concern

- vi** (a) driven by unethical means
 (b) driven by greed or uncontrollable anger
 (c) consuming drugs
 (d) None of these
Ans : (b) driven by greed or uncontrollable anger

- vii** (a) just play
 (b) express their views
 (c) just sleep
 (d) just show off
Ans : (d) just show off

- viii** (a) their parental behaviour
 (b) unrealistic parental expectations and societal demands
 (c) realistic parental expectations and societal demands
 (d) None of these
Ans : (b) unrealistic parental expectations and societal demands

- ix** (a) with whom students can play
 (b) with whom students can eat tasty dishes
 (c) with whom students can discuss their problems
 (d) None of these
Ans : (c) with whom students can discuss their problems

- x** (a) courses should be started in schools
 (b) extra classes should be started in schools
 (c) sports competition should be started in schools
 (d) None of these
Ans : (a) courses should be started in schools

- xi** (a) Your faith
 (b) You faithfully
 (c) Your faithfully
 (d) Yours faithfully
Ans : (d) Yours faithfully

- xii** (a) Aman/Anu Prajapati
 (b) Pawan/Pooja Awasthi
 (c) Rohit/Radhika Sharma
 (d) Kamal/Kavita Mathur
Ans : (b) Pawan/Pooja Awasthi

4. You are Raman/ Priya a resident of 404, Indrapuram, Ghaziabad (U.P). Residents of your sector are worried and in trouble due to the open manholes for they leads to deadly accidents. Writing a letter to the Editor of The National Daily, Ghaziabad highlighting the issues and suggesting ways to sort out the problem.

Answer the following questions on the basis of information given above.

- i** Which of the following is the correct sender's address?

- (a) The Editor, The Hindustan Times, Ghaziabad
 (b) 404, Indrapuram, Ghaziabad (U.P)
 (c) Neither a nor b
 (d) Only a

Ans : (b) 404, Indrapuram, Ghaziabad (U.P)

- ii** Select the appropriate Subject?

- (a) Benefits of open manholes
 (b) Problem of open manholes
 (c) Request for opening of manholes
 (d) None of these

Ans : (b) Problem of open manholes

- iii** Which one of the following is the most suitable salutation for this letter?

- (a) Dear editor
 (b) Dear and lovable sir
 (c) Dear sir
 (d) None of these

Ans : (d) None of these

- iv** How will you sign off this letter?

- (a) With regards, Raman/Priya
 (b) With love, Raman/Priya
 (c) A concerned citizen, Raman/Priya
 (d) Yours faithfully, Raman/Priya

Ans : (a) With regards, Raman/Priya

- v** Which of the following way would you suggest him to solve the problem?

- (a) To deploy policemen at the manholes
 (b) To cover all manholes with newspapers
 (c) To cover all manholes with plastics
 (d) None of these

Ans : (d) None of these

- vi** Select the option that lists the most accurate

opening for this letter?

- (a) Through the column of your esteemed newspaper ...
- (b) With reference to your advertisement in The Times of India ...
- (c) This is to enquire about the school fee ...
- (d) None of these

Ans : (a) Through the column of your esteemed newspaper ...

vii Select the option with the information points to be included in the body of this letter.

- (a) Opinion about Indo-Afghan relations
- (b) Resolution of open manholes
- (c) Reasons for the open manholes
- (d) Both a and c

Ans : (d) Both a and c

5. Jamuna Nagar is a thickly populated, locality inhabited mainly by working-class people. Unfortunately, there is no milk booth in the locality. Here is given the letter to the editor of a local daily drawing the attention of the authorities to the problem faced by the people, requesting them to open a milk booth. You are Sanjay/Suhana, 4, Jamuna Nagar, Mumbai.

Suhana

4, Jamuna Nagar

Mumbai

Date : 15th March, 20XX

The Editor

Hindustan News

Mumbai

Subject : (i) _____

Respected Sir/Madam

I am Suhana, a resident of Jamuna Nagar. I am writing to you in order to (ii) _____ in my locality. Jamuna Nagar has a huge population that comprises daily wagers. Still the area does not have a milk booth. The residents (iii) _____ as they have to walk upto 10 kilometres every morning to (iv) _____. This has also led to black marketing. The people of the area are getting harassed.

As the situation is serious, I request you to highlight it through your newspaper so that the (v) _____ towards it and do the needful.

Thanking You

Yours sincerely,

Suhana

Complete the letter by choosing the most appropriate option:

- i** (a) Regarding milk booth
- (b) To open milk booth
- (c) Absence of milk booth in Jamuna Nagar
- (d) No milk booth in locality

Ans : (c) Absence of milk booth in Jamuna Nagar

- ii** (a) open a milk booth
- (b) make you aware about the opening of milk booth
- (c) Raise the issue of the absence of a milk booth
- (d) establish milk booth

Ans : (c) Raise the issue of the absence of a milk booth

- iii** (a) become worried
- (b) get tired
- (c) face many problems
- (d) suffer with

Ans : (c) face many problems

- iv** (a) get their daily stock of milk and milk products
- (b) purchase milk
- (c) arrange for milk products
- (d) provide milk and milk products

Ans : (a) get their daily stock of milk and milk products

- v** (a) people become sensitive
- (b) authorities can know about
- (c) people look into the matter
- (d) authorities are sensitized

Ans : (d) authorities are sensitized

6. You are Tanu/Tarun, a resident Jagannath colony, Bhubaneswar, Odisha. You have noticed that some residents of your colony are repeatedly flouting quarantine rules laid out during the outbreak of the COVID-19 pandemic.

Here is given the letter to the SHO of the local Police Station, drawing attention towards the same and explaining how such acts impact the health of the community and request immediate intervention and strict action.

Jagannath Colony

Bhubaneswar

Odisha

10 October, 20XX

(i) _____

(ii) _____

Bhubaneswar

Odisha

Subject : Requesting action against flouters of quarantine rules.

Sir,

I am a resident of Jagannath Colony and I am writing this letter to draw your attention towards the complaint about some residents (iii) _____.

This is really disappointing that in spite of the constant alarming notices, the rules have fallen on deaf ears. This is the non-compliance of rules by those resident (iv) _____ and are disregarding the rules of social distancing. They roam about almost everywhere without the use of masks.

They are so ignorant towards the fact that they are

putting everyone's life at risk through their casual behaviour. This has aggravated mental stress and fear in the residents of the colony. In spite of following all the precautionary measures at the personal level the residents live under the (v) _____ apparently. We have put our concern in front of our Resident welfare Association, however, it is not taking (vi) _____. So we are knocking your doors for the assistance to take the immediate action regarding our concern.

On behalf of the entire society. I request you to look into the matter at the earliest to prevent the hazards of COVID-19. I hope for a prompt action.

Thanking You

Yours faithfully.

Tanu

Complete the letter by choosing the most appropriate option:

- i** (a) The District Head
(b) The Police Officer
(c) The SHO
(d) The Officer Incharge
Ans : (c) The SHO
- ii** (a) Satya Nagar Colony
(b) Jamnagar Police Station
(c) Local Police Station
(d) Jagannath Colony Police Station
Ans : (d) Jagannath Colony Police Station
- iii** (a) do not wear mask and also not maintain social distancing.
(b) who are not getting medical facilities.
(c) who are not following the quarantine rules.
(d) against COVID-19 pandemic.
Ans : (c) who are not following the quarantine rules.
- iv** (a) who follow quarantine rules
(b) show casual behaviour
(c) who do not wear mask
(d) who are not staying indoors at all
Ans : (d) who are not staying indoors at all
- v** (a) risk of infection
(b) infection through contaminated people
(c) fear of being at risk
(d) constant threat of getting infected
Ans : (d) constant threat of getting infected
- vi** (a) any step to check such behaviour
(b) any proper step
(c) any step to check such behaviour
(d) Legal action
Ans : (c) any step to check such behaviour

7. You are Amit/Anita, a resident of 34, G.T. Road, Karnal. You have recently been transferred to Ambala. You have shifted your furniture and other household items using the services of Sharma

Transport Company. You found that some of your furniture has been damaged while being moved. Here is given the letter to The Manager, Sharma Transport Company, Model Town, Karnal, complaining about the same and demanding compensation for the damaged goods.

34, G.T. Road,

(i) _____
15 March, 20XX

The Manager

(ii) _____
Model Town,

Karnal

Subject : (iii) _____

Sir/Madam,

I had availed the services of your transport company to (iv) _____ from Karnal to Ambala. The booking was on 8 March, 20XX and the Receipt No. is BR 2001. I had paid the fare through heque No. 675001.

At the time of booking. I had voiced my concern regarding the safety of my furniture. You assured me that the driver and the attendants are experienced in transporting household items and that they would arrange them in such a manner that (v) _____.

You also said that if there is any damage then you will compensate for the same. When we took delivery of our items, we found that the sofa and the dining table had been completely broken. You can also come and check the same. I demand a compensation of Fifty Thousand Rupees. Please dispense off at the earliest or I will be forced to take legal action.

Yours sincerely.

Amit

Complete the letter by choosing the most appropriate option:

- i** (a) Jodhpur
(b) Karnal
(c) Ambala
(d) Jaipur
Ans : (b) Karnal
- ii** (a) Jain Transport
(b) Sharma Transport Company
(c) Agrasen Tourist and Travels.
(d) Agrasen Tourism Company
Ans : (b) Sharma Transport Company
- iii** (a) Complaint for improper services
(b) Shifting furniture and other household items
(c) Demanding compensation for damaged goods
(d) Complaint about the damaged furniture
Ans : (d) Complaint about the damaged furniture

- iv (a) shift my furniture and other household items
(b) shift
(c) move
(d) get my furniture transferred
Ans : (a) shift my furniture and other household items
- v (a) they will be transferred safely
(b) they would have no problem
(c) they would go properly
(d) they will reach their destination safely
Ans : (d) they will reach their destination safely

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8. You are Babita/Bhanu of A-48, Shastri Nagar, Delhi. You had bought an electric chimney from M/s G.D. Electrical World, Janpath Market, Delhi. The chimney is not working properly and is making a lot of noise within 7 days of its purchase. Here is given a letter of complaint to the Manager of G.D. Electrical World, complaining about the same and asking for replacement.
- (i) _____
Delhi
23 October, 20XX
The Manager
- (ii) _____
Janpath Market
Delhi
- Subject :** Complaint about Defective Electric Chimney
Sir/Madam
I (iii) _____ from your shop last week, vide invoice No. 8052 dated 17 October, 20XX
However, the product is giving me a number of problems and I would like to complain about the same. One of the switches of the chimney is not working and it also (iv) _____.
I am unable to use it regularly.
Under these circumstances. I would request you to (v) _____ since it is well within the guarantee period.
Hoping to receive a positive response from you.
Yours sincerely,
Babita
- Complete the letter by choosing the most appropriate option:**
- i (a) Ram Nagar
(b) Hazratgani
(c) Gomti Nagar
(d) A-48, Shastri Nagar
Ans : (d) A-48, Shastri Nagar
- ii (a) Chimney Shop
(b) M/s G.D. Electrical World
(c) Ranjan Electrics
(d) Electric World
Ans : (b) M/s G.D. Electrical World
- iii (a) bought an electric chimney
(b) bought an electric bulb
(c) purchased an LED bulb
(d) bought an electronic watch
Ans : (a) bought an electric chimney
- iv (a) making a noise
(b) sounds poorly
(c) makes an unbearable noise
(d) is unusable
Ans : (c) makes an unbearable noise
- v (a) repair it properly
(b) change it
(c) replace the defective chimney
(d) be replaced the defective chimney
Ans : (c) replace the defective chimney
9. A formal letter should be _____ to have the desired effect on the recipient.
- (a) in proper format
(b) grammatically correct
(c) relevant
(d) All of these
Ans : (d) All of these
10. How to end the main body of a formal letter?
- (a) by telling the recipient what he should be doing next
(b) By showing love
(c) By discussing weather
(d) None of these
Ans : (a) by telling the recipient what he should be doing next
11. What would you write in the opening part of a formal letter?
- (a) Asking about health
(b) Asking about family
(c) Informing about purpose or writing the letter
(d) None of these
Ans : (c) Informing about purpose or writing the letter
12. The key point to a formal letter is written in which

part of a formal letter?

- (a) Introduction
- (b) Heading
- (c) Subject
- (d) Body

Ans : (d) Body

13. What is the accurate representation to show the purpose of a letter?

- (a) Please Note : Formal Notice
- (b) Attention : Formal Notice
- (c) Subject : Formal Notice
- (d) Announcement : Formal Notice

Ans : (c) Subject : Formal Notice

14. Which of the following is a characteristic of the block format of a formal letter?

- (a) There is no indentation
- (b) Use of punctuation marks is dispensed within the block format
- (c) Each block begins with margin on left hand side
- (d) All of these

Ans : (d) All of these

15. What is the correct way to write the subscription in a formal letter??

- (a) Yours truly
- (b) Your truly
- (c) You truly
- (d) None of these

Ans : (a) Yours truly

16. What is written on the top of editor's letter on the left side?

- (a) Salutation
- (b) Yours truly
- (c) Subject
- (d) Sender's address

Ans : (d) Sender's address

17. Which of these is the right format of writing the date in all the formal letters?

- (a) 21/11/2020
- (b) 21-11-2020
- (c) November 21, 2020
- (d) None of these

Ans : (c) November 21, 2020

18. The subject of letter to editor should be _____?

- (a) Long
- (b) Irrelevant
- (c) Brief and relevant
- (d) None of these

Ans : (c) Brief and relevant

19. Which of the following statements is incorrect about letter to editor?

- (a) Must be in formal language
- (b) Must be complete in all respects
- (c) Must be relevant information
- (d) Must be informal

Ans : (d) Must be informal

20. What is the motive of writing a letter to the editor?

- (a) To ask him to take action
- (b) To order him
- (c) To request him to give some space to your views in his column
- (d) None of these

Ans : (c) To request him to give some space to your views in his column

21. Which of the following is not a part of a letter to editor?

- (a) Date
- (b) Subject
- (c) Salutation
- (d) Photo

Ans : (d) Photo

22. Which of the following are the features of a letter to editor?

- (a) Stick to the point
- (b) Formal language
- (c) Relevant content
- (d) All of these

Ans : (d) All of these

23. Letter to the editor are written to

- (a) newspaper
- (b) school
- (c) college
- (d) club

Ans : (a) newspaper

24. Letter of complaint comes in the category of

- (a) formal letter
- (b) informal letter
- (c) demi-official letter
- (d) none of these

Ans : (a) formal letter

25. Letters to the editor are included in

- (a) sports page
- (b) last page
- (c) editorial page
- (d) local page

Ans : (c) editorial page

26. What is written on the top of a Business Letter on

- the left side?
 (a) Sender's address
 (b) Receiver's address
 (c) Date
 (d) Salutation
Ans : (a) Sender's address
27. What is written below sender's address in a Business letter?
 (a) Date
 (b) Receiver's address
 (c) Subject
 (d) Salutation
Ans : (a) Date
28. The subject of Business Letter should be _____.
 (a) As long as possible
 (b) Brief, Clear and Relevant
 (c) Stretched and Irrelevant
 (d) None of these
Ans : (b) Brief, Clear and Relevant
29. Where is Receiver's address written a Business or Official letter?
 (a) On the top of the letter
 (b) Just above the date
 (c) Just below the date
 (d) On the bottom of the letter
Ans : (c) Just below the date
30. What should be the tone of a writer while writing a Complaint Letter?
 (a) Arrogant
 (b) Humble
 (c) Ungrateful
 (d) Superstitious
Ans : (b) Humble
31. What is the chief purpose of writing a Complaint Letter?
 (a) To file a complaint against antisocial elements, faulty product or poor service being provided
 (b) To file a complaint against the politics happening in the country
 (c) To file a complaint against those who are working according to your policies
 (d) None of these
Ans : (a) To file a complaint against antisocial elements, faulty product or poor service being provided
32. How much space should be taken to write sender's address in a Complaint Letter?
 (a) 1-3 Lines
 (b) 4-6 lines
 (c) One Line
 (d) None of these
Ans : (a) 1-3 Lines
33. What does a letter to editor highlight?
 (a) Societal issues
 (b) Personal problem
 (c) Grudges with family members
 (d) Professional conflicts
Ans : (a) Societal issues
34. Which of the following is the correct receiver's address from the following
 (a) To, The Editor, The Hindustan Times
 (b) The Editor, Hindustan Times
 (c) The Editor, The Hindustan Times
 (d) None of these
Ans : (c) The Editor, The Hindustan Times
35. Why do we write a letter to the editor?
 (a) To comment on news/articles
 (b) To complain
 (c) To express views on societal issues
 (d) All of these
Ans : (d) All of these
36. What should be written if sender's address is not given in the question/heading of a letter to editor?
 (a) Any address you know
 (b) Address of the school
 (c) XYZ, Examination Hall
 (d) None of these
Ans : (c) XYZ, Examination Hall
37. What are parameters of measuring a good letter written to editor?
 (a) Grammatical Accuracy
 (b) Suggestions to sort out the problem
 (c) Request to editor to publish the views
 (d) All of these
Ans : (d) All of these
38. Which of the following is the correct subject in a letter to editor?
 (a) Nuisance Created by Stray Animals
 (b) Nuisance Created by Street kids
 (c) Nuisance created by Family Members
 (d) None of these
Ans : (a) Nuisance Created by Stray Animals

39. The writer's address is placed at the top left corner.
 (a) False
 (b) May or may not be true
 (c) True
 (d) Not sure
Ans : (c) True
40. _____ letters are sent to people whom we don't know on a personal level.
 (a) Formal
 (b) Reference
 (c) Chain
 (d) Informal
Ans : (a) Formal
41. Where should the name of the firm be mentioned?
 (a) Above the address of writer
 (b) On the last page of letter
 (c) Right of the page
 (d) Below the date
Ans : (d) Below the date
42. Which of these is used as a form of greeting for business people?
 (a) Dear Mr. Patel
 (b) Dear Sir
 (c) Dear Father
 (d) Dear Nitin
Ans : (b) Dear Sir
43. Which of the following statements is incorrect?
 (a) A letter must be properly punctuated.
 (b) A letter must be complete in all respects.
 (c) A letter must be written in legible handwriting.
 (d) A letter must be written in one single paragraph.
Ans : (d) A letter must be written in one single paragraph.
44. Which of these is an example of courteous leave taking?
 (a) Yours sincerely
 (b) Sincerely
 (c) Your sincerely
 (d) Your's sincerely
Ans : (a) Yours sincerely
45. Where should the signature of the writer be placed?
 (a) Below the courteous leave taking
 (b) Above the courteous leave taking
 (c) On the envelope
 (d) Next to the courteous leave taking
Ans : (a) Below the courteous leave taking
46. What is the information endorsed on the envelope?
 (a) Address
 (b) Name
 (c) Name and date
 (d) Name and address
Ans : (d) Name and address
47. In a formal letter, receiver's address includes:
 (a) Receiver's name
 (b) Sender's address
 (c) Sir/Madam
 (d) Date
Ans : (a) Receiver's name
48. A formal letter should be _____ to have the desired effect on the recipient.
 (a) To the point and relevant
 (b) In the proper format
 (c) Grammatically correct
 (d) All of the above
Ans : (d) All of the above
49. Suppose we didn't know the recipient's name, how we can close and end the letter?
 (a) Yours faithfully
 (b) Affectionately yours
 (c) Your's sincerely
 (d) None of these
Ans : (a) Yours faithfully
50. How will you end the main body of a formal letter?
 (a) By discussing the weather in your city
 (b) By showing your love for the recipient
 (c) By telling the recipient what he should be doing next
 (d) By discussing the weather in the recipient's city
Ans : (c) By telling the recipient what he should be doing next
51. What would you say in the opening part of a formal letter?
 (a) Discussing the recipient if he is hale and hearty
 (b) Discussing how good the weather is in your city
 (c) Ask how good the weather is in the recipient's city
 (d) Inform the recipient why you are writing the letter
Ans : (d) Inform the recipient why you are writing the letter
52. When you are writing a formal letter, what

information might you need?

- (a) Dates
- (b) Names
- (c) Contact details
- (d) All of these

Ans : (d) All of these

53. When writing a formal letter, you think about who you are writing to. What else is important?

- (a) Why you are writing
- (b) What you want the reader to do
- (c) What you need to tell the reader
- (d) All of the above

Ans : (d) All of the above

54. Why does it help to plan a letter?

- (a) You can decide how to order all the points in your letter
- (b) You can make a list of all the points you want to include
- (c) Both a and b.
- (d) None of the above

Ans : (b) You can make a list of all the points you want to include

55. When you are writing a formal letter to a company, what information do you include?

- (a) Your date of birth
- (b) Only company's address
- (c) Your address
- (d) Both your address and the company's address

Ans : (d) Both your address and the company's address

56. What should be avoided while writing a formal letter?

- (a) I'd
- (b) I won't
- (c) I'll
- (d) All of these

Ans : (d) All of these

57. Which is the vital part of the letter which is as good as wishing the person?

- (a) Reference
- (b) Subject
- (c) Enclosure
- (d) Salutation

Ans : (d) Salutation

58. Which of the following are the characteristics of

letter to the editor?

- (a) Be concise and clear
- (b) Give your full name and address. Use pseudonym if you do not want the newspaper to publish your name
- (c) Stick to the point
- (d) All of the above

Ans : (d) All of the above

59. It is my humble request to the authorities concerned to issue a certificate of verification of the domestic help and ask their neighbours to set up a neighbourhood watch where everyone can look out for the safety of each other especially the older people. I hope my concern will reach the ears of the concerned authorities through your newspaper.

The given part of the letter is a type of :

- (a) business letter
- (b) official letter
- (c) letter to editor
- (d) complaint letter

Ans : (c) letter to editor

60. "Illegal parking of heavy commercial vehicles causing a nuisance to the residents of localities" is a topic associated with _____.

- (a) official letter
- (b) letter to editor
- (c) business letter
- (d) None of these

Ans : (b) letter to editor

61. Naveen is the editor for the school newspaper, and he just received the advice column from one of the journalists. The title of the column is 'Writing the Perfect Paper'. He begin reading the column and come across this baffling sentence in the first paragraph:

The worst thing you can do in an academic paper is insult your professor. Be sure to make corrections to your paper and always tip your waiter!

What is the problem with this sentence?

- (a) The journalist's statement is a generalisation and it cannot be proven true.
- (b) The thesis is inconsistent with the subject of the column.
- (c) Continuity i.e. the journalist's sentences are not related to one another.
- (d) Sentence has a good thesis and it captures the reader's attention.

Ans : (c) Continuity i.e. the journalist's sentences are not related to one another.

62. A few lines of letter are mentioned here:

"Through the columns of your esteemed newspaper, I would like to highlight the burning issue of women's education scenario today in India, leading to their

status in the family, society and the nation as a whole.”

These lines are a part of _____.

- (a) letter to editor
- (b) letter of complaint (business)
- (c) business letter
- (d) letter of complaint (official)

Ans : (a) letter to editor

63. Samerth Charitable Trust organised a week-long book fair at SMS Stadium, Jaipur. You visited the fair and bought a few books. You were pleased with the arrangements, enthusiasm of the visitors and the fact that books have not yet lost their relevance in the world of the Internet.

To Whom will you write this letter?

- (a) News channel
- (b) Editor of newspaper
- (c) Business organisation
- (d) Letter of complaint to concerned authority

Ans : (b) Editor of newspaper

64. You are going to write a letter about rash and reckless driving by the people in your city suggesting preventive measures. To whom will you write this letter?

- (a) Concerned authority
- (b) News channel
- (c) Business organisation
- (d) Editor of newspaper

Ans : (d) Editor of newspaper

65. You are writing a letter to the editor of Times of India for a public movement to clean the Ganga river. Where would you suggest the need for installing water treatment plant to clean the river?

- (a) After introducing yourself and the purpose
- (b) In paragraph 3 of the body
- (c) In paragraph 2 where details of topic are mentioned
- (d) In the subject of the letter

Ans : (b) In paragraph 3 of the body

66. In business letters, which of the following statement is True (T) or False (F)?

1. Signature is placed above the complimentary close.
2. Salutation is written after the address.

- (a) T,F
- (b) F,T
- (c) T,T
- (d) F,F

Ans : (b) F,T

67. Ganpati Enclave
223, Central Spine

Jaipur

Identify the part of the business letter given above.

- (a) Recipient's address
- (b) Body
- (c) Heading
- (d) Signature line

Ans : (a) Recipient's address

68. “Dear Mrs. Sharma,” is a proper salutation for a business letter.

The sentence given above is :

- (a) Not sure
- (b) True
- (c) May or may not be true
- (d) False

Ans : (d) False

69. “Dear Mr. Ramesh,” is an example of a _____.

- (a) Complimentary closing
- (b) Subject line
- (c) Greeting
- (d) Salutation

Ans : (d) Salutation

70. “Sincerely” is an example of a _____.

- (a) Complimentary closing
- (b) Complimentary line
- (c) Closing line
- (d) Signature line

Ans : (a) Complimentary closing

71. Which of these is not mentioned in a letter of complaint?

- (a) Features in the supply of goods
- (b) Shortcomings in the supply of goods
- (c) Problems in the supply of goods
- (d) Fault in the supply of goods

Ans : (a) Features in the supply of goods

72. If you are writing a complaint letter to your local council, what is the best way to end the letter?

- (a) Send someone round here now or else.
- (b) Waiting for your reply.
- (c) Hope all is well.
- (d) I look forward to hearing from you as soon as possible.

Ans : (d) I look forward to hearing from you as soon as possible.

73. If you are writing a letter of complaint to the Housing Department because your repair has not been dealt

with, What is the best way to start your letter?

- (a) I am writing to report a problem with my bathroom.
- (b) I would like to have this problem fixed.
- (c) I am sick of this council.
- (d) If you don't get someone out here quickly, I will call my MP.

Ans : (a) I am writing to report a problem with my bathroom.

74. To get the receiver of your letter to take action, you must _____.

- (a) threaten to tell their boss
- (b) state only facts and give suggestions for improvement
- (c) insult their names
- (d) use coarse and vulgar language

Ans : (b) state only facts and give suggestions for improvement

75. You may write a complaint letter in a situation where _____.

- (a) your meal was charged (and there was no refund).
- (b) your meal was overcharged (and there was no refund).
- (c) a teacher scolds you for not doing your homework.
- (d) you trip on the uneven grass while walking in the park.

Ans : (b) your meal was overcharged (and there was no refund).

76. When recounting a bad experience, we use _____ tense in our writing.

- (a) present
- (b) past
- (c) future
- (d) none of these

Ans : (b) past

77. What should be written in the third paragraph in the body of letter of complaint?

- (a) Required suggestions or solutions
- (b) Details about the complaint
- (c) Complimentary close
- (d) State the issue/problem

Ans : (a) Required suggestions or solutions

78. What is the difference between a letter of request and a complaint letter?

- (a) You must be more polite for a letter of request.
- (b) You can make spelling mistakes for a complaint letter.
- (c) You do not have to edit a complaint letter.
- (d) You need to provide more facts for a complaint letter to convince the reader.

Ans : (d) You need to provide more facts for a complaint letter to convince the reader.

79. In your opinion, what does a complaint letter not do for you?

- (a) Exchange your item
- (b) Get someone fired
- (c) Get a form of compensation (voucher)
- (d) Get you a refund

Ans : (b) Get someone fired

80. Which one of the options would get a reader to take your complaint seriously?

- (a) When you say that you are sorry.
- (b) Vivid (clear) descriptions of what happened.
- (c) When you show that you are on their side.
- (d) When your accusations are personal.

Ans : (c) When you show that you are on their side.

81. Why do we need to write complaint letters?

- (a) To provide feedback and see improvements.
- (b) To show that we sometimes can be wrong.
- (c) To show our care and concern.
- (d) To show that we are always in the right.

Ans : (a) To provide feedback and see improvements.

82. We write complaint letters in order to _____.

- (a) state our displeasure
- (b) vent our frustrations and feel better
- (c) calm ourselves down
- (d) change a situation for the better

Ans : (d) change a situation for the better

83. Most people do not like to read complaint letters because _____.

- (a) It is full of lies.
- (b) It is a personal attack on their company.
- (c) It highlights the weaknesses or shortcomings of their company.
- (d) It does not provide any accurate feedback.

Ans : (c) It highlights the weaknesses or shortcomings of their company.

84. The people who are most likely to receive complaint

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letter are _____.

- (a) salespeople
- (b) parents
- (c) teachers
- (d) managers and supervisors

Ans : (d) managers and supervisors

85. Complaint letter should be called as _____.

- (a) Claim letter
- (b) Inquiry letter
- (c) Persuasive letter
- (d) Sales letter

Ans : (a) Claim letter

86. _____ letter is the reply to complaint.

- (a) Collection
- (b) Sales
- (c) An inquiry
- (d) Adjustment

Ans : (d) Adjustment

87. When a person receives a message, it is their responsibility to provide the sender :

- (a) non-verbal clues
- (b) self concept
- (c) perception
- (d) feedback

Ans : (d) feedback

88. Which of the following should be included in a complaint letter?

- (a) Ask for a response within a reasonable time.
- (b) Include key dates.
- (c) Describe the problem and the outcome we want
- (d) All of the above

Ans : (d) All of the above

89. You are writing a complaint letter demanding compensation for the damaged furniture and other household items. Where should you write the details about complaint?

- (a) Before complimentary close.
- (b) Before designation and address of the receiver.
- (c) Between receiver's address and salutation.
- (d) After the address of the sender.

Ans : (c) Between receiver's address and salutation.

90. A part of a letter is given below:

"The music system worked properly for first seven days but it has not been functioning properly for the past two days. The sound breaks while the songs are being played and the system hangs multiple times. Coupled with this, the songs stop playing abruptly and require the system to be restarted. Since the music system is still in the warranty period of one

year, I wish to get it replaced at the earliest."

This letter is a type of :

- (a) complaint letter
- (b) official letter
- (c) business letter
- (d) letter to editor

Ans : (a) complaint letter

91. "I suggest you look into these matters carefully as they will help to improve your service and ensure a better experience for the customer. Moreover, it would be better if you could mention the correct information about the facilities, which you are willing to provide on the partner websites."

What do these lines of letter show?

- (a) Introduce the problem or issue
- (b) Summarise the main issue dealt with
- (c) Show relevant details about the topic
- (d) Provide solutions or suggestions to problem

Ans : (d) Provide solutions or suggestions to problem

92. A letter to the Manager, Sharma Furnitures, Delhi, mentioning about the poor quality of household furniture you recently purchased from them, is a kind of

- (a) letter to editor.
- (b) complaint letter.
- (c) letter of application.
- (d) business letter.

Ans : (b) complaint letter.

93. "You are Pulkit, a resident of Gandhi Colony, Jaipur. You have noticed that some residents of your colony are repeatedly floating quarantine rules laid out during the outbreak of the COVID-19 pandemic. You have decided to write a letter to the SHO of the local police station drawing attention towards the same."

What type of letter is this?

- (a) Letter to editor
- (b) Formal letter of enquiry
- (c) Complaint letter (business)
- (d) Complaint letter (official)

Ans : (d) Complaint letter (official)

94. "I appeal to the concerned officials to look into the matter and take necessary actions in this regard. I hope that the authorities would take stern action to regulate the prices so that empty pockets of the poor would not be exploited."

This part of letter provides :

- (a) suggestions or request to authorities.
- (b) important details of letter.
- (c) subject of the issue.
- (d) purpose of writing the letter.

Ans : (a) suggestions or request to authorities.

95. _____ is written to register a complaint regarding product or a service to the business houses.
- Letter of complaint
 - Letter of placing order
 - Informal letter
 - Letter to the editor
- Ans :** (a) Letter of complaint
96. Shiv bought a refrigerator one month ago from Bharat Electronics. It has developed certain problems regarding its functioning. Which of the following is the most appropriate subject to address the problem?
- Refrigerator not working
 - Complaint regarding bad quality product
 - Poor refrigerator bought from your showroom
 - Complaint regarding refrigerator vide invoice no. 313
- Ans :** (d) Complaint regarding washing machine vide invoice no. 313
97. As a proof of the details of the product bought by you, it is required to send the letter along with a copy of
- leaflet.
 - manual.
 - bill.
 - credit card.
- Ans :** (c) bill.
98. _____ are written to the officials or the concerned authorities for making complaints and bringing to their notice, the problems or issues that a person had witnessed or felt.
- Official letter
 - Job letter
 - Informal letter
 - Business letter
- Ans :** (a) Official letter
99. Manoj was shocked to see that in the casualty ward of a government hospital, the conditions were chaotic. Which of the following is the most appropriate subject to address the issue to the officers?
- Complaint regarding irresponsible staff
 - No staff on duty at the local hospital
 - Complaint regarding the chaotic conditions in the casualty ward
 - Complaint regarding poor service
- Ans :** (c) Complaint regarding the chaotic conditions in the casualty ward
100. What is the correct way to start the letter complaining about the poor sanitary conditions in your locality?
- I want to draw your eyes to the bad condition of the area
 - I want to complaint about the poor sanitary conditions
 - Please pay attention towards the poor sanitary conditions prevailing in our area
 - I want to draw your kind attention towards the poor sanitary conditions prevailing in our area
- Ans :** (d) I want to draw your kind attention towards the poor sanitary conditions prevailing in our area
101. Suresh is annoyed by the daily traffic jam in his area that happen due to a hospital placed there. He wants to write an official complaint letter for the same. Who would he writes the letter to?
- Commissioner of Police (traffic)
 - Police constable
 - School principal
 - The editor of a newspaper
- Ans :** (a) Commissioner of Police (traffic)
102. Who would you complaint about severe water problems in your locality?
- Local hospital
 - Commissioner of Police
 - Water municipality board
 - Swachh Bharat volunteers
- Ans :** (c) Water municipality board
103. "Respected Sir/madam" is known as
- salutation of the letter.
 - head of the letter.
 - signature of the letter.
 - body of the letter.
- Ans :** (a) salutation of the letter.
104. Which of the following is the most appropriate subject for expressing your concern to the related authorities over the monkey menace?
- monkey menace that needs immediate action
 - monkeys in the area need to be caged
 - help the locality to stay away from monkeys
 - save us from the monkey menace
- Ans :** (a) monkey menace that needs immediate action

CHAPTER 4

Tenses

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4.1 INTRODUCTION

The word **Tense** is a term of English grammar and refers to a form of the verb that indicates **time**. Time is a universal, non-linguistic concept with three divisions - Past, Present and Future; by tense we understand the correspondence between the form of the verb and our concept of time. When making a statement it is essential to indicate whether a situation exists now, existed in the past or is likely to exist in the future.

4.2 DEFINITION

Tense can be defined as follows :

A tense may be defined as that form of a verb which indicates the time and the state of an action or event.

4.3 KINDS OF TENSE

There are three main tenses corresponding to the three main divisions of time viz. Present, Past and Future.

1. Present tense

The present tense indicates that the action is done at the present time; as,

- The sun rises in the east.
- I do not know him.

2. Past tense

The past tense indicates that the action took place in the past; as,

- I went to Delhi last month.
- Mohan opened the door for me.

3. Future tense

The future tense indicates that the action will take place in the future; as,

- I shall go to Delhi tomorrow.

Each of these three tenses has subdivisions to show continuity or completeness of the action and the time. These subdivisions are:

1. Indefinite (Simple)
2. Continuous (imperfect)
3. Perfect
4. Perfect Continuous

Indefinite (Simple)

It denotes present, past or future time in its simplest form; as,

- I write
- I wrote
- I shall write.
- The action in present, past or future time is mentioned simply without anything being said about the completeness or incompleteness of the action.

Continuous (Imperfect)

It shows that the event (in present, past or future) is still continuing or not yet completed; as,

- I am writing.
- I was writing.
- I shall be writing.

Perfect

It denotes that the event (in present, past or future) is in a completed or perfect state- present, past or future; as,

- I have written.
- I had written.
- I shall have written.

Perfect Continuous

It combines the meanings of the two preceding forms, Perfect and Continuous; as,

- I have been writing.
- I had been writing.
- I shall have been writing.

4.4 PRESENT SIMPLE TENSE

Rule 1

This tense is used to express an action that takes or is actually taking place at the present time; as,

- He drives his car.

Rule 2

To express a habitual action; as,

- He drinks tea every morning.
- My watch keeps good time.

Rule 3

A universal truth; as,

- The sun rises in the east.

- Slow and steady wins the race.

Rule 4

In exclamatory sentences beginning with here and there to express what is actually taking place in the present

- Here comes the bus!
- There she goes!

Rule 5

In vivid narrative, as substitute for the simple past; as,

- Immediately the sultan hurries to his capital.
- Sohrab now rushes forward and deals a heavy blow to Rustam.

Rule 6

To express a future event that is part of a fixed timetable or fixed programme; as,

- The match starts at 9 o' clock.
- The train leaves at 5:20.

Rule 7

Discussing what happens in a book, play or film; as,

- In **Lagaan** Amir Khan plays a central character.

Rule 8

Simple present tense is also used to talk about a physical feeling that is affecting you or someone else; as,

- I feel heavy.
- His head aches.

But while physical perceptions such as hearing and seeing usually the modal **can** be is used; as,

- I can hear it.
- I can smell the food.

What is present, provided that present time is implied by the context; as,

- I understand what you say.

Rule 9

Used in Commentaries

While describing an event such as a sports match or a ceremony that is happening at the time; as,

- Prasad balls to Lara.
- Sachin takes a run.

Rule 10

Used in reporting

Reporting verb such as hear or tell we can report what someone said at some point in recent past by using simple present; as,

- I hear he is eating.

Rule 11

The simple present tense is often used with adverbs or adverb phrases such as; always, never, occasionally, often, sometimes, usually, every week, on Mondays, twice a year etc.; as,

- How often do you wash your hair?
- It rains in winter.

Or with time clauses expressing routine or habitual actions whenever and when (= whenever) are particularly useful; as,

- Whenever it rains the roof leaks.

Rule 12

It must be used instead of the present continuous with verbs which cannot be used in the continuous form, e.g.

Love, see, believe etc. So that we can say; as,

- I love you but not I am loving you.

Rule 13

It is used in conditional sentences; as,

- If I see Ann, I will ask her.
- Unless you take the brake off, the car won't move.

AFFIRMATIVE SENTENCES**Pattern**

He/She/It/singular noun + verb (Ist form) + s/es + ...
I/We/You/They/plural noun + verb (Ist form) + ...

- He reads a book daily.
- Geeta plays football in the evening.
- I read a book daily.
- They play football in the evening.

NEGATIVE SENTENCES**Pattern**

He/She/It/singular noun + does not + verb (Ist form) + ...
I/We/You/They/plural noun + do not + verb (Ist form) + ...

- He does not read a book.
- You do not play football.
- Tanu does not tell a lie.
- The boys do not go there.

INTERROGATIVE SENTENCES**Pattern**

Do + subject + verb (Ist form) + ... ?
Does + subject + verb (Ist form) + ... ?
Q.W. + do/does + subject + verb (Ist form) + ... ?

- Does he live in Alwar?
- Do you know Mohan?
- Where does Geeta go daily?
- Why do you come late?

INTERROGATIVE-NEGATIVE SENTENCE**Pattern**

Does + subject + not + verb (Ist form) + ... ?
Do + subject + not + verb (Ist form) + ... ?

- Do you not read your book daily?
- Does he not help the poor?
- Do they not love their country?

- Does Sohan not take bath daily?

4.5 PRESENT CONTINUOUS TENSE

Rule 1

This tense is used to express an action going on at the time of speaking; as,

- The boys are flying kites.
- I am doing my work.
- He is playing cricket.

Rule 2

This tense is used to express intention or likelihood. It refers to future time; as,

- I am going to Lucknow tomorrow. (Intention)
- Ramlal is going to die. (Likelihood)

Rule 3

This tense is also used for temporary action may not be actually happening at the time of speaking. It also some times expresses habit or custom; as,

- He is attending college very regularly. (Habit)
- I am reading William Shakespeare. (Temporary action)
- I am studying English novels these days.
- He is living in a rented house.
- Is she still modelling for Hindustan Lever?

Rule 4

This tense is used for fixed programme or plan of the nearest future; as,

- We are leaving for Mumbai tonight.
- Are you singing this evening.

AFFIRMATIVE SENTENCES

Pattern

Subject + is/am/are + verb (Ist form) + ing + O/A.

- Tanu and Gaurav are playing football.
- Mohan is reading a novel now.

NEGATIVE SENTENCES

Pattern

Subject + is/am/are + not + verb (Ist form) + ing + O/A.

- She is not going to college today.
- Children are not playing now.
- I am not cooking food.

INTERROGATIVE SENTENCES

Pattern

Is/am/are + subject + verb (Ist form) + ing + O/A.

Q.W. + is/am/are + subject + verb (Ist form) + ing + O/A.

- Is he living in Delhi these days?

- Are you going to see him today?

- Where is your brother reading nowadays?

- Why are the boys making a noise?

- The present continuous tense is not normally used with the following verbs:

1. **Verbs of senses (involuntary actions)** : feel, hear, see, smell also notice and observe.
2. **Verbs of expressing feelings and emotions** : admire, adore, appreciate, care for, desire, detest, dislike, fear, hate, like, loathe, love, mind, respect, value, want, with.
3. **Verbs of mental activity** : agree, appreciate, assume, believe, expect, feel, feel sure/certain forget know, mean, perceive, realize, recall, recognize, recollect, remember, see (understand), see through (have an opinion), trust (= believe/have confidence) in, understand.
Note : But the continuous can be used with appreciate meaning to increase in value.
4. **Verbs of possession** : belong, owe, own, possess, e.g., How much do I owe you?
5. The auxiliaries, except, be and have in certain uses.

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4.6 PRESENT PERFECT TENSE

Rule 1

This tense is used to express an action that has been completed just now; as,

- I have written the letter.

Rule 2

A past action which is still continuing; as,

- He has served me for 5 years.
- She has been ill since Monday.

Note the difference:

- He has served me for 5 years (He is still serving).
- He served me for 5 years (He is no longer in my service).

Rule 3

To suggest the decision made in the past is still of importance in the present; as,

- The government has cut university budgets, consequently the dean has increased the size of most classes.

Rule 4

To express past action without a definite time; as,

- I have read the paper.

Rule 5

To express an action done in a space of time not yet exhausted; as,

- It has rained all the week.

Rule 6

To express something whose consequences still remain; as,

- I have been ill.

Rule 7

It denotes an action completed at the time of speaking; as,

- She has worked all the sums.

AFFIRMATIVE SENTENCES**Pattern**

Subject + has/have + verb (IIIrd form) + O/A.

- She has finished the task.
- I have read this report.

NEGATIVE SENTENCES**Pattern**

Subject + has/have + not + verb (IIIrd form) + O/A.

- We have not met her so far.
- He has not learnt his lesson.

INTERROGATIVE SENTENCES**Pattern**

Has/have + Subject + verb (IIIrd form) + O/A.

Q.W. + has/have + Subject + verb (IIIrd form) + O/A.

- Has Gopal milked the cow?
- Have you ever seen a white elephant?
- Why has the boy not come here yet?
- Which books have you purchased?

ADVERBIALS

Just, already, yet, never, so far, lately, recently, etc.

4.7 PRESENT PERFECT CONTINUOUS TENSE**Rule 1**

This tense is used to refer to actions that began in past but are continuing to take place in the present and are expected to continue in the near future also; as,

- Tom has been working here since 1985.
- It has been raining here since yesterday.
- How long have you been working here?

Rule 2

This tense is used to refer to actions or situations that started in the past, Continued for sometime and have just stopped but have presented results; as,

- Your shoes are dirty. It seems you have been

walking in the fields.

- You look tired. Yes I have been working all day long.
- The gardener have been watering plants.
- The beggar has been crying.
- Why have her clothes been so wet?

4.7.1 Use of Since

Since is used for definite period of time/point of time:

1. Name of the days; as - Since Sunday/Monday.....
2. Name of the months; as - Since January/February.....
3. Name of the years; as - Since 1970/1980.....
4. Name of the parts of the day; as - Since morning/dawn/Sunset/Sunrise/dark/night/evening/afternoon.....
5. O' clock/am/pm; as - Since 4 o'clock, Since 8 pm, Since 7 am, Since 5:30 am etc.
6. Yesterday, last night, last week, last month, last year; as - Since last night, Since yesterday.
7. Name of the seasons; as - Since summer/winter/spring/autumn.....
8. Name of the festivals; as - Since Eid/Holi/Deepawali/Christmas etc.
9. Name of the events and stage of one's life; as- Since his arrival/departure/birth/marriage/death etc.

4.7.2 Use of For

For is used for indefinite/uncertain period of time (minutes, hours, seconds, days, weeks, months, year, decades, centuries); as,

- For three hours.
- For several minutes.
- For many weeks.
- For two months.
- For two years.

AFFIRMATIVE SENTENCES**Pattern**

Subject + has been/have been + verb (Ist form) + ing + O/A + since/for + time.

- She has been living in Mumbai since 1992.
- Children are playing cricket for two hours.

NEGATIVE SENTENCES**Pattern**

Subject + has not been/have not been + verb (Ist form) + ing + O/A + since/for + time.

- Mohan has not been reading in this school for two years.
- They have not been playing football since 2 PM.

INTERROGATIVE SENTENCES**Pattern**

Has/have + subject + been + verb (Ist form) + ing +

O/A + since/for + time.

Q.W. + has/have + subject + been + verb (Ist form) + ing + O/A + since/for + time.

- Have you been living in Alwar since 2006?
- What has Geeta been doing for five months?

4.8 PAST SIMPLE TENSE

Rule 1

This tense is used to express actions which occurred in the past; as,

- Hira Lal bought two cups of tea.
- I bought this shirt in Mumbai.
- His aunt came back from Dubai.

Rule 2

Expressing past habitual actions; as,

- I went to the Cathedral on Sundays.
- He played badminton in his childhood.
- He always came to meet me.
- I always carried my identity card with me.

Rule 3

Referring to situation related to past time; as,

- My uncle was seriously ill.
- It was night.
- I was helpless that day.
- He was absent from the class that day.

Rule 4

We use Simple Past or Present Perfect tense when adverbs of time, as - today, this morning, this month, this year, recently etc. are used; as,

- I saw him today. (Past Indefinite)
- I have seen him today. (Present Perfect)
- I saw this movie this week. (Past Indefinite)
- I have seen this movie this week. (Present Perfect)

Rule 5

We use Simple Past tense after - It is high time, It is about time, It is time etc.; as,

- It is high time we left for the Railway Station.

Rule 6

Past Indefinite is used for the action which continues; as,

- While the mother cooked, the children played.
- While my wife cooked, I watched T.V.

Rule 7

Past Indefinite is used in sentences expressing Past habitual actions where - always, never, seldom, often, rarely, Used to/would, once a day/week/month, daily, every day/week/month/year etc. are used; as,

- My father used to get up early in the morning.

- Salim would wait for his beloved friend for hours.
- My mother used to take care of me.

Rule 8

In conditional sentences, when **if clause** is used. It refers to present of future time; as,

- If you worked hard you might pass the examination.
- If he come on time, I would pay him his salary.

Rule 9

Simple past tense is used with supposition sentences beginning with - if, as if, as though, I wish, if only, we wish, He/She wishes etc.; as,

- I wish I were the Prime Minister of India.
- If I became the Mayor of Allahabad. I would solve all the Civic problems of the people.
- He talks to me as if he were my boss.

Rule 10

When there are two clauses in a sentence i.e. two kinds of actions are going on with the previous action Past Perfect tense is used and with the subsequent action Past Indefinite tense is used; as,

- The bus had departed before we reached the bus station.
- We reached the bus station after the bus had departed.

Rule 11

If some action is going on in Past time and in the mean time another action occurs, in such situation, we use Past Continuous tense for the action going on and Past Indefinite for the subsequent action; as,

- I was having my lunch when Rustam came.
- When I was reading a book, Paragi arrived.
- While I was planting a sapling, an insect bit me.

AFFIRMATIVE SENTENCES

Pattern

Subject + verb (IInd form) + O/A.

- He saw a lion in the forest.
- She wrote him a letter yesterday.

NEGATIVE SENTENCES

Pattern

Subject + did not + verb (Ist form)+ O/A.

- I did not meet him yesterday.
- She did not complete her work in time.

INTERROGATIVE SENTENCES

Pattern

Did + subject + verb (Ist form) + O/A?

Q.W. + did + subject + verb (Ist form) + O/A?

- Did you see a boy on the way?
- Why did you break the table?

4.9 PAST CONTINUOUS TENSE

Rule 1

Past Continuous tense expresses an action going on at some time in the past; as,

- When she came into my room, I was studying.
- He was looking ill yesterday.
- I was reading all afternoon.
- When he came to me I was talking to my wife.

Rule 2

Past Continuous tense is used to refer to an event that was in progress at the time something else happened; as,

- The boy fell down while he was running.
- She was sitting in a Cafe when I saw her.
- We were having coffee when the lights went out.

Rule 3

This tense is used to refer to repeated action in the past; as,

- He was always telling me to do things I did not want to do.

Rule 4

This tense is used to refer to an action that was intended to be done in the past but was not done; as,

- Shirmila walked away, just as I was going to speak to her.

Rule 5

Past Continuous tense is used when two actions are going on Simultaneously in the past; as,

- While Ramu was playing, I was doing my work.
- While my wife was cooking food, I was writing book.

Rule 6

We use this tense in the following senses; as,

- He was becoming richer and richer.
- It was getting darker and darker.
- Anita was growing more and more beautiful.

AFFIRMATIVE SENTENCES

Pattern

Subject + was/were + verb (Ist form) + ing + O/A.

- The lion was sleeping under a tree.
- Mother was cooking food when I reached home.
- Boys were playing while girls were reading.

NEGATIVE SENTENCES

Pattern

Subject + was/were + not + verb (Ist form) + ing + O/A.

- She was not reading her book when I saw her.
- The lion was not sleeping under the tree.

INTERROGATIVE SENTENCES

Pattern

Was/were + subject + verb (Ist form) + ing + O/A?

Q.W. + was/were + subject + verb (Ist form) + ing + O/A?

- Was he crying?
- Were the cattle grazing in your field?
- Were the police running after the thieves?
- Why was he disturbing you?
- Where were the boys going?
- What was she doing when you reached there?

ADVERBIALS

1. While, at that time.
2. At that moment, etc.

4.10 PAST PERFECT TENSE

Rule 1

Past Perfect is used wherever we wish to say that an action had been completed before another commenced. The past of the sentence expressing previous action is put into Past Perfect and the part of the sentence expressing subsequent action is put into Past Indefinite (Simple Past); as,

- The ship was sunk by storm which had suddenly sprung up.
- Monu had been ill for two days when the doctor was sent for.

Rule 2

Past Perfect tense is used after - I wish, He/She wishes, they wish, as though, as if etc. ; as,

- I wish I had been born in London.
- She talks to me as if she had come from the USA.

Rule 3

If some action was hoped in the past but was not completed, we use words like - hope, think, expect, mean, intend, want, suppose etc. In such situation both clauses of the sentence will be in Simple Past tense; as,

- I had wanted to meet him but unfortunately I fell ill.
- I had hoped that he would come to attend my party.

AFFIRMATIVE SENTENCES

Pattern

Subject + had + verb (IIIrd form) + O/A.

- She had seen the Taj Mahal.
- The patient had died before the doctor came.
- The Train had left before I reached the station.
- The peon rang the bell after we had reached school.

NEGATIVE SENTENCES**Pattern**

Subject + had not + verb (IIIrd verb) + O/A.

- I had not seen the Red Fort.
- She had not completed her homework.
- The patient had not died before the doctor came.
- The farmers had not ploughed their fields before it rained.

INTERROGATIVE SENTENCES**Pattern**

Had + subject + verb (IIIrd form) + O/A?

Q.W. + Had + subject + verb (IIIrd form) + O/A?

- Had you seen the Taj Mahal?
- Had you reached school before the bell rang?
- Why had he not finished his work before the teacher came?

ADVERBIALS

Before, after.

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4.11 PAST PERFECT CONTINUOUS TENSE

The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect.

Rule 1

When the action began before the time of speaking in the past and continued up to that time, or stopped just before it, we can often use either past perfect or past perfect continuous; as,

- It was now six and he was tired because he had worked since dawn.
- It was now six and he was tired because he had been working since dawn.

Rule 2

To denote an action that had been going on for sometime before another action took place in the past; as,

- I had been solving problems of mathematics for hours when you come.

Rule 3

To express a repeated action in the past perfect as a continuous action; as,

- He had been trying to phone her.

AFFIRMATIVE SENTENCES**Pattern**

Subject + had been + verb (ing) + object + since/for.

- We had been studying in this college since 1990.
- They had been teaching there for ten years.

NEGATIVE SENTENCES**Pattern**

Subject + had + not been + verb (ing) + object + since/for.

- He had not been working in this company for ten years.
- The washerman had not been washing clothes since 10 o' clock.

INTERROGATIVE SENTENCES**Pattern**

Had + subject + been + verb (ing) + object + since/for?

Q.W. + had + subject + been + verb (ing) + object + since/for?

- Had they been working in that company for twenty years?
- Where had he been teaching them for four months?

4.12 FUTURE SIMPLE TENSE**Rule 1**

It is used to talk about things which we cannot control. It expresses the future as fact. We use this tense to talk about what we think or believe will happen in the future; as,

- I think India will win the match.

Rule 2

It is used to express habitual action which will take place and which we cannot control; as,

- Spring will come again.

Rule 3

It is used with clauses of condition, time and purpose; as,

- If I do this exercise, it will help you.

Rule 4

With adverbials such as tomorrow, day after tomorrow, next week, next month, on coming Saturday, in 2010 etc.; as,

- She will do this practice next month.

Rule 5

It is used to express the speaker's opinion or assumption about the future, the tense is used with: think, know, hope, suppose, believe, expect, perhaps, probably, surely; as,

- I think he will play.

Rule 6

Verbs not normally used in the continuous tenses, e.g.

auxiliary verbs, verbs of the senses, of emotion, thinking, possessing etc usually express the future by the future simple, though **be going to** is sometime possible; as,

- He will be here at six.
- You will have time for tea.

Rule 7

It is used, chiefly in newspapers, news broadcasts, for formal announcement of future plans and for weather forecasts; as,

- The president will open the new heliport tomorrow.
- The fog will persist in all areas.

AFFIRMATIVE SENTENCES**Pattern**

Subject + will/shall + verb (Ist form) + object.

- I shall meet Dr. Verma tomorrow.
- He will do his work honestly.
- She will always obey her parents.
- Zeenat and Jannat will win the competition.

INTERROGATIVE SENTENCES**Pattern**

Will/Shall + subject + verb (Ist form) + object?

Q.W. + will/shall + subject + verb (Ist form) + object?

- Will you accept my advice?
- Will he attend the meeting on Sunday?
- Why will they do the work here?
- Who will come to meet you tomorrow?

INTERROGATIVE NEGATIVE SENTENCES**Pattern**

Will/Shall + subject + not + verb (Ist form) + object?

Q.W. + will/shall + subject + not + verb (Ist form) + object?

- Will you not take the examination this year?
- Why will they not celebrate Holi this year?

4.13 FUTURE CONTINUOUS TENSE**Rule 1**

It indicates an action that will be going on in the future. It is usually accompanied by another simultaneous action; as,

- I shall be sleeping when you will be going for a walk.

Rule 2

We use this tense to talk about actions in the future which are already planned or which are expected to happen in the normal course of things; as,

- I will be staying here till Sunday.

Note : With the future continuous we normally mention the future time (next Friday etc.).

Rule 3

This tense is used to indicate that a longer action in the future will be interrupted. The interruption is usually an action in the simple future; as,

- I will be sleeping when my sister arrives.

Rule 4

It is used to mention specific time as interruption; as,

- At midnight tonight, we will still be driving through the desert.

AFFIRMATIVE SENTENCES**Pattern**

Subject + will be/shall be + verb (ing) + object.

- I shall be seeing him next week.
- I shall be staying in this hotel tomorrow morning.
- They will be travelling at this time.
- The children will be doing their homework.

NEGATIVE SENTENCES**Pattern**

Subject + will/shall + not + be + verb (ing) + object.

- They will not be having food this time.
- I shall not be doing my work that day.
- The children will not be learning their lesson.
- The boatman will not be rowing this boat.

INTERROGATIVE SENTENCES**Pattern**

Will/Shall + subject + be + verb (ing) + object?

Q.W. + will/shall + subject + be + verb (ing) + object?

- Will you be coming here tomorrow?
- Who will be doing your work that day?
- How will you be doing this work?
- Will he be preparing for his examination there?

INTERROGATIVE NEGATIVE SENTENCES**Pattern**

Will/Shall + subject + not + be + verb (ing) + object?

Q.W. + will/shall + subject + not + be + verb (ing) + object?

- Will you not be playing ludo that time?
- Shall we not be having our food there?
- Why will they not be whitewashing the house today?
- Why will he not be talking to me.

4.14 FUTURE PERFECT TENSE**Rule 1**

It indicates an action which will be finished before a certain time in the future; as,

- I shall have come back from office before you

go out.

Rule 2

It is used to express the speaker's belief that something has taken place; as,

- You will have heard of Ashoka's victory.

Rule 3

Sometimes it is used to express a past possibility; as,

- She will have purchased a new sari.

AFFIRMATIVE SENTENCES**Pattern**

Subject + will/shall + have + verb (IIIrd form) + object.

- All the guests will have taken dinner.
- We shall have finished our work by then.
- Ramesh will have completed his studies by the time his father retires.

NEGATIVE SENTENCES**Pattern**

Subject + will not/shall not + have + verb (IIIrd form) + object.

- The thief will not have fled before the police reach there.
- We shall not have finished our game before father comes here.
- They will not have written the essay before the teacher comes.

INTERROGATIVE SENTENCES**Pattern**

Will/Shall + subject + have + verb (IIIrd form) + object?

Q. w. + will/shall + subject + have + verb (IIIrd form) + object?

- Will you have completed your course before the examination begin?
- Will they have reached the station before the train departs.
- How will they have reached the field before it starts raining.

INTERROGATIVE NEGATIVE SENTENCES**Pattern**

Will/Shall + subject + not + have + verb (IIIrd form) + object?

Q.W. + will/shall + subject + not + have + verb (IIIrd form) + object?

- Will you not have reached the office before 10 o' clock?
- Shall we not have eaten food before the guests come?
- Why will he not have finished his work before Monday?

4.15 FUTURE PERFECT CONTINUOUS TENSE**Rule 1**

The future perfect continuous tense is used for actions which will be in progress over a period of time that will end in the future; as,

- By next march we shall have been living here for four years.

Rule 2

We can use the future perfect continuous to emphasize how long something has been going on by a particular point in the future; as,

- On Saturday, we will have been living in this house for a year.

AFFIRMATIVE SENTENCES**Pattern**

Subject + will/shall + have been + verb (ing) + object +since/for.

- The girls will have been dancing since 4 o' clock.
- The shoe maker will have been repairing our shoes since morning.
- The gardener will have been watering the plants for two hours.

NEGATIVE SENTENCES**Pattern**

Subject + will/shall + not + have been + verb (ing) + ...

- Golu will not have been driving bicycle for three hours.
- The labourers will not have been whitewashing the house for four days.

INTERROGATIVE SENTENCES**Pattern**

Will/Shall + subject + have been + verb (ing)?

Q.W. + will/shall + subject + have been + verb (ing)?

- Why will the teacher have been teaching the students since 10 o' clock.
- Will they have been travelling for six hours?

INTERROGATIVE NEGATIVE SENTENCES**Pattern**

Will/Shall + subject + not have been + verb (ing) + object?

Q.W. + will/shall + subject + not have been + verb (ing) +object?

- Will the farmers not have been ploughing the field since morning?
- Why will the tailor master not have been sewing any clothes for three days?
-

4.16 CONDITIONAL TENSE

1. Open condition

It tells us that something will take place, if a certain condition is fulfilled. This condition may or may not be fulfilled.

Pattern

Present Indefinite in If clause + Subject + will/shall/can/may + verb in main clause.

If Clause	Main Clause
If you come early	We shall begin the work
If she loves him	She will marry him

2. Improbable or Imaginary condition

It tells us what we expect may not take place.

Pattern

Simple Past in IF clause + Subject + would/should/could/might + infinitive (verb).

If Clause	Main Clause
If you paid the amount	We would deliver the goods
If I saw Aman	I could talk to him

3. Unfulfilled condition

It tells us that something did not take place because a particular condition was not fulfilled.

Pattern

Past Perfect in IF clause + Subject + would/should/could/might + have + Past Participle in main clause.

If Clause	Main Clause
If you had resigned the job	You would have faced several financial troubles
If I had married Geeta	I would have been happier

4.17 OTHER TENSE

1. Future in the Past tense**Pattern**

All persons + might/would/could/should/must + have + Past Participle form of verb.

- I might have given him a pen.

All persons + was/were + going to + Present form of verb.

- I was going to give him a pen.

2. Future in the Past Continuous tense

Future in the past continuous tense are used to talk about an action we wanted to do in some past time but

the action itself did not take place.

Pattern

All persons + might/would/could/should/must + have + been + Continuous form of verb

- I should have been writing a book by now.

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MULTIPLE CHOICE QUESTIONS

Directions : In the following questions, a part of the sentence is underlined. Choose the correct Tense Form from the given alternatives (a), (b) and (c) to correct that part of the sentence. In case no improvement is needed, your answer is (d).

1. I have received your letter yesterday.
 - (a) had received
 - (b) have to receive
 - (c) received
 - (d) No improvement

Ans : (c) received
2. The boys are listening to my lecture since 8 O'clock this morning.
 - (a) were listening
 - (b) have been listening
 - (c) had been listening
 - (d) No improvement

Ans : (b) have been listening
3. The workers are waiting for their pay packet since morning.
 - (a) would be waiting
 - (b) were waiting
 - (c) have been waiting
 - (d) No improvement

Ans : (c) have been waiting
4. If you wrote to me earlier, I would have easily solved your problem.
 - (a) were writing
 - (b) had written
 - (c) have written
 - (d) No improvement

Ans : (b) had written
5. They had left the village a few days ago.
 - (a) have left
 - (b) would have left
 - (c) left
 - (d) No improvement

Ans : (c) left
6. The chair will collapse as soon as any one will sit on it.
 - (a) sat
 - (b) sits
 - (c) is sitting
 - (d) No improvement

Ans : (b) sits
7. If I dyed my hair green, everybody will laugh at me.
 - (a) would
 - (b) did
 - (c) may
 - (d) No improvement

Ans : (a) would
8. It is high time that we did something about it.
 - (a) had done
 - (b) would do
 - (c) have done
 - (d) No improvement

Ans : (d) No improvement
9. His father wrote to him, "It is high time you start preparing for the forthcoming examination."
 - (a) would start
 - (b) started
 - (c) had started
 - (d) No improvement

Ans : (b) started
10. I wish I was with him.
 - (a) have been
 - (b) were
 - (c) am
 - (d) No improvement

Ans : (b) were
11. Why did you not spoken to me earlier ?
 - (a) did you not spoke
 - (b) you did the speak
 - (c) did you not speak
 - (d) No improvement

Ans : (c) did you not speak
12. You will fail in the examination if you will not work hard.
 - (a) if you do not
 - (b) if you did not
 - (c) if you shall not
 - (d) No improvement

Ans : (a) if you do not
13. He did not know that you are busy.
 - (a) were
 - (b) might be
 - (c) will be
 - (d) No improvement

Ans : (a) were

14. He will never succeed however hard he will try.
 (a) however hard he tries
 (b) however hardly he tries
 (c) however hard he tried
 (d) No improvement
Ans : (a) however hard he tries
15. The sun set before we reached the village.
 (a) would have set
 (b) would set
 (c) had set
 (d) No improvement
Ans : (c) had set
16. All important people of the country are having large houses in cities.
 (a) have
 (b) were having
 (c) have been having
 (d) No improvement
Ans : (a) have
17. When he got off the train, he realized that a large gathering of his admirers was waiting for his arrival for a long time.
 (a) is waiting
 (b) had been waiting
 (c) has waited
 (d) No improvement
Ans : (b) had been waiting
18. You would have succeeded if you acted upon my advice.
 (a) had acted
 (b) would have acted
 (c) have acted
 (d) No improvement
Ans : (a) had acted
19. The bell is ringing for two minutes.
 (a) has been
 (b) had been
 (c) have been
 (d) No improvement
Ans : (a) has been
20. The train left before I reached the station.
 (a) will have left
 (b) leaves
 (c) had left
 (d) No improvement
Ans : (c) had left
21. He is afraid that his criminal record will be held against him when he will apply for jobs.
 (a) when he apply for jobs
 (b) when he applies for jobs
 (c) when he should apply for jobs
 (d) No improvement
Ans : (b) when he applies for jobs
22. Ashutosh had occupying this house for 25 years and has no intention of vacating it.
 (a) is occupying
 (b) will be occupying
 (c) has been occupying
 (d) No improvement
Ans : (c) has been occupying
23. By this time tomorrow, I will reach my home.
 (a) will be reaching
 (b) shall have reached
 (c) can reach
 (d) No improvement
Ans : (b) shall have reached
24. They are waiting for her since morning.
 (a) were waiting
 (b) have been waiting
 (c) wait
 (d) No improvement
Ans : (b) have been waiting

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Directions : In the following questions, sentences are given with blanks to be filled in with correct Tense Form. Four alternatives are suggested for each question. Choose the correct alternative out of the four alternatives.

25. "I wish I _____ a singer" said the little boy.
 (a) am
 (b) were
 (c) was
 (d) been
Ans : (b) were

26. The bridge is being _____
 (a) repaired
 (b) repairing
 (c) repair
 (d) repairs
Ans : (a) repaired

27. They told me that he _____ in Jaipur.
 (a) is
 (b) were
 (c) will be
 (d) was
Ans : (d) was
28. If we _____ one more batsman in our team, we would have won the match.
 (a) had had
 (b) would have been
 (c) would have
 (d) would have had
Ans : (a) had had
29. The room _____ yesterday.
 (a) cleaned
 (b) has cleaned
 (c) was cleaned
 (d) has been cleaned
Ans : (c) was cleaned
30. The wood always _____ on water.
 (a) float
 (b) was floating
 (c) floats
 (d) floated
Ans : (c) floats
31. The thief explained how he _____ from the jail.
 (a) escapes
 (b) had escaped
 (c) escaped
 (d) has escaped
Ans : (b) had escaped
32. They did not know where they _____ from.
 (a) had come
 (b) have come
 (c) has come
 (d) come
Ans : (a) had come
33. She feared that she _____
 (a) will fail
 (b) may fail
 (c) might have fail
 (d) would fail
Ans : (d) would fail
34. All the streets were flooded; it _____ all day long.
 (a) is raining
 (b) would be raining
 (c) has been raining
 (d) had been raining
Ans : (d) had been raining
35. If I _____ a doctor. I would serve the poor.
 (a) am
 (b) had been
 (c) were
 (d) was
Ans : (c) were
36. If she _____ a bird, she would fly.
 (a) is
 (b) are
 (c) were
 (d) was
Ans : (c) were
37. When the third entered the house, the inmates _____ in the hall.
 (a) were slept
 (b) were sleeping
 (c) slept
 (d) had been sleeping
Ans : (b) were sleeping
38. He _____ for this company, since 1992.
 (a) is working
 (b) had worked
 (c) worked
 (d) has been working
Ans : (b) had worked
39. It _____ since early morning.
 (a) will rain
 (b) is raining
 (c) rained
 (d) has been raining
Ans : (d) has been raining
40. I wish I _____ taller.
 (a) would be
 (b) could be
 (c) had been
 (d) were
Ans : (d) were
41. When my uncle entered the house, I _____ writing

a letter.

- (a) was
- (b) would
- (c) had been
- (d) should be

Ans : (a) was

things would not have gone wrong.

- (a) has
- (b) would have
- (c) had
- (d) should have

Ans : (c) had

42. When I was a child, I _____ to school everyday instead of going by cycle.
- (a) walked
 - (b) have been walking
 - (c) had walked
 - (d) have walked
- Ans :** (a) walked
43. I bought a new car last year, but I _____ my old car yet, so at present I have two cars.
- (a) sell
 - (b) have not sold
 - (c) sold
 - (d) did not sell
- Ans :** (b) have not sold
44. The higher you go, the more difficult it _____ to breathe.
- (a) had become
 - (b) becomes
 - (c) is becoming
 - (d) became
- Ans :** (b) becomes
45. We thought that she _____ the job.
- (a) gets
 - (b) is getting
 - (c) will get
 - (d) would get
- Ans :** (d) would get
46. Had the police not reached there in time, the bandits _____ him.
- (a) did have killed
 - (b) will have killed
 - (c) would kill
 - (d) would have killed
- Ans :** (d) would have killed
47. We will be late if we _____ not leave now.
- (a) do
 - (b) will
 - (c) shall
 - (d) did
- Ans :** (a) do
48. If only he _____ told us truth in the first place,
49. As he was crossing the road, a car _____ him down.
- (a) was knocking
 - (b) had knocked
 - (c) knocked
 - (d) would have knocked
- Ans :** (c) knocked
50. The water tank _____ before it was filled.
- (a) had been cleaned
 - (b) have been cleaned
 - (c) has cleaned
 - (d) had cleaned
- Ans :** (a) had been cleaned
51. She _____ for a grocer's when I saw her.
- (a) is looking
 - (b) was looking
 - (c) will be looking
 - (d) has been looking
- Ans :** (b) was looking
52. He would do it if he _____ clever enough.
- (a) is
 - (b) had been
 - (c) were
 - (d) will be
- Ans :** (c) were
53. He _____ hard since morning.
- (a) worked
 - (b) had worked
 - (c) has been working
 - (d) would work
- Ans :** (c) has been working
54. If they _____ is earnest, they could have won the match.
- (a) tried
 - (b) had tried
 - (c) would try
 - (d) try
- Ans :** (b) had tried

55. He _____ the table yesterday.
 (a) has broken
 (b) broke
 (c) will break
 (d) breaks
Ans : (b) broke
56. I _____ my spectacles. Do help me find them.
 (a) lost
 (b) shall lose
 (c) have lost
 (d) will have lost
Ans : (c) have lost
57. When I went to see him, he _____ meals.
 (a) takes
 (b) will take
 (c) has taken
 (d) was taking
Ans : (d) was taking
58. The toothache is unbearable, I _____ my dentist this afternoon.
 (a) am seeing
 (b) have seen
 (c) saw
 (d) was seen
Ans : (a) am seeing
59. Tomorrow afternoon at this time we _____ over the Caribbean.
 (a) flying
 (b) were flying
 (c) shall be flying
 (d) have been flying
Ans : (c) shall be flying
60. If you go there, you _____
 (a) repented
 (b) will repent
 (c) have repented
 (d) are repenting
Ans : (b) will repent
61. It is already ten but he _____ as yet.
 (a) has not returned
 (b) would not return
 (c) had not returned
 (d) will not return
Ans : (a) has not returned
62. I _____ reading my book.
 (a) am
 (b) have
 (c) is
 (d) are
Ans : (a) am
63. I _____ read my book.
 (a) had
 (b) have
 (c) is
 (d) are
Ans : (b) have
64. The sun _____ in the east.
 (a) rise
 (b) has risen
 (c) rises
 (d) is rising
Ans : (c) rises
65. The earth _____ round the sun.
 (a) moves
 (b) move
 (c) is moving
 (d) will move
Ans : (a) moves
66. The moon _____ in the night.
 (a) come
 (b) comes
 (c) came
 (d) will have come
Ans : (b) comes
67. Water _____ at 4°C.
 (a) has frozen
 (b) is frozen
 (c) freeze
 (d) freezes
Ans : (d) freezes
68. If you work hard, you _____ pass.
 (a) will
 (b) shall
 (c) would
 (d) can
Ans : (a) will
69. Please wait until I _____
 (a) comes
 (b) come
 (c) came
 (d) has come
Ans : (b) come

70. The teacher _____

- (a) is teaching
- (b) are teaching
- (c) has teaching
- (d) have teaching

Ans : (a) is teaching

71. He _____ just closed the shop.

- (a) have
- (b) will
- (c) shall
- (d) has

Ans : (d) has

72. He _____ gone to school.

- (a) have
- (b) has
- (c) is
- (d) will

Ans : (b) has

73. He _____ writing a story for two hours.

- (a) has been
- (b) have been
- (c) is
- (d) shall have

Ans : (a) has been

74. It _____ raining since the morning.

- (a) is
- (b) have been
- (c) has been
- (d) will be

Ans : (c) has been

75. I _____ a letter yesterday.

- (a) shall
- (b) am writing
- (c) will
- (d) wrote

Ans : (d) wrote

76. My mother _____ my clothes at this time.

- (a) is washing
- (b) was washing
- (c) has washing
- (d) will be washing

Ans : (a) is washing

77. The teacher _____ teaching now.

- (a) am
- (b) is
- (c) was
- (d) shall be

Ans : (b) is

78. I _____ you are good.

- (a) am feeling
- (b) feels
- (c) have felt
- (d) feel

Ans : (d) feel

79. I _____ in this school since 2001.

- (a) has been teaching
- (b) am teaching
- (c) have been teaching
- (d) will be teaching

Ans : (c) have been teaching

80. The chetak express _____ arrived.

- (a) has
- (b) have
- (c) will
- (d) is

Ans : (a) has

81. She _____ here last year.

- (a) come
- (b) came
- (c) is coming
- (d) will come

Ans : (b) came

82. When she came to me, I _____ reading newspaper.

- (a) am
- (b) shall be
- (c) was
- (d) will be

Ans : (c) was

83. I _____ reading a book while my sister was playing.

- (a) was
- (b) am
- (c) have been
- (d) has been

Ans : (a) was

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84. I was reading while my mother _____ cooking.

- (a) is
- (b) was
- (c) has been
- (d) will be

Ans : (b) was

85. I will help her, if she _____ to me.
(a) came
(b) come
(c) comes
(d) will come
Ans : (c) comes
86. He _____ waiting for me at the bus stand at this time tomorrow.
(a) is
(b) will be
(c) has been
(d) was
Ans : (b) will be
87. Hema _____ to be an I.P.S.
(a) is wanting
(b) wanted
(c) wants
(d) will want
Ans : (c) wants
88. India _____ win the match tomorrow.
(a) shall
(b) will
(c) is
(d) has
Ans : (b) will
89. I _____ a snake yesterday.
(a) see
(b) saw
(c) has seen
(d) seeing
Ans : (b) saw
90. Don't disturb me. I _____ my home work.
(a) has been doing
(b) was doing
(c) shall be
(d) am doing
Ans : (d) am doing
91. Mohan _____ suffering from fever since the last week.
(a) has been
(b) is
(c) will be
(d) have been
Ans : (a) has been
92. If Mamta works hard, she _____ pass.
(a) shall
(b) will
(c) has
(d) have
Ans : (b) will
93. Trees _____ us shade.
(a) give
(b) is giving
(c) gives
(d) will give
Ans : (a) give
94. This road _____ to Alphasar.
(a) is leading
(b) lead
(c) leads
(d) has leading
Ans : (c) leads
95. While it _____ we saw the rainbow in the sky.
(a) are raining
(b) is raining
(c) were raining
(d) was raining
Ans : (d) was raining
96. Shyam _____ writing an English book.
(a) were
(b) is
(c) has
(d) will
Ans : (b) is
97. Sohan _____ gone to Jaipur.
(a) has
(b) have
(c) will
(d) shall
Ans : (a) has
98. Ice _____ at 0°C.
(a) melted
(b) melthing
(c) will melt
(d) melts
Ans : (d) melts
99. All that _____ is not gold.
(a) glittered
(b) glitters
(c) is glittering
(d) will glitters
Ans : (b) glitters

100. Ramesh _____ this book recently.
 (a) is reading
 (b) have read
 (c) has read
 (d) will be reading
Ans : (c) has read
101. My grand father always wears Dhoti and Kurta but now he _____ a suit.
 (a) wears
 (b) will be wearing
 (c) has weared
 (d) is wearing
Ans : (d) is wearing
102. Her mother told him that the sun _____ in the east.
 (a) rose
 (b) is rising
 (c) will rise
 (d) rises
Ans : (d) rises
103. I asked Babita if Savitri _____ already been married.
 (a) has
 (b) have
 (c) had
 (d) would have
Ans : (c) had
104. If they _____ early, they would have caught the train.
 (a) left
 (b) have left
 (c) had left
 (d) would have left
Ans : (c) had left
105. She _____ in Calcutta for three years before the year 1992.
 (a) was living
 (b) has been living
 (c) would have been living
 (d) had been
Ans : (d) had been
106. She talks as if she _____ mad.
 (a) is
 (b) was
 (c) were
 (d) had
Ans : (c) were
107. I order her about as if she _____ my wife.
 (a) is
 (b) was
 (c) had
 (d) were
Ans : (d) were
108. I _____ many countries before I returned from England.
 (a) saw
 (b) have seen
 (c) had seen
 (d) had been seeing
Ans : (c) had seen
109. I _____ the newspaper when Satish came.
 (a) is reading
 (b) read
 (c) has read
 (d) was reading
Ans : (d) was reading
110. Mr. Sinha helped us more than he _____ his own students.
 (a) helped
 (b) has helped
 (c) helps
 (d) is helping
Ans : (c) helps
111. They worked hard lest they _____ in the examination.
 (a) will fail
 (b) failed
 (c) should fail
 (d) fail
Ans : (c) should fail
112. I shall tell you when she _____
 (a) will come
 (b) come
 (c) comes
 (d) is coming
Ans : (c) comes
113. Payal told me that she _____ out for a walk every morning.
 (a) went
 (b) goes
 (c) had gone
 (d) has gone
Ans : (a) went
114. She told her mother that Sonam _____ her there

the previous day.

- (a) met
- (b) meets
- (c) had met
- (d) would meet

Ans : (c) had met

his lesson.

- (a) would not get
- (b) will not get
- (c) gets
- (d) had got

Ans : (b) will not get

115. The Principal _____ the peon to let the girl come in.

- (a) said to
- (b) has said
- (c) ordered to
- (d) ordered

Ans : (d) ordered

122. The population of the world _____ very fast now.

- (a) rises
- (b) rose
- (c) is rising
- (d) will rise

Ans : (c) is rising

116. Sushma said that she _____ finished her work by 10 a.m.

- (a) will have
- (b) has
- (c) had
- (d) would have

Ans : (d) would have

123. It _____ last week.

- (a) has not rained
- (b) did not rained
- (c) will not be raining
- (d) did not rain

Ans : did not rain

117. Sarika said that she would go home _____

- (a) tomorrow
- (b) yesterday
- (c) the previous day
- (d) the next day

Ans : (d) the next day

124. She was tired because she _____ very hard.

- (a) is working
- (b) was working
- (c) has been working
- (d) had been working

Ans : (d) had been working

118. They told us that man _____ a social animal.

- (a) is
- (b) was
- (c) had been
- (d) will be

Ans : (a) is

125. Ruby _____ very long hair when she was a child.

- (a) has
- (b) will have
- (c) didn't have
- (d) used to have

Ans : (d) used to have

119. The little girl confessed that she _____ the glass.

- (a) broke
- (b) had broken
- (c) breaks
- (d) will break

Ans : (b) had broken

126. If I _____ his number, I would phone him.

- (a) know
- (b) known
- (c) knew
- (d) did not know

Ans : (c) knew

120. When I _____ my bath, I went to have a sleep.

- (a) had taken
- (b) took
- (c) have taken
- (d) take

Ans : (a) had taken

127. When he gets home, his children _____

- (a) will sleep
- (b) will be sleeping
- (c) would slept
- (d) shall sleep

Ans : (b) will be sleeping

121. The child _____ any food until he has remembered

128. He _____ the intermediate examination.

- (a) was passing
- (b) passed
- (c) has passed
- (d) have passed

Ans : (c) has passed

129. He _____ to die.
 (a) is
 (b) have
 (c) will
 (d) shall
Ans : (a) is
130. I _____ a motorcycle when the price comes down.
 (a) buy
 (b) shall buy
 (c) had bought
 (d) bought
Ans : (b) shall buy
131. My uncle _____ a year ago.
 (a) died
 (b) dies
 (c) dead
 (d) is die
Ans : (a) died
132. He said that the Sun _____ in the West.
 (a) set
 (b) is setting
 (c) sets
 (d) has set
Ans : (c) sets
133. Mother Teresa _____ to help the helpless.
 (a) had used
 (b) use
 (c) was used
 (d) used
Ans : (d) used
134. He _____ to his brother's house this afternoon.
 (a) has gone
 (b) goes
 (c) have gone
 (d) is going
Ans : (d) is going
135. The director had come out of the office before I _____
 (a) arrived
 (b) arrive
 (c) was arrived
 (d) had arrived
Ans : (a) arrived
136. It is time we _____ with determination.
 (a) act
 (b) acted
 (c) have acted
 (d) will act
Ans : (b) acted
137. If I hadn't come along at that moment, Rahim _____ the one arrested instead of the real thief.
 (a) might been
 (b) may have been
 (c) can have been
 (d) could have been
Ans : (d) could have been
138. When he died, Ramanujan _____ behind 3 notebooks.
 (a) was leaving
 (b) had left
 (c) left
 (d) leaves
Ans : (b) had left
139. Ramappa _____ as the Mayor of the town and he will assume charge this Friday.
 (a) elects
 (b) elected
 (c) is elected
 (d) is electing
Ans : (c) is elected
140. Hamid _____ in Mumbai for three years when his parents came to visit.
 (a) has lived
 (b) had lived
 (c) was living
 (d) had been living
Ans : (d) had been living
141. Two years have passed since he _____ here.
 (a) has come
 (b) come
 (c) came
 (d) had come
Ans : (c) came
142. Will those of you who have objects to this proposal _____ put up your hands, please ?
 (a) discussed
 (b) being discussed
 (c) having discussed
 (d) discussing
Ans : (b) being discussed

143. At one time, Mr. Nigel _____ this supermarket.
 (a) was owing
 (b) used to own
 (c) had owned
 (d) owned
Ans : (d) owned
144. The mechanic _____ the vehicle since the morning.
 (a) repaired
 (b) repairing
 (c) has been repairing
 (d) will be repairing
Ans : (c) has been repairing
145. If I had worked hard, I _____ very high marks in the examination.
 (a) scored
 (b) would score
 (c) could score
 (d) would have scored
Ans : (d) would have scored
146. Had you told me earlier I _____ the meeting.
 (a) had attended
 (b) have attended
 (c) attended
 (d) would have attended
Ans : (d) would have attended
147. There will be a rush for seats when the train _____
 (a) will arrive
 (b) arrived
 (c) is arriving
 (d) arrives
Ans : (d) arrives
148. In the last few days, _____ to help him ?
 (a) anything has been done
 (b) is anything done
 (c) something is done
 (d) has anything been done
Ans : (c) something is done
149. He is the most generous man, I _____ him for a long time.
 (a) knew
 (b) have known
 (c) known
 (d) had known
Ans : (b) have known
150. It was very kind of you to do the washing-up but you _____ it.
 (a) didn't have to do
 (b) hadn't to do
 (c) mightn't have done
 (d) mustn't have done
Ans : (d) mustn't have done
151. I have _____ Lakshmi for the past twelve years.
 (a) know
 (b) knew
 (c) known
 (d) knows
Ans : (c) known
152. The engineers _____ this bridge since last year.
 (a) have repaired
 (b) had repaired
 (c) have been repairing
 (d) are repairing
Ans : (c) have been repairing
153. If I had helped him, he _____
 (a) will not be drowned
 (b) would not be drowned
 (c) will not have drowned
 (d) would not have drowned
Ans : (d) would not have drowned.
154. If you had followed the rules, you _____ disqualified.
 (a) will not be
 (b) would not be
 (c) will not have been
 (d) would not have been
Ans : (d) would not have been
155. The farmers _____ their farms, if they had known that a thunderstorm was approaching.
 (a) will leave
 (b) would leave
 (c) will have left
 (d) would have left
Ans : (d) would have left
156. How much longer _____ this book ?
 (a) you are needing
 (b) will you be needing
 (c) will you have needed
 (d) have you needed
Ans : (d) have you needed

157. I _____ to the movies with some friends last night.
 (a) have gone
 (b) went
 (c) am gone
 (d) am going
Ans : (b) went
158. An optimist thinks that all _____ well with the world.
 (a) shall
 (b) will be
 (c) is
 (d) was
Ans : (b) will be
159. If you litter, you _____ to pay a fine.
 (a) will have
 (b) would have
 (c) will had
 (d) would had
Ans : (a) will have
160. It was said of Akbar that he rarely _____ more than three hours a day.
 (a) sleeps
 (b) is sleeping
 (c) had slept
 (d) slept
Ans : (d) slept
161. I _____ hard to establish the validity of the theory from morning.
 (a) have been trying
 (b) had tried
 (c) tried
 (d) am trying
Ans : (a) have been trying
162. I wish I _____ her to clean the room.
 (a) have asking
 (b) have asked
 (c) asked
 (d) had asked
Ans : (c) asked
163. Simon _____ very polite at the moment, because he wants to make a good impression.
 (a) was being
 (b) has been
 (c) is behaving
 (d) is being
Ans : (b) has been
164. Had I save money, I _____ a new car.
 (a) will purchase
 (b) would purchase
 (c) would have purchased
 (d) purchased
Ans : (c) would have purchased
165. He told me that he _____ the movie.
 (a) is finished
 (b) was finished
 (c) had finished
 (d) not finished
Ans : (c) had finished
166. The computer _____ nonsense because there was a mistake in the programming.
 (a) produces
 (b) produced
 (c) will produce
 (d) produce
Ans : (b) produced
167. While he was working at the construction site, the block of wood suddenly _____ his right shoulder.
 (a) was hitted
 (b) was hit
 (c) had hitted
 (d) hit
Ans : (d) hit
168. The officer _____ the car to speak to the driver.
 (a) stops
 (b) has stopped
 (c) stopped
 (d) had stopped
Ans : (c) stopped
169. He ate all the fruits without _____.
 (a) stops
 (b) stopped
 (c) to stop
 (d) stopping
Ans : (d) stopping
170. She kept on _____ clothes in her room.
 (a) stitching
 (b) to stitch
 (c) stitches
 (d) stitched
Ans : (a) stitching

171. We heard her _____ a song.

- (a) to sing
- (b) sing
- (c) sings
- (d) sang

Ans : (b) sing

172. Don't come at six in the morning tomorrow. I _____ then.

- (a) will be meditating
- (b) shall meditate
- (c) has meditated
- (d) can meditate

Ans : (a) will be meditating

173. When my father comes in, my sister _____ the Sitar.

- (a) will be playing
- (b) will play
- (c) had played
- (d) have played

Ans : (b) will play

174. Meet me at the station tomorrow. I _____ for you near the booking-window.

- (a) shall be waiting
- (b) shall wait
- (c) waited
- (d) waiting

Ans : (b) shall wait

175. By next June Bhawani _____ his second novel.

- (a) will read
- (b) will have read
- (c) has read
- (d) had read

Ans : (b) will have read

176. He has ten rupees now but by tomorrow he _____ it all.

- (a) will spend
- (b) spent
- (c) will have spent
- (d) spends

Ans : (c) will have spent

177. I _____ French before I left for France in 2007.

- (a) will learn
- (b) has learnt
- (c) had learnt
- (d) have learnt

Ans : (c) had learnt

178. Do not sit on the cot, it _____

- (a) collapses
- (b) is going to collapse
- (c) collapsed
- (d) has collapsed

Ans : (b) is going to collapse

179. It is the third novel, he _____ so far.

- (a) has read
- (b) have read
- (c) reads
- (d) had read

Ans : (a) has read

180. We _____ our homework; now we can play.

- (a) have finished
- (b) had finished
- (c) will finished
- (d) finish

Ans : (a) have finished

181. He _____ to market and bought a pen.

- (a) goes
- (b) gone
- (c) has gone
- (d) went

Ans : (d) went

182. I _____ Sanskrit for the last two years.

- (a) has been learning
- (b) am learning
- (c) have been learning
- (d) had learnt

Ans : (c) have been learning

183. Anu _____ for climbing every Sunday.

- (a) goes
- (b) has gone
- (c) will go
- (d) went

Ans : (a) goes

184. The boys _____ cricket since the bell rang.

- (a) have been playing
- (b) played
- (c) will play
- (d) had played

Ans : (a) have been playing

185. They _____ music when they were in Poona.

- (a) will study
- (b) studied
- (c) had studied
- (d) have studied

Ans : (b) studied

186. He _____ this car when he was in Mumbai.
 (a) buys
 (b) has bought
 (c) will buy
 (d) bought
Ans : (d) bought
187. My father _____ four miles every morning when he was young.
 (a) walked
 (b) has walked
 (c) have walked
 (d) will have walked
Ans : (a) walked
188. She was reading a newspaper when the bell _____
 (a) rings
 (b) rang
 (c) will ring
 (d) is ringing
Ans : (b) rang
189. When I arrived Anu _____ breakfast.
 (a) was having
 (b) were having
 (c) had
 (d) will have
Ans : (a) was having
190. Mohan got a shock when he _____ his shirt.
 (a) was ironing
 (b) were ironing
 (c) ironed
 (d) will iron
Ans : (a) was ironing
191. When the play ended the audience _____ home.
 (a) go
 (b) goes
 (c) will gone
 (d) went
Ans : (d) went
192. Look at the clouds; it _____ rain.
 (a) will rain
 (b) had rained
 (c) has rained
 (d) is going to
Ans : (d) is going to
193. Will they _____ their work before sun sets ?
 (a) finishes
 (b) finish
 (c) finished
 (d) finishing
Ans : (b) finish
194. We _____ the work next month.
 (a) finished
 (b) shall finish
 (c) have finished
 (d) finish
Ans : (b) shall finish
195. She _____ to weep, after she had failed in the examination.
 (a) began
 (b) begin
 (c) begins
 (d) will began
Ans : (a) began
196. When Rakesh _____ down, she will tell him everything.
 (a) sit
 (b) sits
 (c) sat
 (d) will sit
Ans : (b) sits
197. I _____ for you since morning.
 (a) wait
 (b) waited
 (c) have been waiting
 (d) will have been waiting
Ans : (c) have been waiting
198. You _____ her in Delhi and invited her to dinner two years ago.
 (a) met
 (b) meet
 (c) will meet
 (d) had met
Ans : (a) met
199. My brother _____ for Mumbai just now.
 (a) left
 (b) will leave
 (c) has left
 (d) will have left
Ans : (c) has left
200. She has just arrived from Delhi and _____ here

for a month.

- (a) stay
- (b) will stay
- (c) would stay
- (d) stayed

Ans : (b) will stay

201. What will you do if you _____ the next lottery ?

- (a) win
- (b) will win
- (c) won
- (d) had won

Ans : (a) win

202. When I _____ the road, I saw an accident.

- (a) cross
- (b) was crossing
- (c) crossed
- (d) will cross

Ans : (b) was crossing

203. She _____ a novel now.

- (a) read
- (b) will read
- (c) is reading
- (d) have read

Ans : (c) is reading

204. Ramesh _____ all the apples before we saw them.

- (a) has eaten
- (b) had eaten
- (c) ate
- (d) have eaten

Ans : (b) had eaten

205. Suppose I _____ what you ask, what will you do then ?

- (a) does
- (b) did
- (c) done
- (d) do

Ans : (d) do

206. His health _____ greatly, since he went to his village.

- (a) improve
- (b) has improved
- (c) will improve
- (d) will have improved

Ans : (b) has improved

207. I _____ this novel before my next birthday.

- (a) will finish
- (b) finish
- (c) will have finished
- (d) have finished

Ans : (c) will have finished

208. Seema _____ very fast when I saw her yesterday.

- (a) walk
- (b) was walking
- (c) walked
- (d) had walked

Ans : (b) was walking

209. I shall buy a new watch tomorrow as my old watch _____

- (a) has stolen
- (b) had stolen
- (c) stole
- (d) has been stolen

Ans : (d) has been stolen

210. They met you at night after you _____ your work.

- (a) had finished
- (b) have finished
- (c) finished
- (d) will finish

Ans : (a) had finished

211. Babita _____ last night when she heard a noise.

- (a) is sleeping
- (b) slept
- (c) sleep
- (d) was sleeping

Ans : (d) was sleeping

212. She had better _____ a letter to me.

- (a) write
- (b) wrote
- (c) written
- (d) writing

Ans : (a) write

213. When I first came to this house, it _____ a quiet area.

- (a) is
- (b) were
- (c) was
- (d) will be

Ans : (c) was

214. Don't make a noise or you _____ the baby.

- (a) wakes
- (b) will wake
- (c) woke
- (d) wakes

Ans : (b) will wake

215. She usually takes coffee but yesterday she _____ tea.

- (a) take
- (b) taken
- (c) will take
- (d) took

Ans : (d) took

216. Please don't disturb me, I _____ a letter to my mother.

- (a) have written
- (b) am writing
- (c) wrote
- (d) write

Ans : (b) am writing

217. Sita will not pass unless she _____ hard.

- (a) has worked
- (b) will work
- (c) works
- (d) worked

Ans : (c) works

218. While she _____ to school, she found a purse full of money.

- (a) went
- (b) was going
- (c) are going
- (d) goes

Ans : (b) was going

219. When I went to Rekha yesterday, her mother _____ food.

- (a) is cooking
- (b) has cooked
- (c) cooks
- (d) was cooking

Ans : (d) was cooking

220. Leela always goes to school late and the teacher _____ her absent.

- (a) mark
- (b) marks
- (c) has marked
- (d) had marked

Ans : (b) marks

221. Amita _____ eighteen tomorrow.

- (a) will be
- (b) is
- (c) were
- (d) has been

Ans : (a) will be

222. Solar Eclipse _____ next Monday.

- (a) will occur
- (b) occurred
- (c) has occurred
- (d) had occurred

Ans : (a) will occur

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CHAPTER 5

Modals

5.1 INTRODUCTION

There are some modal auxiliaries in English grammar. Words like will, would, shall, should, can, could, may, might, must, ought to etc. when used with verbs (usually before the principal verb) expressing the mode or manner of the action denoted by the verb are known as modals or modal auxiliaries.

Modals use such ideas as ability or capacity, probability or possibility, permission, command, compulsion, duty, obligation etc.

In most of the cases modals indicate present or future times, however, sometimes they also represent past times.

5.2 USES OF MODALS

5.2.1 Will is used

To express the pure future :

- You will see me at the mall.
- The Chairman will deliver the speech.

To express willingness, intention, promise, determination with the first person (I, We) :

- I will write the letter for you. (Promise)
- I will help you. (Willingness/Intention)
- They will win the match. (Determination)

Note : will is never used with the first person in the interrogative.

5.2.2 Shall is used

To express pure future :

- We shall overcome someday.
- I shall help you.

To ask for advice, suggestion, request etc. with the first person (I, We) in the interrogative :

- Shall I bring a cup of coffee for you? (Request)
- Shall I open the door? (Advice)
- Shall we meet tomorrow? (Suggestion)

5.2.3 Would (past form of will) is used

To express a habit :

- He would rise early in the morning and go for a walk.
- He would sit for hours reading this book.

To express a polite request :

- Would you open the door, please?
- Would you mind standing here?

To express a wish, preference :

- I wish you would come with us.
- Would that (I wish) he were here.
- I would rather have a coffee than milk.
- I would like to come with you.

To express an imaginary condition :

- I would do it, if I were allowed.
- I would buy a bike if I won a lottery.

5.2.4 Should (Past form of shall) is used

To express duty/obligation or advise or desirability :

- We should obey our parents. (Duty)
- You should exercise daily. (Advise)

NOTE :

Should often implies a mild suggestion or advice. It is milder form of must and ought to.

To express purpose after lest (in expression of fear) :

- Work hard, lest you should fail.
- They hired a taxi lest they should miss the train.

5.2.5 May is used

To express possibility :

- Sophia may turn up today.
- It may rain today.

To express permission :

- You may go now.
- May I come in, Sir?

To express wish, faith, hope :

- May God bless you!
- May you live long!

To express a purpose :

- She is working hard so that she may win a scholarship.

5.2.6 Might (Past form of may) is used

To express less possibility :

- She might come today.
- It might rain tonight.

To express permission :

- Might I raise a question?

5.2.7 Can is used

To express permission :

- You can go now.
- He can stay here as long as he wishes.
- Can I smoke here?

To express possibility :

- This can be true.
- Anyone can make mistakes.

To express ability or capacity :

- I can climb this mountain.
- Hritik Roshan can dance very well.

NOTE :

Can never indicates past time. In the sense of ability, the past and the future tense forms are **was/were able to** and **shall/will be able to** :

- He was not able to cross the road. (Past)
- I hope I shall be able to solve this problem. (Future)

5.2.8 Could (past form of can) is used

To express ability/capacity in the past :

- She could dance very well in the youth.
- I could give him an answer if he had asked me.

To express a polite request :

- Could I borrow your book?
- Could you wait for some time?

To express possibility under certain conditions:

- If we had money, we could buy a car.
- It could not be true.

5.2.9 Must is used

To express obligation or duty :

- You must work hard.
- Soldiers must obey the orders of their officers.
- We must not cheat others.

To express necessity or compulsion :

- The letter must be written today.
- She must do as I say.

To express emphatic advice or determination :

- You must see a doctor at once.

- You must not leave before you finish your breakfast.

To express assumption, conclusion/inference, certainty/strong probability :

- The Postmaster must be in his office at this time.
- She must be twenty one.
- He must have reached by now.

5.2.10 Ought (always followed by a 'to' infinitive) is used

To express the subject's obligation or duty :

- We ought to respect our parents.
- We ought not to deceive anyone.

NOTE :

There is no external authority in ought as there is in **must** which expresses the speaker's authority. **Must** compels action on the part of the subject.

Ought expresses duty, inner conscience, a sensible action or advice. It has the same sense as **should**.

To give advice :

- You ought to mediate for mental peace.

NOTE :

Would, should, could, might, must, ought to before **have** refer to past.

5.3 MARGINAL AUXILIARY VERBS

5.3.1 Need (not) is used

Chiefly to show absence of necessity or compulsion in the negative or interrogative :

- The negative is formed by need not and the interrogative by inversion.
- He need not pay your fees right now.
- You need to take a sound sleep.
- Need I speak to him.

It does not take **s** in the third person singular present tense. Its past is **had to** in the affirmative, **need not have** in the negative and **need have** in the interrogative.

- You need not have wasted your time in this useless activity.
- Need I have to see my doctor?

5.3.2 Dare is used

In the negative and interrogative. The negative is formed by dare not and the interrogative by inversion. It does not take **s** in the third person singular present tense.

- I dare not kill this snake.
- How dare you come here?

- Dare we interrupt him?

Both **dare** and **need** can be used as main verbs. Then they take **s** in the third person singular present tense. They form their negative and interrogative with **do** and are followed by **to** infinitive.

5.3.3 Used (to) is used

To express past habit :

- I used to carry a lunch box to school. (I don't carry now)
- I used to sing in my young age. (I don't sing now)

To express the existence of something in the past :

- There used to be a big mansion over here.

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MULTIPLE CHOICE QUESTIONS

4. A modal verb is always followed by

- (a) V⁵
- (b) V⁴
- (c) V²
- (d) V¹

Ans : (d) V¹

5. Can you lift this box ? What does the underlined auxiliary **can** suggests ?

- (a) Capacity
- (b) Competence
- (c) Ability
- (d) Skill

Ans : (c) Ability

6. The game should be finished by now. What does the underlined auxiliary **should** suggests ?

- (a) Probability
- (b) Conjecture
- (c) Deduction
- (d) Prediction

Ans : (d) Prediction

Directions : In the following questions, sentences are given with blanks to be filled in with an appropriate and suitable Modal Auxiliary. Four alternatives are suggested for each question. Choose the correct alternative out of the four alternatives.

7. I _____ rather die than join the gang of terrorists.

- (a) could
- (b) should
- (c) would
- (d) can

Ans : (c) would

8. I _____ go on with the work, cause what may.

- (a) may
- (b) will
- (c) shall
- (d) can

Ans : (b) will

9. You _____ tell the truth.

- (a) must
- (b) would
- (c) might
- (d) can

Ans : (a) must

10. How _____ you speak to me like that ?

- (a) can
- (b) dare
- (c) will
- (d) may

Ans : (b) dare

11. We _____ not hurry, we have yet plenty of time.

- (a) shall
- (b) can
- (c) need
- (d) might

Ans : (c) need

12. My father _____ go for a walk every morning when he was alive.

- (a) will
- (b) may
- (c) can
- (d) used to

Ans : (d) used to

13. Had he met me, he _____ have known me.

- (a) may
- (b) would
- (c) shall
- (d) can

Ans : (b) would

14. Be careful lest you _____ fall.

- (a) should
- (b) will
- (c) shall
- (d) may

Ans : (a) should

15. The swimmer was tired but he _____ reach the shore before he collapsed.

- (a) will
- (b) could
- (c) may
- (d) must

Ans : (b) could

16. _____ you post this letter for me, please ?

- (a) Must
- (b) Will
- (c) Shall
- (d) Need

Ans : (b) Will

17. _____ I suggest a slight change in your plan ?
 (a) May
 (b) Would
 (c) Must
 (d) Will
Ans : (a) May
18. You _____ not come here again.
 (a) will
 (b) may
 (c) must
 (d) can
Ans : (c) must
19. Gandhiji _____ spin every morning.
 (a) must
 (b) should
 (c) used to
 (d) can
Ans : (c) used to
20. It _____ rain tomorrow.
 (a) may
 (b) will
 (c) could
 (d) must
Ans : (a) may
21. She said that I _____ report for duty on Monday.
 (a) shall
 (b) will
 (c) can
 (d) should
Ans : (d) should
22. I _____ prefer to keep quiet.
 (a) may
 (b) should
 (c) used to
 (d) could
Ans : (b) should
23. My sister is very weak. She _____ run fast.
 (a) could not
 (b) can not
 (c) can
 (d) None of these
Ans : (b) can not
24. The tortoise said that he _____ win the race.
 (a) might
 (b) would
 (c) can
 (d) should
Ans : (a) might
25. My class teacher told me that I _____ work hard.
 (a) shall
 (b) could
 (c) can
 (d) should
Ans : (d) should
26. _____ you mind teaching my sister ?
 (a) Would
 (b) Must
 (c) Should
 (d) Might
Ans : (a) Would
27. My cousin is very intelligent. She _____ speak three languages.
 (a) would
 (b) should
 (c) can
 (d) could
Ans : (c) can
28. We _____ obey the laws of our country.
 (a) might
 (b) should
 (c) could
 (d) None of these
Ans : (b) should
29. You _____ hurry to go; there is plenty of time.
 (a) can not
 (b) may not
 (c) need not
 (d) might not
Ans : (c) need not
30. Your sister is seriously injured. You _____ consult a good doctor.
 (a) can
 (b) would
 (c) might
 (d) must
Ans : (d) must
31. The teacher said to Hari, "you _____ go where

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- you like.”
 (a) may
 (b) can
 (c) shall
 (d) should
Ans : (a) may
32. Our team is quite strong. It _____ easily beat your team.
 (a) could
 (b) might
 (c) may
 (d) can
Ans : (d) can
33. _____ I do it for you ?
 (a) May
 (b) Can
 (c) Will
 (d) Could
Ans : (a) May
34. You _____ keep your promise.
 (a) can
 (b) ought
 (c) should
 (d) may
Ans : (c) should
35. He prayed that God _____ give me prosperity.
 (a) must
 (b) could
 (c) should
 (d) might
Ans : (d) might
36. Gandhiji _____ to walk in the morning.
 (a) need
 (b) used
 (c) ought
 (d) might
Ans : (b) used
37. The box was so heavy that I _____ lift it.
 (a) would not
 (b) cannot
 (c) could not
 (d) should not
Ans : (c) could not
38. They _____ to go swimming every morning.
 (a) did used
 (b) must
 (c) ought
 (d) used
Ans : (d) used
39. I _____ punish you if you don't behave yourself.
 (a) could
 (b) shall
 (c) will
 (d) must
Ans : (c) will
40. She said that she _____ do.
 (a) could
 (b) can
 (c) should
 (d) would
Ans : (a) could
41. You _____ do your duty cheerfully.
 (a) must
 (b) should
 (c) would
 (d) might
Ans : (b) should
42. We _____ not to walk on the grass.
 (a) should
 (b) ought
 (c) will
 (d) may
Ans : (b) ought
43. _____ I go out, Sir ?
 (a) Can
 (b) Will
 (c) May
 (d) Should
Ans : (c) May
44. The patient _____ take medicine in time.
 (a) should
 (b) might
 (c) may
 (d) used to
Ans : (a) should
45. _____ God help you.
 (a) Might
 (b) Can
 (c) Would
 (d) May
Ans : (d) May

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46. It _____ rain tonight.
 (a) will
 (b) may
 (c) should
 (d) can
Ans : (b) may
47. Work hard lest you _____ fail.
 (a) should
 (b) may
 (c) would
 (d) will
Ans : (a) should
48. He _____ punish the child.
 (a) dare
 (b) dares not
 (c) dare not
 (d) dare to
Ans : (c) dare not
49. I am afraid lest I _____ be late.
 (a) may
 (b) should
 (c) can
 (d) might
Ans : (b) should
50. _____ heaven protect you !
 (a) Can
 (b) May
 (c) Might
 (d) Should
Ans : (b) May
51. My grand mother _____ read without glasses even now.
 (a) should
 (b) must
 (c) would
 (d) can
Ans : (d) can
52. Dr. Bansal is not here. He _____ have gone on tour.
 (a) would
 (b) will
 (c) should
 (d) must
Ans : (d) must
53. You have a large number of shirts. You _____ buy any more
 (a) need not
 (b) can not
 (c) would not
 (d) should not
Ans : (a) need not
54. As you sow, so _____ you reap.
 (a) will
 (b) can
 (c) shall
 (d) may
Ans : (c) shall
55. We _____ drink in a public place. It is a crime.
 (a) must not
 (b) should not
 (c) would not
 (d) could not
Ans : (a) must not
56. _____ you get me these tablets from the pharmacy ?
 (a) May
 (b) Can
 (c) Need
 (d) Should
Ans : (b) Can
57. Come what _____, I shall adhere to my principles.
 (a) can
 (b) may
 (c) might
 (d) will
Ans : (b) may
58. We _____ respect our parents and teachers.
 (a) ought to
 (b) may have to
 (c) will
 (d) shall
Ans : (a) ought to
59. He said I _____ use his car whenever I wanted.
 (a) will
 (b) would
 (c) could
 (d) can
Ans : (c) could

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60. One _____ help praising the courage of the people.
 (a) can
 (b) will
 (c) cannot
 (d) None of these
Ans : (c) cannot
61. You _____ take care of your health.
 (a) should
 (b) must
 (c) would
 (d) ought to
Ans : (a) should
62. He _____ obey his teacher.
 (a) ought to
 (b) may
 (c) can
 (d) must
Ans : (a) ought to
63. You _____ start your work in right earnest.
 (a) must
 (b) can
 (c) should
 (d) may
Ans : (a) must
64. One _____ love one's neighbours.
 (a) used to
 (b) ought to
 (c) dare
 (d) could
Ans : (b) ought to
65. We _____ do as we are told.
 (a) must
 (b) should
 (c) can
 (d) may
Ans : (a) must
66. You _____ not feel sorry for this petty mistake.
 (a) dare
 (b) need
 (c) used to
 (d) ought
Ans : (b) need
67. He does not _____ to go against my wishes.
 (a) need
 (b) might
 (c) dare
 (d) must
Ans : (c) dare
68. She _____ have been ill.
 (a) must
 (b) dare
 (c) need
 (d) ought
Ans : (a) must
69. At Lahore I _____ walk by the Ravi.
 (a) ought to
 (b) used to
 (c) need
 (d) dare
Ans : (b) used to
70. He _____ not eat so much, he will fall ill.
 (a) dare
 (b) must
 (c) need
 (d) used to
Ans : (c) need
71. I _____ to have been there at this time.
 (a) dare
 (b) might
 (c) must
 (d) ought
Ans : (d) ought
72. The doctor told me that I _____ not smoke any more.
 (a) can
 (b) must
 (c) will
 (d) shall
Ans : (b) must
73. I _____ come there even if it rains.
 (a) will
 (b) shall
 (c) can
 (d) may
Ans : (a) will
74. One _____ always be kind to others.
 (a) should
 (b) could
 (c) would
 (d) might
Ans : (a) should

75. If you have a ticket, you _____ go inside.

- (a) will
- (b) shall
- (c) can
- (d) may

Ans : (c) can

76. You _____ not enter my class. I forbid it.

- (a) will
- (b) may
- (c) shall
- (d) dare

Ans : (c) shall

77. The breeze is cool and fresh it _____ rain soon.

- (a) can
- (b) may
- (c) will
- (d) shall

Ans : (b) may

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78. I _____ not come yesterday since I was too busy.

- (a) dare
- (b) need
- (c) could
- (d) should

Ans : (c) could

79. We _____ go to the station by taxi, It is getting late.

- (a) may
- (b) can
- (c) must
- (d) should

Ans : (c) must

80. We _____ help our neighbours as much as we can.

- (a) should
- (b) could
- (c) ought
- (d) would

Ans : (a) should

81. You _____ respect your elders.

- (a) need
- (b) ought to
- (c) dare
- (d) must

Ans : (b) ought to

82. We _____ show respect to our elders.

- (a) need
- (b) must
- (c) used
- (d) shall

Ans : (b) must

83. I _____ prefer to keep quiet.

- (a) would
- (b) dare
- (c) need
- (d) shall

Ans : (a) would

84. The school _____ remain closed tomorrow for Diwali.

- (a) will
- (b) shall
- (c) can
- (d) may

Ans : (b) shall

85. I am sure that we _____ cross the river easily.

- (a) shall
- (b) will
- (c) may
- (d) might

Ans : (a) shall

86. I _____ help him with money before I leave for London.

- (a) shall
- (b) will
- (c) can
- (d) may

Ans : (b) will

87. He _____ work hard, only then he will pass.

- (a) must
- (b) should
- (c) might
- (d) ought to

Ans : (b) should

88. I doubt, if it _____ be of any use telephoning

them so late.

- (a) would
- (b) could
- (c) should
- (d) might

Ans : (a) would

89. It is very cloudy today. It _____ rain.

- (a) may
- (b) would
- (c) can
- (d) must

Ans : (a) may

90. I remember my promise. I _____ help you in the hour of your need.

- (a) can
- (b) would
- (c) will
- (d) might

Ans : (c) will

91. Work hard, lest you _____ fall.

- (a) may
- (b) can
- (c) should
- (d) would

Ans : (c) should

92. He _____ come for his interview today.

- (a) ought to
- (b) may
- (c) can
- (d) could

Ans : (a) ought to

95. He _____ easily solve this problem.

- (a) may
- (b) can
- (c) would
- (d) might

Ans : (b) can

96. He _____ not worry about me.

- (a) may
- (b) would
- (c) need
- (d) could

Ans : (c) need

97. He _____ not challenge me.

- (a) need
- (b) dare
- (c) would
- (d) might

Ans : (b) dare

98. The news I heard just now is so strange that you _____ not believe it.

- (a) will
- (b) could
- (c) might
- (d) None of these

Ans : (c) might

99. However honest he _____, I do not trust him.

- (a) is
- (b) may be
- (c) might be
- (d) could be

Ans : (c) might be

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93. _____ you open the gate, please ?

- (a) May
- (b) Might
- (c) Will
- (d) Would

Ans : (d) Would

94. My father is not well. Still he _____ come.

- (a) can
- (b) may
- (c) would
- (d) might

Ans : (d) might

100. Genius does what it must, and talent does what it

- _____
- (a) can
- (b) would
- (c) may
- (d) should

Ans : (a) can

101. The German force lost no time in retreat lest they _____ be cut off and surrounded.

- (a) would
- (b) should
- (c) might
- (d) could

Ans : (b) should

102. He ran as quickly as he _____ better get ready.
 (a) can (a) may
 (b) could have (b) had
 (c) could (c) should
 (d) would (d) would
Ans : (c) could **Ans : (c) should**
103. But for the surgeon's skill, the patient _____ have died.
 (a) may
 (b) would
 (c) should
 (d) must
Ans : (b) would
104. If I were you, I _____ be careful with my words.
 (a) will
 (b) shall
 (c) would
 (d) should
Ans : (c) would
105. I wonder whether I _____ ever see him again.
 (a) shall
 (b) will
 (c) should
 (d) would
Ans : (a) shall
106. The Press _____ serve the profession better if it is objective in its reporting.
 (a) can
 (b) will
 (c) would
 (d) may
Ans : (a) can
107. _____ you meet my son in the market, ask him to come home at once.
 (a) Should
 (b) Would
 (c) Will
 (d) None of these
Ans : (a) Should
108. If they want to succeed, they _____ have to work very hard.
 (a) must
 (b) should
 (c) will
 (d) ought
Ans : (c) will
109. You will have to catch the morning flight, so you _____
 (a) may
 (b) had
 (c) should
 (d) would
Ans : (c) should
110. He _____ sometimes force himself to work on till late in the night only to find himself unable to do anything the next day.
 (a) could
 (b) used to
 (c) would
 (d) should
Ans : (c) would
111. She expects that her son _____
 (a) can return
 (b) may return
 (c) should return
 (d) None of these
Ans : (b) may return
112. If we request her she _____ to college.
 (a) must give a lift
 (b) might give a lift
 (c) can give a lift
 (d) None of these
Ans : (b) might give a lift
113. It is possible Marlowe _____ plays for Shakespeare.
 (a) may write
 (b) might have written
 (c) might write
 (d) None of these
Ans : (b) might have written
114. All felt that he _____ a cheat.
 (a) may be
 (b) can be
 (c) might be
 (d) None of these
Ans : (c) might be
115. _____ I go out ? asked her son.
 (a) Should
 (b) May
 (c) Must
 (d) None of these
Ans : (b) may

116. "Yes, you _____", the mother answered.

- (a) should go
- (b) may go
- (c) must go
- (d) None of these

Ans : (b) may go

117. The son asked his mother if he _____

- (a) can go out
- (b) may go out
- (c) might go out
- (d) None of these

Ans : (c) might go out

118. _____ our king live long !

- (a) May
- (b) Must
- (c) Should
- (d) Can

Ans : (a) May

119. We eat so that we _____ live.

- (a) may
- (b) might
- (c) can
- (d) could

Ans : (a) may

120. He went there so that he _____ borrow money.

- (a) may
- (b) can
- (c) might
- (d) None of these

Ans : (c) might

121. She advised that I _____ curtail expenditure.

- (a) should
- (b) shall
- (c) should have
- (d) None of these

Ans : (a) should

122. You _____ him that gambling would ruin him.

- (a) should warn
- (b) should have warned
- (c) must warn
- (d) None of these

Ans : (b) should have warned

123. We enjoyed the movie, you _____ there.

- (a) should have been
- (b) can be
- (c) should be
- (d) None of these

Ans : (a) should have been

124. _____ you work hard, you will pass.

- (a) would
- (b) will
- (c) should
- (d) None of these

Ans : (c) should

125. I told him that I _____ leave next day.

- (a) should
- (b) should have
- (c) could
- (d) None of these

Ans : (a) should

126. Make haste lest you _____ late.

- (a) should get
- (b) should not get
- (c) may not get
- (d) None of these

Ans : (a) should get

127. She _____ work hard if she wants to top the merit list.

- (a) must have
- (b) must
- (c) must not
- (d) None of these

Ans : (b) must

128. She _____ alone as it was raining heavily.

- (a) must not leave
- (b) must not have left
- (c) should not leave
- (d) None of these

Ans : (b) must not have left

129. Principal to a student : You _____ with bad girls.

- (a) must not mix
- (b) cannot mix
- (c) may not mix
- (d) None of these

Ans : (a) must not mix

130. She _____ alone as it is raining heavily.

- (a) must not leave
- (b) must not have left
- (c) should not have left
- (d) None of these

Ans : (a) must not leave

131. There _____ something wrong with the cooker

today.

- (a) must be
- (b) should have been
- (c) must have been
- (d) None of these

Ans : (a) must be

132. Swati is gentle, her sister _____ it.

- (a) should have done
- (b) must have done
- (c) should do
- (d) None of these

Ans : (b) must have done

133. I am sure the Principal _____ in his room.

- (a) should be
- (b) can be
- (c) must be
- (d) None of these

Ans : (c) must be

134. You _____ stood by your sister, when she was in difficulties.

- (a) ought to
- (b) ought to have
- (c) should have
- (d) None of these

Ans : (b) ought to have

135. Since the keys are with my brother, I _____ you money.

- (a) will not lend
- (b) cannot lend
- (c) may not lend
- (d) None of these

Ans : (b) cannot lend

136. She told me that she _____ English fluently and was very happy.

- (a) could speak
- (b) could have spoken
- (c) can speak
- (d) None of these

Ans : (a) could speak

137. My friend did not help me though he _____ helped.

- (a) could
- (b) could have
- (c) should
- (d) None of these

Ans : (b) could have

138. She told me that she _____ go to Mumbai next

month.

- (a) will
- (b) should
- (c) would
- (d) None of these

Ans : (c) would

139. He _____ go to college daily by bus in his college days.

- (a) should
- (b) would
- (c) will
- (d) None of these

Ans : (b) would

140. My sister _____ to Delhi in such circumstances.

- (a) need not go
- (b) need not to have gone
- (c) need not to go
- (d) None of these

Ans : (a) need not go

141. She _____ here last night as her friend was better then.

- (a) need not have stayed
- (b) need not stay
- (c) should not have stayed
- (d) None of these

Ans : (a) need not have stayed

142. You _____ your note books from tomorrow.

- (a) need not bring
- (b) need not to bring
- (c) need not have brought
- (d) None of these

Ans : (a) need not bring

143. Mr. Sharma said that it was money that he _____ collect from him.

- (a) shall
- (b) will
- (c) can
- (d) could

Ans : (d) could

144. The father divided his property among his three sons lest they _____ quarrel afterwards.

- (a) should
- (b) shall
- (c) will
- (d) could

Ans : (a) should

145. Had he known about his bad health, he _____

have taken adequate care.

- (a) should
- (b) would
- (c) shall
- (d) will

Ans : (b) would

146. Had I known about the agenda, I _____ have attended the meeting.

- (a) could
- (b) would
- (c) will
- (d) might

Ans : (b) would

147. He _____ easily swim across this river.

- (a) may
- (b) could
- (c) need to
- (d) might

Ans : (b) could

148. If I were you, I _____ not do it.

- (a) will
- (b) should
- (c) would
- (d) could

Ans : (c) would

Directions : In the following questions, choose the correct alternative out of the four alternatives that closest to the idea conveyed by the sentence.

149. He may take the examination.

- (a) He will take the examination.
- (b) He must take the examination.
- (c) He can't take the examination.
- (d) He has been permitted to take the examination.

Ans : (d) He has been permitted to take the examination.

150. You must come in time.

- (a) You are likely to come in time.
- (b) You are obliged to come in time.
- (c) You have the option to come in time.
- (d) You can't come in time.

Ans : (b) You are obliged to come in time.

151. Shall we sit in the lawn ?

- (a) I suggest we sit in the lawn.
- (b) We must sit in the lawn.
- (c) We have to sit in the lawn.
- (d) We can sit in the lawn.

Ans : (a) I suggest we sit in the lawn.

152. The rupee may be devalued.

- (a) The value of the rupee has gone down.
- (b) The value of the rupee is to go down.
- (c) It is possible that the value of the rupee will go down.
- (d) The value of the rupee can't go down.

Ans : (c) It is possible that the value of the rupee will go down.

153. Need you work so hard ?

- (a) You must work so hard.
- (b) You don't work so hard.
- (c) You don't have to work so hard.
- (d) You can't work so hard.

Ans : (c) You don't have to work so hard.

154. You must not pluck flowers.

- (a) You are not allowed to pluck flowers.
- (b) You can't pluck flowers.
- (c) You should not pluck flowers.
- (d) You need not pluck flowers.

Ans : (a) You are not allowed to pluck flowers.

155. He may have been hurt.

- (a) It is possible that he will be hurt.
- (b) Perhaps he had been hurt, we do not know yet.
- (c) It is sure that he had been hurt.
- (d) It is not certain that he will be hurt.

Ans : (b) Perhaps he had been hurt, we do not know yet.

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CHAPTER 6

Subject-Verb Concord

6.1 INTRODUCTION

Action is what comes to your mind as soon as you think of a verb. You **think** of something. You **tell** something. You **play** cricket. You **run**. All these bolder words tell about you and are called verbs. In fact, your identity is established by a verb, by what you **do**, by what you **are**. Note this **are**, which does not denote an action but a state of being. Nevertheless, it tells about you and hence also is a verb.

Language has its base in logic and harmony. The subject and the verb are the essential parts of a sentence. It is imperative that the verb agree with the subject in number and person.

6.2 DEFINITION

Subject-verb concord or agreement can be defined as follows:

Subject-verb concord or agreement refers to the relationship between the subject and predicate of the sentence.

Subject-verb concord or agreement means that the subject and the verb must agree in case and in number.

6.3 SOME BASIC RULES

Some rules of subject-verb concord or agreement are given below:

Rule 1

Two or more singular subjects connected by **and** usually take a verb in the plural.

Incorrect : Computer and telecommunication **has** metamorphosed information technology.

Correct : Computer and telecommunication **have** metamorphosed information technology.

Note that computer and telecommunication are two distinct subjects. So they will take a plural verb.

Rule 2

If two singular nouns refer to the same person or thing, the verb must be singular.

Incorrect : The poet and critic **have been honoured**.

Correct : The poet and critic **has been honoured**.

In such sentences you have to be very cautious about the article **the**. When we say the poet and critic, we are referring to one person only who is both poet as

well as critic. Say, someone like TS Eliot. When we say the poet and the critic, we are referring to two persons - one the poet and the other the critic. Since the given incorrect sentence uses **the** only once, we are talking of one person. Hence, the verb should be singular.

Rule 3

If two subjects together express one idea, the verb is in the singular.

Incorrect : Bread and butter **are** essential for one's life.

Correct : Bread and butter **is** essential for one's life.

Here we are not talking of bread and butter as separate food items. One can very well do without these. If you eat rice instead of bread and take no butter at all, even then life goes on. Here bread and butter means livelihood. Means of living is essential for one's life. Thus we see that the two nouns together convey a single idea. Hence, the verb should be singular.

Rule 4

If the singular subjects are preceded by **each** or **every**, the verb is usually singular.

Incorrect : Every man and woman in a family **are** responsible for the upbringing of a child.

Correct : Every man and woman in a family **is** responsible for the upbringing of a child.

Here it appears as if there were two subjects - man and woman. Hence the mistake of using the plural verb **are**. But mark the word **every**. The use of this word brings in the idea of one at a time. Hence, use singular verb.

Rule 5

Two or more singular subjects connected by **or**, **nor**, **either ... or**, **neither ... nor** take a verb in the singular.

Incorrect : Either Manoj or Madhukar **have** the key to this problem.

Correct : Either Manoj or Madhukar **has** the key to this problem.

The use of **either ... or** makes it clear that it is one of the two and should therefore take a singular verb.

Rule 6

When the subjects joined by **or** or **nor** are of different numbers, the verb must be plural and the plural subject must be placed next to the verb.

Incorrect : Neither Rekha nor her friends **was** present at the party.

Correct : Neither Rekha nor her friends **were** present at the party.

In such cases, we function on the principle - plural includes singular. The verb **was** may apply to Rekha but not to her friends. For the latter we need a plural verb. But can the plural verb apply to singular Rekha? Yes, because plural includes singular.

Rule 7

When the subjects joined by **or** or **nor** are of different persons, the verb agrees in person with the one nearest to it.

Incorrect : Either she or **I will pay** the fees.

Correct : Either she or **I shall pay** the fees.

Or

Either she **will pay** the fees, or **I shall**.

The verb here should agree with **I**, not she.

Rule 8

Error of Proximity : The verb is made to agree in number with a noun near it instead of with its proper subject. This is wrong and should be avoided.

Incorrect : The behaviour of the students **were** not proper.

Correct : The behaviour of the students **was** not proper.

The writer of the above sentence has a myopic (short-sighted) vision. His grammar functions jerkily. He sees students and immediately concludes - plural verb **were**. If we calmly put the question what/who was/were not proper?, we see that it is the behaviour, not the students. Since the subject the behaviour is singular, the verb should be singular.

Rule 9

Words joined to a singular subject by with, as well as etc. are parenthetical. The verb should therefore be put in the singular.

Incorrect : The guru as well as his disciples **are** committed to celibacy.

Correct : The guru as well as his disciples **is** committed to celibacy.

Note that **as well as** is different from **and** or **or**. In the case of the latter conjunctions both parts - that is, the one before the conjunction **and** or **or**, and the one after the conjunction - carry equal weights. But in the case of **as well as**, the part that comes after it is merely supporting in nature - worthy of being put within brackets. The main part is the one that comes before it and the verb behaves in accordance with this part. In the given sentence; as, guru is singular.

Rule 10

Either, neither, each, everyone, many a must be followed by a singular verb.

Incorrect : Many a man **have** resigned in crisis.

Correct : Many a man **has** resigned in crisis.

The confusion is but natural. The moment one sees **many a**, the mind is filled with plural notions. In fact, the phrase does have a plural meaning. But in spite of its

meaning, it behaves as a singular adjective. Look at the noun. It is man, not men. So the verb should be singular.

Rule 11

When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.

Incorrect : Five hours **are** too short a time to judge one's character.

Correct : Five hours **is** too short a time to judge one's character.

Here **five hours** is being considered as **one** chunk. This is made clearer by the use of **a** time. So, the verb should be singular.

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MULTIPLE CHOICE QUESTIONS

1. In a sentence a verb must agree with its
 - (a) subject
 - (b) object
 - (c) second object
 - (d) none of these**Ans : (a) subject**
2. In a sentence, a verb must agree with the subject
 - (a) in person
 - (b) in number
 - (c) both a and b
 - (d) none of these**Ans : (c) both a and b**
3. If the subject is singular, the verb will also be
 - (a) singular
 - (b) plural
 - (c) in third form
 - (d) none of these**Ans : (a) singular**
4. If the subject is plural. The verb will also be
 - (a) plural
 - (b) singular
 - (c) in third form
 - (d) none of these**Ans : (a) plural**
5. Only one of the following sentences has got a correct subject-verb agreement. Which one is that?
 - (a) The typing of letters are over
 - (b) The typing of letters is over
 - (c) both a and b
 - (d) none of these**Ans : (b) The typing of letters is over.**
6. We use _____ with singular nouns and pronouns.
 - (a) is
 - (b) are
 - (c) they
 - (d) none of these**Ans : (a) is**
7. We use _____ with plural nouns and pronouns.
 - (a) are
 - (b) is
 - (c) am
 - (d) none of these**Ans : (a) are**
8. We use _____ with the singular pronoun I.
 - (a) am
 - (b) is
 - (c) are
 - (d) none of these**Ans : (a) am**
9. We use **was** with _____ nouns and pronouns.
 - (a) singular
 - (b) plural
 - (c) both a and b
 - (d) none of these**Ans : (a) singular**
10. We use **were** with _____ nouns and pronouns.
 - (a) plural
 - (b) singular
 - (c) both a and b
 - (d) none of these**Ans : (a) plural**
11. The student _____ completed this chapter.
 - (a) have
 - (b) has
 - (c) is
 - (d) are**Ans : (b) has**
12. Mahesh and Suresh _____ business partners.
 - (a) have
 - (b) has
 - (c) are
 - (d) had**Ans : (c) are**
13. She _____ her office by 9 a.m. daily.
 - (a) reach
 - (b) reaches
 - (c) reached
 - (d) reaching**Ans : (b) reaches**
14. Kamal and his friends _____ also invited to the party.
 - (a) is
 - (b) was
 - (c) had
 - (d) were**Ans : (d) were**

15. Neither you nor your sister should _____ to them.
 (a) talk
 (b) talks
 (c) talked
 (d) talking
Ans : (a) talk
16. Twenty-five years _____ the minimum age to fill this form.
 (a) are
 (b) is
 (c) has
 (d) have
Ans : (b) is
17. A bouquet of flowers _____ required for the event.
 (a) are
 (b) have
 (c) has
 (d) is
Ans : (d) is
18. A pair of socks _____ been missing from my wardrobe.
 (a) have
 (b) has
 (c) were
 (d) is
Ans : (b) has
19. Much _____ been said in the news reports.
 (a) were
 (b) have
 (c) has
 (d) was
Ans : (c) has
20. The information provided to you _____ wrong.
 (a) were
 (b) was
 (c) are
 (d) have been
Ans : (b) was
21. The company _____ of its stakeholders.
 (a) think
 (b) thought
 (c) thinks
 (d) thinking
Ans : (c) thinks
22. Either of the two dresses shall _____ good.
 (a) looking
 (b) look
 (c) looks
 (d) looked
Ans : (b) look
23. Each and every member _____ to vote.
 (a) has
 (b) have
 (c) having
 (d) are
Ans : (a) has
24. A large number of soldiers _____ died for the country.
 (a) has
 (b) is
 (c) are
 (d) have
Ans : (d) have
25. Half of the class _____ empty.
 (a) were
 (b) was
 (c) has
 (d) have
Ans : (b) was
26. Physics _____ difficult to understand.
 (a) were
 (b) are
 (c) is
 (d) have been
Ans : (c) is
27. The quality of food here _____ gone down.
 (a) have
 (b) has
 (c) is
 (d) are
Ans : (b) has
28. My mother, along with others, _____ worried.
 (a) were
 (b) are
 (c) have
 (d) was
Ans : (d) was

29. She _____ not take a lot of stress.
 (a) need
 (b) needs
 (c) needing
 (d) has need
Ans : (a) need
30. None of the candidates _____ responded.
 (a) were
 (b) have
 (c) has
 (d) is
Ans : (b) have
31. He _____ cooking in his leisure time.
 (a) enjoy
 (b) enjoying
 (c) enjoys
 (d) enjoyed
Ans : (c) enjoys
32. The book 'Management Principles' _____ quite insightful.
 (a) are
 (b) is
 (c) have
 (d) has
Ans : (b) is
33. Two dollars _____ a small amount.
 (a) are
 (b) has
 (c) have
 (d) is
Ans : (d) is
34. A lot of start-ups _____ started in the past few years.
 (a) is
 (b) are
 (c) have
 (d) has
Ans : (c) have
35. Politics _____ been one of the debatable topics.
 (a) is
 (b) are
 (c) have
 (d) has
Ans : (d) has
36. Neither Rishi nor Rhea _____ helpful.
 (a) were
 (b) was
 (c) are
 (d) have been
Ans : (b) was
37. A series of seminars _____ conducted.
 (a) was
 (b) were
 (c) are
 (d) have
Ans : (b) were
38. All means of communication _____ shut down.
 (a) was
 (b) has
 (c) have
 (d) is
Ans : (c) have
39. My glasses _____ nowhere to be found.
 (a) is
 (b) are
 (c) have
 (d) has
Ans : (b) are
40. That woman _____ vegetables.
 (a) sell
 (b) selling
 (c) sells
 (d) have sold
Ans : (c) sells
41. It _____ these papers that I have been looking for.
 (a) are
 (b) is
 (c) were
 (d) had
Ans : (b) is
42. The United States of America _____ going to conduct elections soon.
 (a) are
 (b) is
 (c) have
 (d) has
Ans : (b) is

43. Australia _____ all out before we knew it!
 (a) was
 (b) has
 (c) have
 (d) were
Ans : (d) were
44. There _____ plenty of space for guests at the venue.
 (a) was
 (b) were
 (c) are
 (d) have been
Ans : (a) was
45. Either you or I should _____ the lead.
 (a) takes
 (b) take
 (c) taking
 (d) took
Ans : (b) take
46. The jury _____ been unable to decide yet.
 (a) were
 (b) are
 (c) is
 (d) has
Ans : (d) has
47. A lot of candidates _____ to clear this exam.
 (a) failing
 (b) fails
 (c) fail
 (d) has failed
Ans : (c) fail
48. My applications _____ not been approved.
 (a) were
 (b) have
 (c) are
 (d) has
Ans : (b) have
49. The crowd _____ dispersed by the police.
 (a) was
 (b) were
 (c) are
 (d) have
Ans : (a) was
50. The ruler and the minister _____ killed.
 (a) was
 (b) have been
 (c) has been
 (d) is
Ans : (b) have been
51. The government will _____ the order soon.
 (a) passed
 (b) passes
 (c) pass
 (d) has passed
Ans : (c) pass
52. The poor _____ suffered a lot due to the pandemic.
 (a) have
 (b) are
 (c) is
 (d) has
Ans : (a) have
53. The teacher and the students _____ arrived.
 (a) has
 (b) have
 (c) will
 (d) are
Ans : (b) have
54. The event _____ earlier than it is schedule.
 (a) begin
 (b) begins
 (d) began
 (d) begun
Ans : (b) begins
55. Many people _____ registered for the course.
 (a) have
 (b) has
 (c) having
 (d) is
Ans : (a) have
56. Two-thirds of the pantry _____ full.
 (a) are
 (b) were
 (c) have
 (d) is
Ans : (d) is
57. The timing _____ inappropriate.
 (a) were
 (b) was
 (c) has
 (d) have been
Ans : (b) was

58. The package _____ to be carried carefully.
(a) is
(b) are
(c) have
(d) were
Ans : (a) is
59. Deepak, with his members, _____ really well.
(a) sing
(b) singing
(c) have sung
(d) sings
Ans : (d) sings
60. We should definitely _____ that lake.
(a) visit
(b) visits
(c) visiting
(d) visited
Ans : (a) visit
61. The team _____ made several requests.
(a) have
(b) has
(c) is
(d) are
Ans : (b) has
62. I _____ and he sings.
(a) dances
(b) dancing
(c) dance
(d) danced
Ans : (c) dance
63. Neither she nor I _____ involved.
(a) am
(b) are
(c) is
(d) were
Ans : (a) am
64. The men _____ against the popular opinion.
(a) was
(b) were
(c) has
(d) is
Ans : (b) were
65. The lawyer and the assistant _____ together.
(a) enters
(b) has enter
(c) entered
(d) had enter
Ans : (c) entered
66. Neither the principal nor the teachers _____ convinced.
(a) are
(b) is
(c) were
(d) have
Ans : (b) is
67. Several attempts _____ been made.
(a) have
(b) has
(c) were
(d) is
Ans : (a) have
68. The army _____ going through its training.
(a) are
(b) have
(c) is
(d) were
Ans : (c) is
69. Keshav _____ invited as the chief guest.
(a) is
(b) are
(c) were
(d) have
Ans : (a) is
70. Both the plans _____ wonderful.
(a) is
(b) are
(c) was
(d) have
Ans : (b) are
71. Everyone _____ been informed about the incident.
(a) have
(b) are
(c) were
(d) has
Ans : (d) has
72. A number of cases _____ reported in the area.
(a) is
(b) have been
(c) was
(d) has
Ans : (b) have been

73. The committee _____ varying solutions.
 (a) have
 (b) has
 (c) are
 (d) is
Ans : (a) have
74. These set of questions _____ pretty easy.
 (a) are
 (b) is
 (c) was
 (d) have
Ans : (a) are
75. She along with her friends _____ taking the exam.
 (a) are
 (b) were
 (c) have
 (d) is
Ans : (d) is
76. The panel of judges _____ sentenced him to death.
 (a) have
 (b) were
 (c) has
 (d) is
Ans : (c) has
77. They _____ me on my birthday every year.
 (a) wished
 (b) wish
 (c) wishes
 (d) wishing
Ans : (b) wish
78. He _____ in the race to represent his college.
 (a) runs
 (b) run
 (c) running
 (d) have run
Ans : (a) runs
79. I have to _____ the conference.
 (a) attends
 (b) attending
 (c) attend
 (d) attendance
Ans : (c) attend
80. Lata _____ in charity every month.
 (a) contribute
 (b) contributing
 (c) contributes
 (d) have contributed
Ans : (c) contributes
81. They _____ really supportive.
 (a) are
 (b) has been
 (c) is
 (d) was
Ans : (a) are
82. The clouds _____ disappeared.
 (a) has
 (b) have
 (c) were
 (d) are
Ans : (b) have
83. _____ the plan been finalised?
 (a) Have
 (b) Has
 (c) Is
 (d) Are
Ans : (b) Has
84. These indigenous foods _____ great.
 (a) is
 (b) was
 (c) has
 (d) are
Ans : (d) are
85. He and they _____ not a part of the wedding.
 (a) is
 (b) are
 (c) was
 (d) have
Ans : (b) are
86. This part of the book _____ boring.
 (a) is
 (b) are
 (c) has
 (d) have
Ans : (a) is
87. Either of the two candidates _____ eligible.
 (a) is
 (b) have
 (c) are
 (d) has been
Ans : (a) is
88. Most of the workers _____ on the strike.
 (a) is
 (b) have
 (c) has
 (d) are
Ans : (d) are

89. My neighbourhood _____ very popular.
 (a) are
 (b) is
 (c) were
 (d) has
Ans : (b) is
90. Won't you _____ there tomorrow?
 (a) goes
 (b) going
 (c) go
 (d) gone
Ans : (c) go
91. The labourers _____ in this factory.
 (a) work
 (b) works
 (c) has work
 (d) has worked
Ans : (a) work
92. I _____ to music often.
 (a) listens
 (b) listen
 (c) listening
 (d) listened
Ans : (b) listen
93. My goals' list _____ pretty long.
 (a) has
 (a) have
 (a) are
 (a) is
Ans : (d) is
94. My family _____ quite large.
 (a) are
 (b) is
 (c) has
 (d) have
Ans : (b) is
95. According to the news, the shower _____ to take place.
 (a) are
 (b) is
 (c) were
 (d) has
Ans : (b) is
96. The library _____ closed.
 (a) are
 (b) is
 (c) were
 (d) have
Ans : (b) is
97. The courier _____ arrived.
 (a) have
 (b) are
 (c) were
 (d) has
Ans : (d) has
98. These _____ religious rituals.
 (a) are
 (b) is
 (c) have
 (d) has
Ans : (a) are
99. Sachin with his friends _____ signed the petition.
 (a) has
 (b) have
 (c) are
 (d) is
Ans : (a) has
100. Do you _____ these events?
 (a) likes
 (b) like
 (c) liking
 (d) have like
Ans : (b) like
101. The dog and the cat _____ been fed.
 (a) has
 (b) are
 (c) were
 (d) have
Ans : (d) have
102. His works _____ appreciable.
 (a) are
 (b) is
 (c) has
 (d) have
Ans : (a) are
103. Many a man _____ suffered during partition.
 (a) have
 (b) has
 (c) were
 (d) is
Ans : (b) has

104. The chief along with his family _____ involved.

- (a) are
- (b) has
- (c) is
- (d) have

Ans : (c) is

105. She shall _____ soon.

- (a) come
- (b) comes
- (c) coming
- (d) came

Ans : (a) come

106. Measles _____ a common disease among children.

- (a) are
- (b) is
- (c) were
- (d) has

Ans : (b) is

107. The board of directors _____ anxious.

- (a) are
- (b) have been
- (c) has been
- (d) were

Ans : (b) have been

108. Few applicants _____ backed out.

- (a) have
- (b) has
- (c) were
- (d) are

Ans : (a) have

109. Some of the rice _____ still left.

- (a) is
- (b) are
- (c) has
- (d) have

Ans : (a) is

110. Public speaking _____ a skill.

- (a) are
- (b) have
- (c) has
- (d) is

Ans : (d) is

111. I _____ from Delhi.

- (a) am
- (b) are
- (c) is
- (d) none of these

Ans : (a) am

112. He _____ many books.

- (a) has
- (b) have
- (c) are
- (d) none of these

Ans : (a) has

113. They _____ my friends.

- (a) is
- (b) was
- (c) are
- (d) none of these

Ans : (c) are

114. We _____ our work.

- (a) was
- (b) do
- (c) were
- (d) none of these

Ans : (b) do

115. You _____ curly hair.

- (a) have
- (b) are
- (c) has
- (d) none of these

Ans : (a) have

116. Sania Mirza _____ a good tennis player.

- (a) is
- (b) am
- (c) are
- (d) none of these

Ans : (a) is

117. Your friend _____ too much.

- (a) talk
- (b) talks
- (c) talking
- (d) none of these

Ans : (b) talks

118. The man in black coat _____ like your brother.

- (a) look
- (b) looks
- (c) looking
- (d) none of these

Ans : (b) looks

119. The woman in the pool _____ well.

- (a) swims
- (b) swimming
- (c) swim
- (d) none of these

Ans : (a) swims

120. Bill _____ a cab. (a) drives (b) driving (c) drive (d) none of these
Ans : (a) drives
121. The athletes _____ five miles everyday. (a) run (b) runs (c) running (d) none of these
Ans : (a) run
122. That lady in the fun hat _____ across the street. (a) lives (b) live (c) livs (d) none of these
Ans : (a) lives
123. We _____ in English. (a) speak (b) speaks (c) speaking (d) none of these
Ans : (a) speak
124. Elephants _____ sugar-cane. (a) eat (b) eats (c) eating (d) none of these
Ans : (a) eat
125. Most of my teeth _____ clean. (a) are (b) is (c) has (d) none of these
Ans : (a) are
126. A lot of the money I had _____ gone. (a) is (b) are (c) have (d) none of these
Ans : (a) is
127. Mathematics _____ my favourite subject when I _____ was in high school. (a) was (b) were (c) is (d) none of these
Ans : (a) was
128. Peanut Butter and Jam _____ my favourite sandwich. (a) are (b) is (c) am (d) none of these
Ans : (b) is
129. The Sushi and the pasta _____ delicious (a) look (b) looks (c) looking (d) none of these
Ans : (a) look
130. Chris, in addition to his brother Zack, _____ hockey on Saturday. (a) play (b) plays (c) playing (d) none of these
Ans : (b) plays
131. The box of toys _____ in the boy's bedroom. (a) is (b) are (c) am (d) none of these
Ans : (a) is
132. The bananas, but not the apple, _____ in the fruit salad. (a) was (b) were (c) is (d) none of these
Ans : (b) were
133. Ten dollars _____ not enough to pay for the movie ticket. (a) is (b) are (c) was (d) none of these
Ans : (a) is

134. The book of stories _____ \$10.

- (a) cost
 - (b) costs
 - (c) costes
 - (d) none of these
- Ans :** (b) costs

142. The council _____ chosen its president.

- (a) has
 - (b) have
 - (c) is
 - (d) none of these
- Ans :** (a) has

135. The Lions of the East _____ an interesting book.

- (a) is
 - (b) are
 - (c) am
 - (d) none of these
- Ans :** (a) is

143. Two and two _____ four.

- (a) make
 - (b) makes
 - (c) are
 - (d) none of these
- Ans :** (b) makes

136. Apple pie and custard _____ my favourite dish.

- (a) is
 - (b) are
 - (c) am
 - (d) none of these
- Ans :** (a) is

144. The cost of all these articles _____ risen.

- (a) has
 - (b) have
 - (c) are
 - (d) none of these
- Ans :** (a) has

137. Ten Kilometres _____ a long way to walk.

- (a) is
 - (b) are
 - (c) am
 - (d) none of these
- Ans :** (a) is

145. The quality of the mangoes _____ not good.

- (a) was
 - (b) were
 - (c) are
 - (d) none of these
- Ans :** (a) was

138. Mohan as well as Sohan _____ guilty.

- (a) was
 - (b) were
 - (c) have
 - (d) none of these
- Ans :** (a) was

146. No news _____ good news.

- (a) is
 - (b) are
 - (c) am
 - (d) none of these
- Ans :** (a) is

139. Neither John nor you _____ present.

- (a) was
 - (b) were
 - (c) has
 - (d) none of these
- Ans :** (b) were

Directions: In the following questions, a sentence is given followed by four options. Select the option that replaces the given sentence or its part correctly.

140. Either Shobha or I _____ to blame.

- (a) is
 - (b) am
 - (c) are
 - (d) none of these
- Ans :** (b) am

147. Slow and steady win the race.

- (a) Slowly and steady wins the race.
 - (b) Slow and steadily wins the race.
 - (c) Slow and steady wins the race.
 - (d) None of these
- Ans :** (c) Slow and steady wins the race.

141. Neither of them _____ wrong.

- (a) was
 - (b) were
 - (c) has
 - (d) none of these
- Ans :** (a) was

148. These news were broadcasted on Radio BBC.

- (a) These news were broadcast on Radio BBC.
 - (b) This news was broadcast on Radio BBC.
 - (c) This news was broadcasted on Radio BBC.
 - (d) None of these
- Ans :** (b) This news was broadcast on Radio BBC.

149. Every boy and girl were given a prize.
 (a) Every boy and girl were given prizes.
 (b) Every boy and girl was given prizes.
 (c) Every boy and girl was given a prize.
 (d) None of these
Ans : (c) Every boy and girl was given a prize.
150. Everyone of them were clapping at the performance of the clown.
 (a) Everyone of them were clapping at the performance of the clowns.
 (b) Everyone of them was clapping at the performance of the clowns.
 (c) Everyone of them was clapping at the performances about the clowns.
 (d) None of these
Ans : (b) Everyone of them was clapping at the performance of the clowns.
151. Law and order are to be maintained at all costs.
 (a) Law and orders are to be maintained at all costs.
 (b) Law and order is to be maintained at all costs.
 (c) Laws and orders are to be maintained at all costs.
 (d) None of these
Ans : (b) Law and order is to be maintained at all costs.
152. Five hundred rupees are a long sum.
 (a) Five hundred rupee is a long sum.
 (b) Five hundred rupee is a large sum.
 (c) Five hundred rupees is a big sum.
 (d) None of these
Ans : (c) Five hundred rupees is a big sum.
153. Mohit, not his friends are to blame.
 (a) Mohit, not his friends, is to blame.
 (b) Mohit, not his friend, are to blame.
 (c) Mohit, not his friends is, on to blame.
 (d) None of these
Ans : (a) Mohit, not his friends, is to blame.
154. I as well as you are to blame.
 (a) I as well as you, is to blame.
 (b) I as well as you are to blame.
 (c) I, as well as you, am to blame.
 (d) None of these
Ans : (c) I, as well as you, am to blame.
155. The patient died before the doctor came.
 (a) The patient died before the doctor had come.
 (b) The patient had died before the doctor came.
 (c) The patient had died before the doctor had come.
 (d) None of these
Ans : (b) The patient had died before the doctor came.
156. I knew that he will not respect his elders.
 (a) I knew that he would not respect his elders.
 (b) I knew that he shall not respect his elders.
 (c) I knew that he will not be respecting his elders.
 (d) None of these
Ans : (d) None of these
157. He is one of the greatest player who has participated in one day cricket matches.
 (a) He is one of the greatest players who has
 (b) He is one of the greatest players who have
 (c) He is one of the greatest players who have
 (d) None of these
Ans : (b) He is one of the greatest players who have
158. He behaves as if he is king.
 (a) He behaves as if he are a king.
 (b) He behaves as if he are kings.
 (c) He behaves as if he were a king.
 (d) None of these
Ans : (c) He behaves as if he were a king.
159. He laughed as if he were mad.
 (a) He laughed as if he was mad.
 (b) He laughed as if he had been mad.
 (c) He laughed as if he are mad.
 (d) None of these
Ans : (b) He laughed as if he had been mad.
160. The white and the black dog is dead.
 (a) The white and black dog are dead.
 (b) The white and the black dog are dead.
 (c) The white and black dogs are dead.
 (d) None of these
Ans : (b) The white and the black dog are dead.
161. The painter and poet are dead.
 (a) The painter and the poet is dead.
 (b) The painter and poets are dead.
 (c) The painter and poet is dead.
 (d) None of these
Ans : (c) The painter and poet is dead.

For Term 2 Exam use only question Bank of www.cbse.online published by NODIAPRESS because every school make internal exam and preboard papers from these question bank. Every school and all teachers has PDF of these question bank. So they use these PDF for all internal exam and preboard exam.

162. The committee has announced their decision.

- (a) The committees has announced their decision.
- (b) The committee has announced its decision.
- (c) The committee have announced its decision.
- (d) None of these

Ans : (b) The committee has announced its decision.

163. I wish I am a millionaire.

- (a) I wish I was a millionaire.
- (b) I wish I are a millionaire.
- (c) I wish I were a millionaire.
- (d) None of these

Ans : (c) I wish I were a millionaire.

164. A large number of students is absent

- (a) A large numbers of students is absent
- (b) A large number of students are absent
- (c) A large number of student is absent.
- (d) None of these

Ans : (b) A large number of students are absent

165. Walking on the road, I met one of my old friends.

- (a) When I was walking on the road, I met one of my old friend.
- (b) When I was walking on the road, I met one of my old friends.
- (c) Walking on the road, I met one of my friend.
- (d) None of these

Ans : (b) When I was walking on the road, I met one of my old friends.

166. Our only guide were the stars.

- (a) Our only guide were the star.
- (b) Our only guides was the star.
- (c) Our only guide was the stars.
- (d) None of these

Ans : (c) Our only guide was the stars.

167. Renu is living in this house since

- (a) A. Renu is living in this house for 2012
- (b) Renu has been living in this house for 2012
- (c) Renu has been living in this house since 2012.
- (d) None of these

Ans : (c) Renu has been living in this house since 2012.

168. Better you had not to gone there.

- (a) Better you had not went there.
- (b) Better you had not gone there.
- (c) Better had you not to go there.
- (d) None of these

Ans : (b) Better you had not gone there.

169. You did not do so, nor he did.

- (a) You did not do so, he nor did.
- (b) You did not do so, nor did he
- (c) You did not do so, he did nor.
- (d) None of these

Ans : (b) You did not do so, nor did he

170. Hardly I had opened the window when a stream of cool breeze started rushing in.

- (a) Hardly I had opened the window then.
- (b) Hardly had I opened the window when..
- (c) Hardly had I opened the window then.
- (d) None of these

Ans : (b) Hardly had I opened the window when..

171. No sooner he did open the window, when the cool breeze started rushing in.

- (a) No sooner did he open the window than
- (b) No sooner did he open the window when
- (c) No sooner he did open the window than
- (d) None of these

Ans : (a) No sooner did he open the window than

172. Neither she laughed nor I did.

- (a) Neither she laughed nor did I.
- (b) Neither she laughed did nor I.
- (c) Neither she laughed I did nor.
- (d) None of these

Ans : (a) Neither she laughed nor did I.

173. Deepak along with his aunts were present in the party.

- (a) Deepak along with his aunts were present in the parties.
- (b) Deepak along with his aunts was present in the party.
- (c) Deepak along with his aunt were present in the party.
- (d) None of these

Ans : (b) Deepak along with his aunts was present in the party.

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174. Many a girls have gone to see the movie.

- (a) Many a girl have gone to see the movie.
- (b) Many a girls has went to see the movies.
- (c) Many a girl has gone to see the movie.
- (d) None of these

Ans : (c) Many a girl has gone to see the movie.

175. Sohan, like Mohan, are good singers.

- (a) Sohan, like Mohan, is a good singer.
- (b) Sohan, like Mohan, is a good singers.
- (c) Sohan, like Mohan, are a good singer.
- (d) None of these

Ans : (a) Sohan, like Mohan, is a good singer.

176. The train arrived before I reached the station.

- (a) The train arrived before I had reached the station.
- (b) The train arrived before I have reached the station.
- (c) The train had arrived before I reached the station.
- (d) None of these

Ans : (c) The train had arrived before I reached the station.

177. Either he or she has done his work.

- (a) Either he or she has done their works.
- (b) Either he or she has done her work.
- (c) Either he or she has done their work.
- (d) None of these

Ans : (b) Either he or she has done her work.

178. A hundred miles are a high distance.

- (a) A hundred miles are a big distance.
- (b) A hundred miles are a long distance.
- (c) A hundred miles is a long distance.
- (d) None of these

Ans : (c) A hundred miles is a long distance.

179. 'A Tale of Two Cities' were written by Charles Dickens.

- (a) 'A Tale of Two Cities' was written by Charles Dickens.
- (b) 'A Tale of Two Cities' is wrote by Charles Dickens.
- (c) 'A Tale of Two Cities' are wrote by Charles Dickens.
- (d) None of these

Ans : (a) 'A Tale of Two Cities' was written by Charles Dickens.

180. Many a boys were playing in the garden.

- (a) Many a boy were playing in the garden
- (b) Many a boys was playing in the garden.
- (c) Many a boy was playing in the garden.
- (d) None of these

Ans : (c) Many a boy was playing in the garden.

181. A bandit besides his gangsters were nabbed by the

police,

- (a) A bandit besides his gangster were nabbed by the police.
- (b) A bandit besides his gangsters was nabbed by the police.
- (c) A bandits besides his gangsters was nabbed by the police.
- (d) None of these

Ans : (b) A bandit besides his gangsters was nabbed by the police.

182. The bell went when I reached the school.

- (a) The bell went when I had reached the school.
- (b) The bell had gone when I have reached the school.
- (c) The bell had gone when I reached the school.
- (d) None of these

Ans : (c) The bell had gone when I reached the school.

183. My teacher told me that the earth revolved round the sun.

- (a) My teacher told me that the earth was revolving round the sun.
- (b) My teacher told me that the earth revolves round the sun.
- (c) My teacher told me that the earth had revolved round the sun.
- (d) None of these

Ans : (b) My teacher told me that the earth revolves round the sun.

184. Rice and curry are the favourite food of my brother.

- (a) Rice and curry is the favourite food...
- (b) Rice and curry are the favourite foods...
- (c) Rice and curry is the favourite foods...
- (d) None of these

Ans : (a) Rice and curry is the favourite food...

185. The Principal together with his staff Were on a tour to the Himalayas.

- (a) The Principal together with his staffs were...
- (b) The Principal together with his staffs was...
- (c) The Principal together with his staff was...
- (d) None of these

Ans : (c) The Principal together with his staff was...

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CHAPTER 7

Determiners

7.1 INTRODUCTION

Determiners are words which come before nouns determining or limiting the use of the noun by giving some additional information. They indicate the singularity or the plurality of a noun, amount or quantity of a noun, possessive aspect of a noun, the number and order of a noun or the distributive or demonstrative aspect of a noun. Adjectives and determiners must be carefully distinguished from each other. An adjective is used to limit the application of a noun by describing it i.e. by giving information about the size, colour, beauty, age and other such qualities whereas a determiner is used to limit the application of a noun without describing it. We don't know anything about the quality of the noun from a determiner.

7.2 DEFINITION

Determiners are those words that are prefixed before nouns to determine their meaning.

A determiner is a word that introduces a noun or provides information about the quantity of a noun.

7.3 TYPES OF DETERMINERS

Determiners can be divided into the following types:

1. **Articles** - a, an, the
2. **Demonstratives** - this, that, these, those
3. **Possessives** - my, your, our, his, her, its, their
4. **Quantifiers** - some, any, few, little, more, much, many, each, every, either, neither, both, all, enough
5. **Cardinal and Ordinal Numbers** - one, two, three..., first, second, third...
7. **Difference Words** - another, other
8. **Interrogatives** - whose, what, which

7.4 ARTICLES

A, an and **the** are the three articles in the English language. Articles belong to the group of noun determiners, that is, they determine the noun in terms of its definiteness. They are used before nouns or noun groups and indicate whether the noun they precede is uniquely identifiable by the speaker/writer or listener/reader of the expression or not; as,

- Arun, an engineer, gave a fifth of his property to

the city museum.

7.4.1 Kinds of Articles

There are two kinds of articles.

1. **Indefinite Articles** - A, An (in the sense of **one** and **any**)
2. **Definite Articles** - The (in the sense of **this** and **that**)

1. Indefinite Article

A or **An** is called the indefinite article because it leaves indefinite the person or thing spoken of; as,

- There shall come a day when everyone will be rich.

The writer of the above sentence is indefinite about the day. He cannot specify a particular day. It could be any day.

2. Definite article

The is called the definite article because it points out some particular person or thing; as,

- The day was hot.

The writer of the above sentence is definite about the day. He specifies the day. There must have been some sentence before which made a mention of the day. It is a particular day.

7.4.2 Uses of Indefinite Articles 'A, An'

Indefinite article **A/An** is used when we talk of a thing or a person that is indefinite or that is mentioned for the first time (in the sense of **one**). Indefinite article is also used to express a class (in the sense of **any**).

Rule 1

A student must note that the choice between **A** and **An** is determined primarily by sound.

A is used before a word beginning

1. With consonant; as, a boy, a child, a student, a book etc.
2. With a vowel giving the sound of a consonant; as, a one eyed man, a university student, a European, a unique book, a uniform, a universal problem etc.

An is used before a word beginning

1. With a vowel; as, an elephant, an apple, an ass, an umbrella etc.
2. With a mute **h**; as, an hour, an heir, an honourable person, an honest man, an honorary post, an hourly visit etc.

3. With a consonant pronounced with the sound of a vowel; as, an L.L.B. student, an M.P., an M.L.A., an S.P., an X-ray, an F.I.R. etc.

Rule 2

Before a singular/countable common noun when it is mentioned for the first time representing no particular person or a thing; as,

- I need a book.
- Twelve inches make a foot.
- A beggar came to my door.
- Please get me a scooter.
- She gave her a note book.

Rule 3

Before a singular countable noun which is used to single out some person/something as a representative of a class of a thing, animals and persons; as,

- A cow is useful animal.
- A beggar cannot be chooser.
- A rose is a beautiful flower.
- A son should be obedient.

Rule 4

To make a common noun of a proper noun to express quality; as,

- A Shylock is living in my neighbourhood.
- He is a Vikramaditya known for his fairness.

Rule 5

In certain expressions of quantity with certain numbers and expressions of Price/rate, speed, ratio; as,

- Rupees ten a kilo.
- A dozen mangoes.
- Half a dozen.

Rule 6

When **A/An** represents a weakened form of preposition **in**; as,

- He earns fifty thousand rupees a year.
- We should brush our teeth two times a day.

Rule 7

In exclamations with **what** or **how** before singular countable nouns; as,

- What a hot day!
- What a pretty girl!
- What a naughty child!
- How fine a day!
- What a fool he is.

Rule 8

Note the position of indefinite article in the following adverbs : **Rather, very, much, quite, so, too, much, as**; as,

- It is rather a nuisance.

- It is rather a good step (or a rather good step).
- He is a very good person.
- He is a much hated character.
- He is such a nice man that everybody likes him.
- It is quite an interesting story.
- She is as intelligent a student as her brother is.
- She is too weak a student to pass.
- She is so weak a student that she can't pass.

Rule 9

Before a person not known to the speaker; as,

- A Mr. Gupta - Some Mr. Gupta
- A Mrs. Sharma - Some Mrs. Sharma

Rule 10

Before the verbs used as nouns; as,

- For a swim
- For a rest
- For a talk
- For a visit

Rule 11

Before certain phrases; as,

- In a hurry
- Take a fancy
- Make a noise
- Tell a lie

Rule 12

Before the words denoting numbers; as,

- A Hundred, A dozen, A million

Rule 13

Before the adjectives **little** and **few** to give the sense of **some**.

- A little - Some (Quantity)
- A few - Some (Number); as,
- I have little money to buy a house. (hardly any)
- Please give me a little sugar. (some)
- He has spent the little money that he had. (some but all)
- There are few boys in the class. (hardly anyone)
- I met a few students in the university. (some)
- The few students that were in the class were sitting idle. (some but all)

Rule 14

There is no plural of **a, an. Some** or **Any** is the equivalent of the plural.

- A horse - Some horses/any horses
- An orange - Some oranges/any oranges

7.4.3 Uses of definite Article 'The'

Rule 1

When we talk of the particular person or a thing as already mentioned, known or under discussion; as,

- The book (which you mentioned) is not available in the market.
- Let us study the lesson carefully. (lesson in hand)

Rule 2

Before proper noun (unique objects) when they refer to the names of historical buildings, mountain ranges, planets, rivers, oceans, gulfs, groups of islands, holy books, ordinals, descriptive names of countries, states, newspapers, magazines, deserts, superlative degree, names of trains, hotels, shops; as,

- The Persian Gulf
- The Indian Ocean
- The Ranjit
- The Himalayas
- The Ramayana
- The Vedas
- The Earth
- The Taj Mahal
- The best picture
- The first man
- The Sahara
- The Bay of Bengal
- The Rajdhani Express
- The Times of India
- The Frontline
- The North Pole
- The Netherland
- The Sudan
- The USA
- The Maurya Sheraton

Note : **The** is not used before Aravali and Everest because they are not mountain ranges.

Rule 3

When a singular noun expresses a class of animal or things. But **the** is avoided with their plural forms and persons to express a class; as,

- The dog is a faithful animal.
- The rose is a sweet flower.
- The cow is economically useful.
- Dogs are faithful.

Indefinite article **A** is used in the sense of **any** to single out a person, a thing or an animal as a representative of a class; as,

- A son should be obedient.
- A cow is a useful animal.

- A mango is a sweet fruit.

Man/Woman/Mankind used in general sense to represent human race are used without article; as,

- Man is mortal. (Used in general sense)

Rule 4

Before an adjective when it represents a class of persons; as,

- The rich should help the poor.
- The old are respected by the young.

Rule 5

Before musical instruments; as,

- He can play the flute.
- She is fond of playing the harmonium.

Rule 6

As an adverb with a comparative sense (Double comparison); as,

- The sooner, the better.
- The higher you go, the colder it is.

Rule 7

Before comparative degree in case of a choice; as,

- She is the weaker of the two sisters.
- Which is the more beautiful of the two sisters?

Rule 8

Before proper noun for the sake of comparison; as,

- Surdas is the Milton of India.
- Kalidas is the Shakespeare of India.

Rule 9

Before the sports cups and trophies; as,

- India won the Singer Cup last year.
- A number of teams are taking part in the World Cup.

Rule 10

Before physical positions; as,

- The top of the mountain.
- The back of the house.
- The centre of the market.
- The front of the house.

Rule 11

With the cardinal points; as,

- The sun rises in the east.
- The Himalayas are to the north of India.

Rule 12

Before a unit of measurement; as,

- Cloth is sold by the metre.
- Eggs are sold by the dozen.

Rule 13

Before caste and communities; as,

- The Rajputs are brave people.
- The Marathas are hard working.

Rule 14

Before the adjectives **same** & **whole** and after the adjective **all** & **both** used with plural nouns; as,

- This is the same book that you gave me.
- The whole class was absent.
- All the boys were present there.
- Both the brothers were honest.
- All sugar is wasted.

Rule 15

In certain idiomatic phrases; as,

- In the wrong.
- On the contrary.
- In the town.
- The benefit of the doubt.
- In the air.
- Speak the truth.
- Out of the question.
- In the right.

Rule 16

Before a common noun to give it the force of a superlative; as,

- She is the woman.
- Netaji was the leader.
- He is the man for this job.

Rule 17

Before a common noun to give it the sense of an abstract noun (feelings, qualities etc.); as,

- The judge in him.
- The mother in her.
- The beast in him.

Rule 18

Before inventions; as,

- The telephone.
- The wireless.
- The television. (as an invention)
- He was watching television. (**television** is used just as a set.)
- He was listening to the radio.

Rule 19

Before the name of professions used collectively; as,

- The Press.
- The Bench.

Rule 20

Before a noun, qualified by adjectives; as,

- The former President Abdul Kalam
- The immortal Shakespeare.
- The late Shri S.C. Bose.

Rule 21

Before the case in apposition; as,

- Netaji, the hero of Modern India, ought to be remembered.
- Who can underestimate Mr. Vajpayee, the former Prime Minister?

Rule 22

Before the dates; as,

- The 10th of May.
- The 5th of September.

Rule 23

Before the organs of government; as,

- The Judiciary
- The legislature

Rule 24

Before the parts of a body of a person in place of possessive adjectives; as,

- He hit me on the back.
- She caught me by the arm.

Rule 25

Before the political parties; as,

- The BJP.
- The Labour Party
- The Janta Party.

Rule 26

Before the armed forces; as,

- The Army.
- The Police.
- The Air force.

Rule 27

Before the dynasties, empires, wars, revolutions, centuries; as,

- The Gupta dynasty.
- The British empire.
- The Red revolution.
- The Middle Ages.
- The Civil war.
- The Vedic ages.
- The Sixth century.

Rule 28

Before language to signify nationality; as,

- The Chinese are hard working.
- The Japanese are patriots out and out.

Rule 29

Before nationality (plural); as,

- The Greeks.
- The Indians.
- The Asians.

Note : But we say An Indian, An Asian, A Greek.

Rule 30

Before little and few.

- The little - some but all
- The few - some but all

7.4.4 Omission of Articles

Articles are omitted in a number of places. Zero article specifically refers to absence of articles before plural countable and uncountable nouns. Instances where the articles are left out are listed below.

Rule 1

The article is not used when unlimited numbers or quantities are being referred to, or numbers are not being thought of at all; as,

- Kangaroos are found in Australia. (generic reference to kangaroos)
- Sugar is an essential commodity.

Rule 2

There is no article where the implication is **some** or **a few** and not the entire class; as,

- They want to buy old paintings.

Rule 3

Names of persons do not carry articles, irrespective of whether or not they are used with a title; as,

- Dr. Sharma
- Raj Mehra

(except as specified under the use of a/an/the)

Rule 4

Names in the possessive do not carry articles; as,

- Harrods
- McDonald's

Rule 5

Names of businesses and chains of shops do not carry articles; as,

- He is working for Tata Motors. (not the/a Tata Motors)

Rule 6

The article is omitted when only one person can occupy a position; as,

- They appointed him president.

Rule 7

Articles are not used with months and days of the week when the meaning is **the day/month before or after this one**; as,

- He will come on Tuesday. (next Tuesday)

Rule 8

Names of illnesses do not carry articles; as,

- He was hospitalised for appendicitis.

Rule 9

When meals are being talked about as regular meals of the day, they are used without articles; as,

- What did you have for dinner today?

Rule 10

The noun **man**, when used to mean mankind or the human race, does not have an article; as,

- Man is mortal.

Rule 11

Articles are not used if possessive pronouns are part of the noun phrase; as,

- He stays in my house. (not **the my house**)

Rule 12

When two or more adjectives refer to the same person/ thing and are joined together by **and**, an article may be used only before the first noun.

- **The orator and poet** arrived on time. (will mean there are one person)
- **The orator and the poet** arrived on time. (will mean there are two persons)
- I saw **a black and white dog**. (a dog part black and part white)
- I saw **a black and a white dog**. (two dogs, one black and one white)

Rule 13

When two or more nouns refer to closely-related different things, **the** article is not used before the second noun.

- I need a fork and knife to eat this.

7.5 DEMONSTRATIVES

Demonstratives are pronouns which point out to something. However, when they are followed by nouns, they act as determiners. The demonstrative determiners in the English language are this, that, these, those.

Rule 1

The demonstrative determiner 'That' (Plural- Those) is used to avoid repetition of a preceding noun.

- My shorts are better than those of my brother.
- Our defence academies are better than those of Afghanistan.

Rule 2

The demonstrative determiner 'This (Plural- These)' is used to refer to a person/ persons or thing/ things near to the speaker.

- This is the best coffee I have had.
- These magazines are very good.

Rule 3

The demonstrative determiner ‘That (Plural- Those)’ refers to a person/ persons or thing/ things far from the speaker.

- Get that dog out of the house.
- Throw away those shoes in the garbage.

7.6 POSSESSIVES

The possessive determiners in the English language are my, your, our, his, her, its, and their. These are used to show or determine the ownership of a certain thing.

- Where is your car?
- The dog growled and showed its teeth.
- My best friend is a cat.
- Which one is his house?
- It’s our secret recipe.
- Their house was just around the corner.

7.7 QUANTIFIERS

Quantifiers indicate how much or how little of the noun is being discussed. Quantifiers are commonly used before either countable or uncountable nouns. They include words such as some, any, few, little, more, much, many, each, every, both, all, enough etc.

7.7.1 Some

Rule 1

The indefinite adjective ‘Some’ is generally used in affirmative sentences with uncountable and plural countable nouns.

- There is some proof that he is guilty.
- I have some good ideas on the project.

Rule 2

It can also be used in questions where ‘Yes’ is expected as an answer.

- Would you like some tea?
- Could you give me some food?

7.7.2 Any

Rule 1

It is used in questions when you want to ask whether something exists or not. It is also used in negative sentences where we want to say that something does not exist.

- I don’t need any help.
- Do you have any advice on the matter?

Rule 2

It is also used in affirmative sentences before plural nouns and uncountable nouns when it refers to a quantity of something which may or may not exist.

- You can stop at any point you like.

7.7.3 Little and Much

These are used to refer to amount or quantity. Little is used to emphasize that there is a small amount of something whereas ‘Much’ is used for emphasizing on large quantities. Both of them are used with uncountable nouns. Little is also used in reference to small amount of something without any emphasis.

- I want to spend a little time in Dubai.
- I have studied very little for my exam.
- Do you like to watch much television?

7.7.4 Few and Many

These are mostly used to refer to a number. They are used before plural countable nouns. Few emphasizes a smaller number and many refer to more numbers.

- Few students came for the class today.
- Many people went to welcome the Indian Cricket team.
- They stayed in the U.S.A for a few days.

7.7.5 More, Less and Fewer

They are mostly used as comparative determiners. ‘More’ is used before plural and uncountable nouns (with than) to refer to a quantity or amount which is greater than another quantity or amount. It is also used to refer to an additional quantity of something. Less is used to refer to an amount that is less than another amount. Fewer is used where we refer to a group of things that are smaller than another group before plural nouns.

- He does much more cardio than I do.
- The poor have less access to cleanliness.
- There are fewer cars here.

7.7.6 All

All is mostly used with a plural verb when followed by a countable plural noun. It includes all the persons or things of a particular kind. Another rule for it is that it requires a singular verb when it is followed by an uncountable noun.

- All children cannot be treated in the same manner.

7.7.7 Both

This determiner is mostly used to talk about two things of the same kind. It is used to show that two persons or things are involved rather than one and is often followed by ‘and’.

- Both Raman and Raghav went out for a movie.
- He held oranges in both his hands.

7.7.8 Either and Neither

These determiners usually refer to two persons or things but show that one out of the two is or is not involved in a situation. Neither is used mostly with singular nouns and by either, it can mean both of two things especially when it is used with 'end' or 'side'.

- Take either side of the bed, both are the same.
- Neither of them is speaking the truth.

7.7.9 Each and Every

These determiners are used to refer to all members of a group, persons or things. When we talk about members as individuals, we use 'each' and when we make a statement about all of them we use 'every'. They are to be prefixed before a singular countable noun and the verb attached with them should be singular.

- Each and every board member was present in the meeting.
- Today a laptop and air conditioner can be seen in each house.
- Every child is said to have his/ her own special abilities.

7.7.10 Several

It is usually used to indicate an imprecise number that is not very large but more than two.

- There were several deaths during the floods in U.P.
- There were several cases of fraud pending against him in the court.

7.7.11 Most

'Most' is used to indicate nearly all of an amount or of a group.

- Most of the people do not recover from this fatal disease.
- Most of the people in India are working class.

7.7.12 Enough

The determiner 'enough' is used before uncountable nouns or plural nouns to say that there is something that is sufficient and enough as much as needed.

- The hotel had enough rooms for all the guests.
- They did not have enough storage to store all that they had ordered for.

7.7.13A lot

It means very often or very much. It is used as an adverb. It often comes at the end of a sentence and never before a noun.

- I like basketball a lot.

- She's a lot happier now than she was.
- I don't go there a lot anymore.

7.7.14A lot of, lots of

We use a lot of and lots of in informal styles. Lots of is more informal than a lot of. A lot of and lots of can both be used with plural countable nouns and with singular uncountable nouns for affirmatives, negatives, and questions:

- We've got lots of things to do.
- That's a lot of money.
- There weren't a lot of choices.
- Can you hurry up? I don't have a lot of time.
- Are there a lot of good players at your tennis club?
- Have you eaten lots of chocolate?

7.8 CARDINAL AND ORDINAL NUMBERS

The cardinal numbers (one, two, three, ...) are adjectives referring to quantity, and the ordinal numbers (first, second, third, ...) refer to distribution.

- There are twenty-five beds available in a hospital.
- Geeta won second prize in painting competition.

7.9 DIFFERENCE WORDS

7.9.1 Another

It can be used with a singular countable noun to talk about an additional person or thing of the same type.

- Can I have another cup of coffee?
- He opened another branch last month.

7.9.2 Other

This determiner is used with plural nouns or sometimes with uncountable nouns.

- Other people might not have thought like this.
- The students are busy in other activities rather than participating in the math class.

7.10 INTERROGATIVES

Interrogative determiners formulate direct or indirect questions and exclamations. The three interrogative determiners in English are what, which, and whose.

7.10.1 Whose

Whose means "belonging to which person". Whose functions both as an interrogative and a possessive

determiner, so technically whose is an interrogative possessive determiner. Whose is the only interrogative possessive determiner in English.

- They didn't know whose car it was.
- Whose iPhone was stolen?
- He couldn't remember whose car keys they were.

7.10.2 What

What is for asking for information specifying something.

- What time did you arrive?
- I wonder what reason he gave.
- What idiot told you that?

7.10.3 Which

Which is for asking for information specifying one or more people or things from a definite set.

- Which table would you prefer?
- I wonder which teacher told him that.
- I asked them which Italian car was best.

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MULTIPLE CHOICE QUESTIONS

4. Which one of the following sentences shows a correct use of Article
 - (a) He lived in the three hundred year old house in Delhi.
 - (b) He lived in a three hundred year old house in Delhi.
 - (c) both a and b above
 - (d) None of these

Ans : (b) He lived in a three hundred year old house in Delhi.
5. Which one of the following sentences shows a correct use of Article
 - (a) The brass is not a very expensive metal.
 - (b) Brass is not a very expensive metal.
 - (c) both a and b above
 - (d) None of these

Ans : (b) Brass is not a very expensive metal.
6. Which one of the following sentences shows a correct use of Article
 - (a) He is the mason who built my house.
 - (b) He is a mason who built my house.
 - (c) both a and b above
 - (d) None of these

Ans : (a) He is the mason who built my house.
7. Which one of the following sentences shows a correct use of Article
 - (a) He did not go to the city on boat he went there by train.
 - (b) He did not go to city on boat he went there by train.
 - (c) both a and b above
 - (d) None of these

Ans : (a) He did not go to the city on boat he went there by train.
8. Which one of the following sentences shows a correct use of Article
 - (a) The teacher called the last boy standing in the queue.
 - (b) The teacher called a last boy standing in the queue.
 - (c) both a and b above
 - (d) None of these

Ans : (a) The teacher called the last boy standing in the queue.
9. Which one of the following sentences shows a correct

use of Article

- (a) His mother forbade him to go to the circus late at night.
- (b) His mother forbade him to go to circus late at night.
- (c) both a and b above
- (d) None of these

Ans : (a) His mother forbade him to go to the circus late at night.

10. Which one of the following sentences shows a correct use of Article

- (a) Ganga is a holy river for Hindus.
- (b) The Ganga is a holy river for Hindus.
- (c) both a and b above
- (d) None of these

Ans : (b) The Ganga is a holy river for Hindus.

11. Which one of the following sentences shows a correct use of Article

- (a) God is merciful to all of us.
- (b) The God is merciful to all of us.
- (c) A God is merciful to all of us.
- (d) None of these

Ans : (a) God is merciful to all of us.

12. Which one of the following sentences shows a correct use of Article

- (a) English is a difficult language.
- (b) English is the difficult language.
- (c) English is difficult language.
- (d) None of these

Ans : (a) English is a difficult language.

13. Which one of the following sentences shows a correct use of Article

- (a) We went to see a Taj Mahal in Agra.
- (b) We went to see the Taj Mahal in Agra.
- (c) We went to see the Taj Mahal in the Agra.
- (d) None of these

Ans : (b) We went to see the Taj Mahal in Agra.

14. Which one of the following sentences shows a correct use of Article

- (a) Ranjeet Singh was a lion of Punjab.
- (b) Ranjeet Singh was an lion of Punjab.
- (c) Ranjeet Singh was the lion of Punjab.
- (d) None of these

Ans : (c) Ranjeet Singh was the lion of Punjab.

15. Which one of the following sentences shows a correct

use of Article

- (a) The Book which you demand is out of print.
- (b) Book which you demand is out of print.
- (c) A Book which you demand is out of print.
- (d) None of these

Ans : (a) The Book which you demand is out of print.

16. Which one of the following sentences shows a correct use of Article

- (a) Rana Pratap was the hero of the Mewar.
- (b) Rana Pratap was the hero of Mewar.
- (c) Rana Pratap was a hero of Mewar.
- (d) None of these

Ans : (b) Rana Pratap was the hero of Mewar.

17. Which one of the following sentences shows a correct use of Article

- (a) A black and a white cow is grazing in the field.
- (b) A black and white cow is grazing in the field.
- (c) A black and the white cow is grazing in the field.
- (d) None of these

Ans : (b) A black and white cow is grazing in the field.

18. Which one of the following sentences shows a correct use of Article

- (a) Shri Shanker Dayal Sharma was the President of India.
- (b) Shri Shanker Dayal Sharma was President of India.
- (c) Shri Shanker Dayal Sharma was a President of India.
- (d) None of these

Ans : (a) Shri Shanker Dayal Sharma was the President of India.

19. Which one of the following sentences shows a correct use of Article

- (a) Here is a red shirt which Seema gave me yesterday.
- (b) Here is the red shirt which Seema gave me yesterday.
- (c) Here is red shirt which Seema gave me yesterday.
- (d) None of these

Ans : (b) Here is the red shirt which Seema gave me yesterday

20. Which one of the following sentences shows a correct use of Article

- (a) When we are seriously ill we go to the hospital.
- (b) When we are seriously ill we go to hospital.
- (c) When we are seriously ill we go to an hospital.
- (d) None of these

Ans : (b) When we are seriously ill we go to hospital

21. Which one of the following sentences shows a correct use of Article
- The language school is in colony street.
 - The language school is in the colony street.
 - The language school is in a colony street.
 - None of these
- Ans :** (a) The language school is in colony street.
22. Which one of the following sentences shows a correct use of Article
- London is largest city in the world.
 - London is the largest city in the world.
 - London is a largest city in the world.
 - None of these
- Ans :** (b) London is the largest city in the world.
23. Which one of the following sentences shows a correct use of Article
- Vijay is the best student in class at present.
 - Vijay is a best student in class at present.
 - Vijay is best student in class at present.
 - None of these
- Ans :** (a) Vijay is the best student in class at present.
24. Which one of the following sentences shows a correct use of Article
- He leads a luxurious life so he visits everywhere by a car.
 - He leads a luxurious life so he visits everywhere by car.
 - He leads a luxurious life so he visits everywhere by the car.
 - None of these
- Ans :** (b) He leads a luxurious life so he visits everywhere by car.
25. The candidate was _____ little nervous but he
26. There was _____ major accident near the railway station.
- an
 - a
 - the
 - none of these
- Ans :** (b) a
27. The harder you work _____ better marks you will get.
- an
 - a
 - the
 - none of these
- Ans :** (c) the
28. _____ egg on the table was thrown away.
- An
 - The
 - A
 - None of these
- Ans :** (b) The
29. Many _____ man was throwing stone on the stranger.
- an
 - a
 - the
 - none of these
- Ans :** (b) a
30. Sri Lanka is _____ island.
- a
 - an
 - the
 - none of these
- Ans :** (b) an
31. John got _____ best present.
- a
 - an
 - the
 - none of these
- Ans :** (c) the

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Directions : In the following questions, sentences are given with blanks to be filled in with an appropriate and suitable Determiner(s). Four alternatives are suggested for each question. Choose the correct alternative out of the four alternatives.

25. The candidate was _____ little nervous but he

32. He is _____ honour to his profession.
 (a) an
 (b) a
 (c) the
 (d) none of these
Ans : (a) an
33. The cow is _____ sacred animal.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (a) a
34. I saw a woman with _____ umbrella over her head.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (b) an
35. _____ European visited our town yesterday.
 (a) A
 (b) An
 (c) The
 (d) None of these
Ans : (a) A
36. She is _____ most courageous lady I have ever seen.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (c) the
37. The German defeated _____ French.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (c) the
38. The book you gave me is _____ interesting one.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (b) an
39. He always goes the college by _____ bus.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (d) none of these
40. The higher you go _____ cooler it is.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (c) the
41. Sri Lanka is _____ very beautiful island.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (a) a
42. I met her just half _____ hour ago.
 (a) a
 (b) an
 (c) the
 (d) none of these
Ans : (b) an
43. _____ boy who came to my house yesterday is a thief.
 (a) A
 (b) An
 (c) The
 (d) None of these
Ans : (c) The
44. I never make _____ big decisions.
 (a) a
 (b) an
 (c) the
 (d) none of these
45. (d) none of these Sachin Tendulkar is referred to as

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- _____ Bradman of Indian cricket.
 (a) A
 (b) The
 (c) This
 (d) None of these
Ans : (b) The
46. M. S. Dhoni is one of _____ best captains cricket has seen.
 (a) The
 (b) A
 (c) An
 (d) That
Ans : (a) The
47. _____ Rajdhani Express is one of the fastest trains of India.
 (a) A
 (b) An
 (c) The
 (d) These
Ans : (c) The
48. _____ apple _____ day keeps _____ doctor away.
 (a) A, an, the
 (b) The, an, a
 (c) An, a, the
 (d) An, the, a
Ans : (c) An, a, the
49. Sherlock Holmes deduced that _____ visitor had come walking.
 (a) His
 (b) Her
 (c) Theirs
 (d) A
Ans : (a) His
50. I've heard _____ story before.
 (a) These
 (b) This
 (c) A
 (d) An
Ans : (b) This
51. Have you read about _____ Right to Education Act?
 (a) A
 (b) An
 (c) The
 (d) These
Ans : (c) The
52. I don't want _____ coffee, thank you.
 (a) Some
 (b) Any
 (c) Little
 (d) Few
Ans : (b) Any
53. How _____ money do you spend on new clothes?
 (a) Many
 (b) Few
 (c) Much
 (d) Little
Ans : (c) Much
54. Oh no! I have spent all _____ money I had.
 (a) The
 (b) A
 (c) Much
 (d) My
Ans : (a) The
55. There is _____ water in that jug.
 (a) Any
 (b) Few
 (c) Some
 (d) A few
Ans : (c) Some
56. Only _____ people came to watch the new film.
 (a) A few
 (b) Many
 (c) Much
 (d) A some
Ans : (a) A few
57. I saw _____ boys playing in the park.
 (a) A little
 (b) Any
 (c) Some
 (d) This
Ans : (c) Some
58. Could you give me _____ money, please?
 (a) Little
 (b) A little
 (c) A few
 (d) Few
Ans : (b) A little
59. We had _____ money left, so we went out for a meal. We decided to abandon our trip as we had

- . _____ money left.
 (a) a little, a little
 (b) little, a little
 (c) a few, few
 (d) a little, little
Ans : (d) a little, little
60. She spent _____ amount of money she had.
 (a) little
 (b) much
 (c) the few
 (d) the little
Ans : (d) the little
61. There aren't _____ mountains in that part of the country.
 (a) much
 (b) many
 (c) more
 (d) less
Ans : (b) many
62. The farmer had _____ land and many servants.
 (a) very little
 (b) some
 (c) a lot of
 (d) many
Ans : (c) a lot of
63. _____ of the students has finished the exam yet.
 (a) All
 (b) Some
 (c) Few
 (d) None
Ans : (d) None
64. _____ people would come to listen to your advice.
 (a) Few
 (b) A few
 (c) Some
 (d) None
Ans : (a) Few
65. She has many enemies but _____ friends.
 (a) few
 (b) a few
 (c) many
 (d) the few
Ans : (b) a few
66. _____ words spoken in earnest will convince her.
 (a) The few
 (b) A few
 (c) Few
 (d) Little
Ans : (b) A few
67. _____ dresses she had were all old fashioned and torn.
 (a) The few
 (b) Few
 (c) A few
 (d) Little
Ans : (a) The few
68. _____ months he spent in Europe did him a lot of good.
 (a) Few
 (b) The few
 (c) A few
 (d) Little
Ans : (b) The few
69. He has _____ appreciation of good poetry.
 (a) the little
 (b) a little
 (c) little
 (d) few
Ans : (c) little
70. _____ tact would have saved the situation.
 (a) The little
 (b) A little
 (c) Little
 (d) Very little
Ans : (b) A little
71. _____ drops of water make a mighty ocean.
 (a) The little
 (b) Little
 (c) A little
 (d) A few
Ans : (b) Little
72. He takes _____ interest in me.
 (a) the little
 (b) a little
 (c) very little
 (d) little
Ans : (d) little

73. I want to drink _____ milk.
 (a) a little
 (b) the little
 (c) little
 (d) the few
Ans : (a) a little
74. There weren't _____ apples on the tree.
 (a) much
 (b) many
 (c) more
 (d) less
Ans : (b) many
75. How _____ sugar do you want ?
 (a) much
 (b) many
 (c) less
 (d) more
Ans : (a) much
76. I can't eat _____ more bananas, but I should like _____ more apples.
 (a) any, any
 (b) some, some
 (c) some, any
 (d) any, some
Ans : (d) any, some
77. Put _____ sugar in your tea; I haven't put _____
 (a) some, any
 (b) any, any
 (c) some, some
 (d) any, some
Ans : (a) some, any
78. The candidate was _____ little nervous but he did well.
 (a) much
 (b) a
 (c) any
 (d) same
Ans : (b) a
79. He is very lucky. He has _____ friends to stand by him in times of need.
 (a) little
 (b) few
 (c) a few
 (d) a little
Ans : (c) a few
80. I should like to have _____ milk, not any milk.
 (a) the
 (b) some
 (c) little
 (d) few
Ans : (b) some
81. He was not ill, but he was _____ tired.
 (a) a little
 (b) little
 (c) a few
 (d) few
Ans : (a) a little
82. He can solve _____ problem.
 (a) same
 (b) any
 (c) many
 (d) little
Ans : (b) any
83. There was _____ major accident near the railway station.
 (a) an
 (b) a
 (c) the
 (d) same
Ans : (b) a
84. The harder you work _____ better marks you will get.
 (a) an
 (b) more
 (c) any
 (d) the
Ans : (d) the
85. Both the rings are equally beautiful _____ one will be a nice present.
 (a) neither
 (b) either
 (c) a
 (d) the
Ans : (b) either
86. _____ egg on the table was thrown away.
 (a) An
 (b) The
 (c) A
 (d) Any
Ans : (b) The
87. Many _____ man was throwing stone on the

stranger.

- (a) an
- (b) a
- (c) the
- (d) few

Ans : (b) a

88. Sri Lanka is _____ island.

- (a) a
- (b) an
- (c) the
- (d) same

Ans : (b) an

89. John got _____ best present.

- (a) a
- (b) an
- (c) same
- (d) the

Ans : (d) the

90. He is _____ honour to his profession.

- (a) an
- (b) a
- (c) little
- (d) much

Ans : (a) an

91. _____ care could have saved the patient.

- (a) Little
- (b) Same
- (c) A little
- (d) The

Ans : (c) A little

92. It is a question of spending _____ rupees.

- (a) few
- (b) little
- (c) many
- (d) a few

Ans : (d) a few

93. The lame boy tried to climb up the staircase without _____ help.

- (a) little
- (b) any
- (c) some
- (d) many

Ans : (b) any

94. She has only _____ friends.

- (a) fewer
- (b) less
- (c) more
- (d) a few

Ans : (d) a few

95. May I give you _____ advice ?

- (a) an
- (b) some
- (c) little
- (d) one

Ans : (b) some

96. I do my work _____ carefully to make mistakes.

- (a) so
- (b) very
- (c) too
- (d) more

Ans : (c) too

97. I haven't _____ butter but I have a lot of bread.

- (a) a lot of
- (b) little
- (c) much
- (d) some

Ans : (c) much

98. They have lost _____ of their contacts.

- (a) little
- (b) much
- (c) many
- (d) small

Ans : (c) many

99. Bharat went to fetch _____ books.

- (a) a
- (b) there
- (c) more
- (d) some

Ans : (d) some

100. She laughs too _____

- (a) many
- (b) more
- (c) much
- (d) less

Ans : (c) much

101. _____ students refused to eat at all.

- (a) Much
- (b) Some
- (c) A
- (d) The

Ans : (b) Some

102. The airport has been closed for _____ than 3 months.
 (a) more
 (b) much
 (c) many
 (d) few
Ans : (a) more
103. How _____ money can I afford ?
 (a) many
 (b) more
 (c) much
 (d) some
Ans : (c) much
104. Are you sure would not like some _____ wine.
 (a) much
 (b) more
 (c) less
 (d) few
Ans : (b) more
105. I gave a dinner for a _____ close friends.
 (a) many
 (b) more
 (c) the few
 (d) few
Ans : (d) few
106. Rahul spent _____ money he had.
 (a) many
 (b) much
 (c) more
 (d) the little
Ans : (d) the little
107. There were _____ passengers in the second class sleeper coach.
 (a) either
 (b) both
 (c) twenty
 (d) any
Ans : (c) twenty
108. There is _____ truth in what he says.
 (a) little
 (b) every
 (c) some
 (d) much
Ans : (a) little
109. There are _____ books on the table.
 (a) few
 (b) some
 (c) every
 (d) little
Ans : (b) some
110. Nature's beauty is for _____ of us to admire.
 (a) every
 (b) each
 (c) any
 (d) all
Ans : (d) all
111. The cow is _____ sacred animal.
 (a) a
 (b) an
 (c) the
 (d) none
Ans : (a) a
112. Only _____ students passed the entrance test
 (a) many
 (b) three
 (c) every
 (d) any
Ans : (b) three
113. There are four clubs here and _____ club would feel honoured to have Vinod as its member.
 (a) neither
 (b) either
 (c) any
 (d) few
Ans : (c) any
114. _____ member of the group was given a driving test.
 (a) Any
 (b) Many
 (c) Every
 (d) Each
Ans : (d) Each
115. _____ boys are absent today.
 (a) A lot of
 (b) Much
 (c) Many
 (d) Every
Ans : (c) Many
116. You can buy _____ pair of trousers. Both of them

are equally good.

- (a) any
- (b) few
- (c) either
- (d) little

Ans : (c) either

the bank.

- (a) any
- (b) some
- (c) few
- (d) either

Ans : (a) any

117. I was too tired to do _____ work.

- (a) any
- (b) some
- (c) single
- (d) all

Ans : (a) any

124. There isn't _____ fruit in the refrigerator.

- (a) few
- (b) either
- (c) every
- (d) any

Ans : (d) any

118. countries are preparing for war.

- (a) All
- (b) Many
- (c) Every
- (d) Each

Ans : (b) Many

125. I didn't find _____ switch near the door.

- (a) a lot of
- (b) the little
- (c) much
- (d) any

Ans : (d) any

119. I have read _____ book in this library.

- (a) each
- (b) either
- (c) every
- (d) lot of

Ans : (c) every

126. _____ villages were washed away by floods.

- (a) One
- (b) None
- (c) Any
- (d) Many

Ans : (d) Many

120. _____ leaders who are sincere do not get any opportunity to work.

- (a) Some
- (b) A few
- (c) All
- (d) The few

Ans : (d) The few

127. The dogs were _____ given a bone.

- (a) each
- (b) any
- (c) every
- (d) None of these

Ans : (a) each

121. _____ jobs can be handled only with patience and tact.

- (a) Any
- (b) Some
- (c) Few
- (d) All

Ans : (b) Some

128. The police spoke separately to _____ suspect.

- (a) every
- (b) each
- (c) some
- (d) None of these

Ans : (b) each

122. When should I come to meet you ? _____ time you like.

- (a) Every
- (b) A little
- (c) Each
- (d) Any

Ans : (d) Any

129. She was wearing a bracelet on _____ wrist.

- (a) each
- (b) any
- (c) every
- (d) None of these

Ans : (a) each

123. These cheques can be cashed at _____ branch of

130. She got her license without _____ problems.

- (a) some
- (b) any
- (c) every
- (d) None of these

Ans : (b) any

131. I always keep _____ money in my wallet for emergencies.
 (a) any
 (b) every
 (c) some
 (d) None of these
Ans : (c) some
132. Very _____ people fly just because of terrorist activities.
 (a) little
 (b) much
 (c) many
 (d) few
Ans : (d) few
133. Johnny is a keen player but unfortunately he has _____ skills.
 (a) few
 (b) none
 (c) some
 (d) little
Ans : (a) few
134. If we don't move faster, we'll miss our transfer to Munich. There isn't _____ time to waste.
 (a) little
 (b) any
 (c) many
 (d) few
Ans : (b) any
135. Unfortunately, I haven't got _____ time for watching TV.
 (a) few
 (b) none
 (c) much
 (d) little
Ans : (c) much
136. You can buy these maps at _____ station. They all have them.
 (a) a lot of
 (b) several
 (c) some
 (d) any
Ans : (d) any
137. If you have _____ questions, I'm ready to answer.
 (a) little
 (b) any
 (c) much
 (d) None of these
Ans : (b) any
138. I didn't have _____ trouble getting the passports. I only had a problem with my photo because it was an old one.
 (a) much
 (b) any
 (c) none
 (d) several
Ans : (a) much
139. There is _____ water left, so drink only if you must.
 (a) some
 (b) little
 (c) few
 (d) much
Ans : (b) little
140. There isn't _____ point at all in getting upset about it.
 (a) few
 (b) several
 (c) any
 (d) many
Ans : (c) any
141. _____ coat will do. It doesn't need to be a raincoat.
 (a) Little
 (b) No
 (c) Any
 (d) Few
Ans : (c) Any
142. According to the studies, dolphins, whales and _____ other sea creatures use highly sophisticated navigation systems.
 (a) any
 (b) a little
 (c) many
 (d) much
Ans : (c) many
143. The dietary habits of a child often have _____ to do with that child's eating habits as an adult.
 (a) little
 (b) every
 (c) most
 (d) None of these
Ans : (a) little
144. In the United States of America, there are literacy classes for workers, _____ of whom never

graduated from high school.

- (a) a little
- (b) much
- (c) any
- (d) many

Ans : (d) many

145. In the first _____ months of life, an infant learns how to lift its head, how to smile and how to recognize its parents.

- (a) many
- (b) any
- (c) few
- (d) None of these

Ans : (c) few

146. Serving _____ terms in Congress, Shirley Chisholm became an important United States politician.

- (a) several
- (b) much
- (c) a lot of
- (d) None of these

Ans : (a) several

147. The storm continued for _____ of the days when we were in New Orleans, but fortunately there wasn't _____ damage in the city.

- (a) a few, many
- (b) all, a little
- (c) most, much
- (d) some, few

Ans : (c) most, much

148. Heavy fines and jail sentences have made _____ difference in preventing elephant poaching for their tusks.

- (a) a few
- (b) little
- (c) many
- (d) None of these

Ans : (b) little

149. Although the language learning abilities of apes have surprised _____ scientists, they generally agree that apes do not progress beyond the linguistic abilities of a two-year-old child.

- (a) few
- (b) a little
- (c) many
- (d) much

Ans : (c) many

150. Though it is a densely populated city, there are surprisingly _____ people seen on the streets.

- (a) few
- (b) a few
- (c) little
- (d) a little

Ans : (a) few

151. With hard work and _____ luck nothing can stop you in your way to success.

- (a) little
- (b) a little
- (c) few
- (d) a few

Ans : (b) a little

152. I know _____ of the book is not worth reading but most of the readers like the end of the book.

- (a) much
- (b) many
- (c) a few
- (d) several

Ans : (a) much

153. We only spent _____ days in Istanbul; on the first day we visited the famous mosques and on the other days we just shopped.

- (a) a few
- (b) many
- (c) little
- (d) the little

Ans : (a) a few

154. The expedition through the old Mayan city was held up because of _____ delays in the delivery of food supplies.

- (a) any
- (b) several
- (c) every
- (d) much

Ans : (b) several

155. Although _____ of the lawn is open to the sun, there are plenty of shade trees to make it comfortable.

- (a) each
- (b) every
- (c) most
- (d) none

Ans : (c) most

156. Although there were many politicians that were honest and decent, there were just as _____ who

were not.

- (a) some
- (b) much
- (c) many
- (d) a little

Ans : (c) many

157. _____ of the animals that live in the desert are nocturnal.

- (a) much
- (b) some
- (c) each
- (d) every

Ans : (b) some

158. Surveys say anti-war protests and incidents in _____ of Europe are at their most frequent since World War II.

- (a) each
- (b) much
- (c) many
- (d) a few

Ans : (b) much

159. The news was _____ good to be true.

- (a) very
- (b) too
- (c) so
- (d) as

Ans : (b) too

160. It is difficult to run a school with so _____ students.

- (a) a few
- (b) many
- (c) the few
- (d) much

Ans : (b) many

161. There isn't _____ boot polish in this tin.

- (a) some
- (b) little
- (c) any
- (d) many

Ans : (c) any

162. You have _____ flowers in your garden.

- (a) any
- (b) some
- (c) few
- (d) a little

Ans : (b) some

163. _____ of the two sisters is married.

- (a) Both
- (b) Every
- (c) Each
- (d) Any

Ans : (c) Each

164. _____ of you should attend the conference.

- (a) Both
- (b) Each
- (c) Every
- (d) Many

Ans : (a) Both

165. We should inform _____ of them.

- (a) many
- (b) every
- (c) few
- (d) all

Ans : (d) all

166. They have spent _____ for their son's wedding.

- (a) many
- (b) enough
- (c) all
- (d) the little

Ans : (b) enough

167. _____ of the candidates pass this exam.

- (a) Enough
- (b) Fewer
- (c) Either
- (d) Most

Ans : (d) Most

168. _____ of the deadlines is met.

- (a) Neither
- (b) No
- (c) None
- (d) Much

Ans : (a) Neither

169. Can I borrow _____ sugar?

- (a) much
- (b) some
- (c) a little
- (d) a few

Ans : (b) some

170. With this, you have lost _____ chance that you

had.

- (a) a little
- (b) little
- (c) the little
- (d) slight

Ans : (c) the little

171. _____ participants left the meeting in between.

- (a) Several
- (b) Much
- (c) The few
- (d) Little

Ans : (a) Several

172. It seems that they would need _____ workers for the construction.

- (a) little
- (b) either
- (c) more
- (d) some

Ans : (c) more

173. _____ man that we saw turned out to be a thief.

- (a) A
- (b) The
- (c) That
- (d) This

Ans : (b) The

174. He should work _____ and take a break.

- (a) less
- (b) little
- (c) a little
- (d) more

Ans : (a) less

175. He told me that _____ blue was her favourite colour.

- (a) a
- (b) the
- (c) this
- (d) None of the above

Ans : (d) None of the above

176. You can pick _____ of two.

- (a) many
- (b) more
- (c) either
- (d) some

Ans : (c) either

177. _____ those students were punished.

- (a) All
- (b) Much
- (c) Enough
- (d) Some

Ans : (a) All

178. There isn't _____ cash left with us.

- (a) some
- (b) many
- (c) more
- (d) much

Ans : (d) much

179. _____ one of them has been invited.

- (a) Each
- (b) Every
- (c) Many
- (d) Much

Ans : (a) Each

180. _____ sun is about to set.

- (a) A
- (b) An
- (c) The
- (d) A little

Ans : (c) The

181. _____ of the people who came have left.

- (a) Most
- (b) Many
- (c) Every
- (d) Each

Ans : (a) Most

182. We need to do _____ of work before the event starts.

- (a) much
- (b) a lot
- (c) more
- (d) some

Ans : (b) a lot

183. _____ people who migrated here died in the floods.

- (a) A few
- (b) Few
- (c) The few
- (d) Many

Ans : (a) A few

184. Not _____ is known about these legends.

- (a) little
- (b) all
- (c) many
- (d) much

Ans : (d) much

185. There is not _____ space for others here.

- (a) some
- (b) enough
- (c) many
- (d) little

Ans : (b) enough

186. _____ Shatabdi express will arrive at eight o'clock.

- (a) A
- (b) Any
- (c) Some
- (d) The

Ans : (d) The

187. It is _____ heirloom of the family.

- (a) a
- (b) an
- (c) some
- (d) none

Ans : (b) an

188. He will be there in _____ hour.

- (a) the
- (b) an
- (c) a
- (d) two

Ans : (b) an

189. He teaches us _____ Biology.

- (a) the
- (b) a
- (c) an
- (d) None of the above

Ans : (d) None of the above

190. She is _____ most intelligent in the class.

- (a) a
- (b) the
- (c) much
- (d) None of the above

Ans : (b) the

191. He does not have _____ friends.

- (a) much
- (b) more
- (c) many
- (d) all

Ans : (c) many

192. She has eaten _____ the chocolates in the box.

- (a) each
- (b) every
- (c) all
- (d) none

Ans : (c) all

193. _____ of the teachers are absent today.

- (a) Every
- (b) Some
- (c) Both
- (d) Little

Ans : (b) Some

194. I would like _____ cup of coffee.

- (a) a
- (b) the
- (c) some
- (d) little

Ans : (a) a

195. I saw _____ old woman near the door.

- (a) a
- (b) any
- (c) an
- (d) all

Ans : (c) an

196. Do you have _____ rice left?

- (a) little
- (b) few
- (c) a few
- (d) any

Ans : (d) any

197. It seems that _____ the rooms are occupied.

- (a) every
- (b) all
- (c) each
- (d) enough

Ans : (b) all

198. _____ principal is looking for you.

- (a) The
- (b) A
- (c) An
- (d) Some

Ans : (a) The

199. Charles Babbage is known as _____ father of

computers.

- (a) a
- (b) the
- (c) any
- (d) some

Ans : (b) the

200.I have never read _____ monthly magazine of TOI.

- (a) the
- (b) a
- (c) any
- (d) every

Ans : (a) the

201. _____ of the two documents were updated.

- (a) No
- (b) None
- (c) Neither
- (d) Some

Ans : (c) Neither

202.I have _____ relatives.

- (a) much
- (b) more
- (c) all
- (d) many

Ans : (d) many

203.He has _____ experience than his brother.

- (a) many
- (b) more
- (c) much
- (d) some

Ans : (b) more

204.Can I borrow _____ fruits?

- (a) many
- (b) some
- (c) much
- (d) few

Ans : (b) some

205.Who spilled _____ tea on the floor?

- (a) much
- (b) a
- (c) few
- (d) the

Ans : (d) the

206.I have bought _____ new books to read.

- (a) much
- (b) every
- (c) some
- (d) all

Ans : (c) some

207. _____ driver is waiting for us.

- (a) An
- (b) The
- (c) Some
- (d) Any

Ans : (b) The

208. _____ people were injured that night.

- (a) Several
- (b) Much
- (c) Little
- (d) Enough

Ans : (a) Several

209.He does not know how to use _____ smartphone.

- (a) the
- (b) an
- (c) some
- (d) a

Ans : (d) a

210.She is _____ more clever than we know.

- (a) some
- (b) many
- (c) a lot
- (d) none

Ans : (c) a lot

211.There is hardly _____ work left for you.

- (a) much
- (b) any
- (c) all
- (d) enough

Ans : (b) any

212. _____ the eggs are in the basket.

- (a) Much
- (b) None
- (c) All
- (d) Many

Ans : (c) All

213.He is _____ university student.

- (a) an
- (b) the
- (c) any
- (d) a

Ans : (d) a

214. That was _____ awful situation to be in.

- (a) an
- (b) the
- (c) a
- (d) much

Ans : (a) an

215. Mathematics is _____ difficult subject to study.

- (a) an
- (b) a
- (c) the
- (d) little

Ans : (b) a

216. Though Chinese is a difficult language, _____ students opted for it.

- (a) much
- (b) more
- (c) many
- (d) few

Ans : (c) many

217. _____ black car is parked in front of your gate.

- (a) The
- (b) A
- (c) An
- (d) Any

Ans : (b) A

218. _____ English is widely spoken around the world.

- (a) The
- (b) An
- (c) A
- (d) None of the above

Ans : (d) None of the above

219. _____ wealthy should be generous.

- (a) A
- (b) An
- (c) The
- (d) Some

Ans : (c) The

220. Can I have _____ bowl of soup?

- (a) more
- (b) another
- (c) enough
- (d) little

Ans : (b) another

221. The exam is compulsory for _____ students.

- (a) several
- (b) many
- (c) much
- (d) all

Ans : (d) all

222. I don't like _____ of them.

- (a) neither
- (b) both
- (c) either
- (d) much

Ans : (c) either

223. Is _____ left?

- (a) few
- (b) many
- (c) several
- (d) anyone

Ans : (d) anyone

224. There are not _____ students in the class.

- (a) much
- (b) some
- (c) many
- (d) most

Ans : (c) many

225. _____ experience of yours is of no use!

- (a) Some
- (b) The few
- (c) The little
- (d) A little

Ans : (c) The little

226. Only _____ toys have been sold since morning.

- (a) few
- (b) a few
- (c) little
- (d) the few

Ans : (b) a few

227. _____ of their customers complain.

- (a) Many
- (b) Much
- (c) Enough
- (d) Most

Ans : (d) Most

228. I don't have _____ to say.

- (a) much
- (b) most
- (c) some
- (d) all

Ans : (a) much

229. One of _____ books that I borrowed is missing.
 (a) a
 (b) the
 (c) several
 (d) many
Ans : (b) the
230. We can take _____ of the routes.
 (a) several
 (b) no
 (c) any
 (d) either
Ans : (d) either
231. Due to his tours, he got to meet _____ of people.
 (a) a lot
 (b) much
 (c) little
 (d) several
Ans : (a) a lot
232. _____ of the money we had, has been used.
 (a) Many
 (b) All
 (c) Enough
 (d) Every
Ans : (b) All
233. _____ of the two halves is equal.
 (a) Every
 (b) All
 (c) Each
 (d) None of the above
Ans : (c) Each
234. _____ exam copies are still unchecked.
 (a) A few
 (b) Few
 (c) Little
 (d) Much
Ans : (a) A few
235. _____ but one was against the proposal.
 (a) Everyone
 (b) All
 (c) None
 (d) No
Ans : (b) All
236. He is _____ early bird.
 (a) the
 (b) a
 (c) an
 (d) some
Ans : (c) an
237. _____ Indus has five main tributaries.
 (a) The
 (b) A
 (c) An
 (d) All
Ans : (a) The
238. _____ Taj Hotel is famous world-wide.
 (a) A
 (b) Many
 (c) The
 (d) All
Ans : (c) The
239. _____ event is scheduled according to the plan.
 (a) Each
 (b) Several
 (c) All
 (d) Every
Ans : (d) Every
240. He has _____ evidence to prove his innocence.
 (a) many
 (b) all
 (c) either
 (d) enough
Ans : (d) enough
241. _____ orchestra band that you called has arrived.
 (a) An
 (b) A
 (c) The
 (d) Some
Ans : (c) The
242. He is _____ head of the family.
 (a) the
 (b) a
 (c) either
 (d) all
Ans : (a) the
243. _____ is known about her achievements.
 (a) Few
 (b) Little
 (c) A little
 (d) None
Ans : (b) Little
- *****

CHAPTER 8

Reported Speech

8.1 INTRODUCTION

The art of reporting the words of a speaker is called Narration. If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech. The structure is a little different depending on whether you want to transform a statement, question or request.

8.2 DIRECT NARRATION

Direct narration is a speech which is reported by some other person exactly in the words spoken by the speaker. The speech is placed within inverted commas; as,

- She said to him, "I shall give you money."
(Direct Narration)

Points to remember about Direct Narration :

1. It is put within inverted commas.
2. It always begins with a capital letter.
3. A comma separates it from the Reporting Verb.

8.3 INDIRECT NARRATION

Indirect narration is a speech which is reported by some other person by using certain conjunctions in place of commas and making necessary changes in the verbs and the pronoun of the reported speech.

- She told him that she would give him money.
(Indirect Narration)

Points to remember about Indirect Narration:

1. No inverted commas are used.
2. No comma is required to separate it from the Reporting Verb.
3. The tense of the Reporting Verb is never changed.
4. A conjunction may be used after the Reporting Verb if necessary.
5. Tenses, pronouns and words denoting nearness of time and position undergo certain changes.

8.4 TRANSFORMATION OF DIRECT SPEECH INTO INDIRECT SPEECH

Unless any instructions are given to the contrary, it should be assumed that the report of a dialogue is to be given by a third person. The order of ideas and the

language of the original should not be changed when direct speech is turned into indirect speech. Only the necessary logical changes in verb tenses, pronoun person, adjectives and adverbs are to be made. Let's study the transformation of direct speech into indirect speech.

8.4.1 Change of Tenses

Rule 1

If the Reporting Verb is in the present (says, is/are/ am saying etc.) or in the future tense (will/shall do, will/shall have done etc.) the tense of the verb in the indirect speech is not changed.

Direct : She says, "I am reading".

Indirect : She says that she is reading.

Rule 2

If Reporting Verb is in the past tense (said, had said, was saying, had been saying etc.) the tenses in the reported speech are changed into the past tense (Do/does is changed to did, Did is changed to had done, Can is changed to could, May is changed to Might, Will is changed to would, Shall is changed to should).

Direct : He said, "There is a scarcity of raw material."

Indirect : He said that there was a scarcity of raw material.

Rule 3

Present Indefinite (see) becomes Past Indefinite (saw). Present Continuous (is seeing) is changed to past Continuous (was seeing). Present Perfect (has seen) is changed to Past Perfect (had seen). Past Indefinite (saw) becomes Past Perfect (had seen). Past Continuous (was seeing) becomes Past Perfect Continuous (had been seeing).

NOTE :

Past Perfect (had seen) and Past Perfect Continuous (had been seeing) remain unchanged.

Exceptions to the Rule

In case of a universal truth or permanent fact expressed in the reported speech, the tense remains unchanged irrespective of the tense of the Reporting Verb.

Direct : My father says, "The sun is a star."

Indirect : My father says that the sun is a star.

If the reported speech prescribed a state of affairs which still exists when the speech is reported, its tense normally remains unchanged.

Direct : He said, "Mohan wants to become rich by winning a lottery."

Indirect : He said that Mohan wants to become rich by winning a lottery.

Hence	Thence
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8.4.2 Change of Pronoun

Rule 1

First person pronoun are changed into pronoun of the same person as the person of the subject of the Reporting Verb.

- Direct** : I said, "I have done my work."
- Indirect** : I said that I had done my work.
- Direct** : You said, "I have done my work."
- Indirect** : You said that you had done your work.
- Direct** : He said, "I have done my work."
- Indirect** : He said that he had done his work.

Rule 2

Pronouns of the second person are changed into pronouns of the same person as that of the object of the Reporting Verb.

- Direct** : Mohan said to me, "You should do your work quietly."
- Indirect** : Mohan told me that I should do my work quietly.
- Direct** : Mohan said to him, "You should do your work quietly."
- Indirect** : Mohan told him that he should do his work quietly.

Rule 3

Third person pronoun remain unchanged.

- Direct** : I said to Ram, "She should not be trusted."
- Indirect** : I told Ram that she should not be trusted.

8.4.3 Change of words Denoting Time and Position

All pronoun, adjectives or adverbs denoting nearness of time or positions must be replaced by words denoting corresponding remoteness or distance.

- Direct** : I said, "I am glad to be here this evening."
 - Indirect** : I said that I was glad to be there that evening.
- Some common changes are given below :

Direct	Indirect
Now	Then
This	That
These	Those
Here	There
Today	That day
Yesterday	The previous day
Tomorrow	The next day
Ago	Before
Last night	The previous night
Next	The next, The following
Thus	So

NOTE :

When, however, words like here, this, now, today etc. used in the direct speech refer to the place or time at which the speech is made, they do not change, as for instance :

- Direct** : Ram said, "I shall see him today."
- Indirect** : Ram said that he would see him today.

8.4.4 Changing Assertive Sentences (Statements)

Rule 1

Outside the inverted commas, the verb said remains said; says remains says : said to become told; says to become tells.

Rule 2

Verb such as inform, reply, remind, declare etc. be used instead of said and told to give clear meaning :

- Direct** : The thief said, "Yes, I stole the money."
- Indirect** : The thief confessed that he had stolen the money.

Rule 3

That is used as a conjunction when the inverted commas are removed.

- Direct** : She said, "I am unwell."
- Indirect** : She said that she was unwell.

However, in some cases that is not required.

- Direct** : He said to me, "I fear you have failed."
- Indirect** : He feared I had failed.

Rule 4

Tenses, pronouns and words denoting nearness should be changed according to the rules already stated.

The rules for changing direct speech into indirect speech should be reversed when changing indirect speech into direct speech,

1. Use say in place of tell, inform, reply etc.
2. Put the reported speech within inverted commas, separating it from the principal clause by a comma.
3. Appropriate changes should be made in tenses, pronouns and words denoting remoteness.

8.4.5 Changing Interrogative Sentences (Questions)

Rule 1

Change the reporting verb into ask, enquire, demand, want to know etc. (Note that enquire and demand take the preposition **of** before a personal object)

Rule 2

Remove the sign of interrogation (?) and convert the question inside the inverted commas into a statement.

Rule 3

Remove the inverted commas and use **if** or **whether** as

conjunction if the question begins with a finite verb, including auxiliaries is, are, am, was, were, do, does, did, has, have, shall, will etc.

Rule 4

The place of the auxiliary verb and noun or pronoun are exchanged in those items where questions begin with is, am, was, were, will etc.

Direct : I said to him, "Will you teach me?"

Indirect : I asked him if he would teach me.

Rule 5

No conjunction is used when the question begins with word like who, what, whose, when, why, how etc.

Direct : She said to Ram, "Where do you live?"

Indirect : She asked Ram where he lived.

Rule 6

In case of questions beginning with who, what, whose, when, where etc. the place of interrogative pronouns and adverbs are not changed (see example given above).

Rule 7

Tenses, pronouns and words denoting nearness are changed according to the rules already stated.

8.4.6 Changing Imperative Sentences (Commands and Requests)

In imperative sentences we have orders, commands and requests.

Rule 1

The reporting Verb is changed into a verb signifying command, request or advice. Commands can be expressed by words such as command, order, tell, charge, bid, require etc. Requests can be expressed by words such as request, beg, implore, ask, solicit etc. Advice can be expressed by words such as advice, exhort, urge etc. Other words which may be of use in imperative sentences are : forbid, persuade etc.

Direct : Ram said to me, "Help me carry my box."

Indirect : Ram requested me to help him carry his box.

Direct : The teacher said, "Sit quietly children, do not disturb me."

Indirect : The teachers ordered the children to sit quietly and forbade them to disturb her.

Rule 2

The verb of the reported speech is changed into an infinitive (In the above examples, **help** becomes **to help** and **sit** becomes **to sit**).

Rule 3

If the reported speech is negative, the word **not** is placed before **to** :

Direct : The teacher said, "Children, do not quarrel over trifles."

Indirect : The teacher told the children not to quarrel over trifles.

Rule 4

Tenses, pronouns and words denoting nearness are changed according to the rules already discussed.

Rule 5

Using the word **Let** in changing imperative sentences

1. **Let** is used to make proposals. In such cases, the Reporting Verb changes to suggest, propose etc.

Direct : She said, "Let us have some tea".

Indirect : She suggested that they should have some tea.

2. **Let** is often used as an ordinary verb signifying **allow**.

Direct : He said to Rita, "Let me go home."

Indirect : He requested Rita to let him go home.

3. **Let** is at times used to express a condition. In that case it should be changed to **might** and the sentence modified slightly.

Direct : She said, "Let it rain ever so hard, I shall go."

Indirect : She said that she would go however hard it might rain.

8.4.7 Changing Exclamatory and Optative Sentences

Rule 1

In case of exclamatory sentences the Reporting Verb is changed to exclaim with sorrow/joy/anger/pain etc.

Rule 2

In case of optative sentences, the Reporting Verb is changed to wish, long for earnestly desire etc.

Rule 3

The conjunction **that** is used to introduce the reported speech.

Rule 4

The exclamatory or optative sentence is changed into an assertive one. Interjections and exclamations are omitted and their sense is conveyed by means of adverbial phrases.

1. Hurrah ! Ho ! express joy; Reporting Verb may be qualified by the terms **with joy**.

Direct : He said, "Hurrah ! we have won the match."

Indirect : He exclaimed with joy that they had won the match.

2. Alas ! expresses sorrow, pain.

Direct : He said, "Alas ! I am undone."

Indirect : He exclaimed sorrowfully that he was undone.

3. What ! oh ! etc. express surprise (Qualifying phrases in reported speech may be astonishment, wonder).

4. Bravo ! Hear ! Hear ! etc. denote approval.

5. Hark ! Hash ! Lo Behold ! etc. express attention.

6. Pooh ! expresses contempt.

7. Good God ! Thank God ! etc. are interjectional phrases.

Rule 5

Tenses, pronoun and words denoting nearness are changed according to the rules already discussed.

MULTIPLE CHOICE QUESTIONS

Directions : In the following questions, a sentence has been given in Direct/Indirect form. Out of the four alternatives suggested, select the one which best expresses the same sentence in Indirect/Direct form.

8. He said, "Ravi, why are you sounding so depressed today?"

- (a) He asked Ravi why did he sound so depressed that day.
- (b) He asked Ravi why he was sounding so depressed that day.
- (c) He He told Ravi why he sounded so depressed today.
- (d) He asked Ravi that why was he sounding so depressed that day.

Ans : (b) He asked Ravi why he was sounding so depressed that day.

9. He asked me "What time will the sun set tomorrow?"

- (a) He asked me what time does the sun set the next day.
- (b) He asked me what time the sun would set tomorrow.
- (c) He asked me what time the sun should set the next day.
- (d) He asked me what time would the sun set the next day.

Ans : (c) He asked me what time the sun should set the next day.

10. "Tinu, where have you been all these days?" asked the principal.

- (a) The principal asked Tinu where he had been all those days.
- (b) The principal asked Tinu where he has been all those days.
- (c) The principal asked Tinu where had he been all those days.
- (d) The principal asked Tinu where was he all those days.

Ans : (a) The principal asked Tinu where he had been all those days.

11. "Have you completed your assignment, Minu?" said

her brother.

- (a) Minu's brother asked Minu if you have finished your assignment.
- (b) Minu's brother said to Minu if she had finished her assignment.
- (c) Minu's brother asked her if she had finished her assignment.
- (d) Minu's brother asked Minu if she has finished her assignment.

Ans : (c) Minu's brother asked her if she had finished her assignment.

12. He says "I go for a walk every morning".

- (a) He says that he goes for a walk every morning.
- (b) He said that he used to go for a walk every morning.
- (c) He said that he goes for a walk every morning.
- (d) He says he went for a walk every morning.

Ans : (a) He says that he goes for a walk every morning.

13. The principal said, "Why didn't you attend the flag hoisting ceremony, Anuj?"

- (a) The principal asked Anuj why hadn't he attended the flag hoisting ceremony.
- (b) The principal asked Anuj why he hadn't attended the flag hoisting ceremony.
- (c) The principal asked Anuj why didn't he attend the flag hoisting ceremony.
- (d) The principal asked Anuj why he didn't attend the flag hoisting ceremony.

Ans : (b) The principal asked Anuj why he hadn't attended the flag hoisting ceremony.

14. I said to him, "Where have you lost the pen I brought for you yesterday?"

- (a) I asked him where he had lost the pen I had brought him yesterday.
- (b) I asked him where he had lost the pen I have brought for him the previous day.
- (c) I asked him where he had lost the pen I had brought for him the previous day.
- (d) I asked him where had he lost the pen I had brought him the previous day.

Ans : (c) I asked him where he had lost the pen I had brought for him the previous day.

15. He said, "Garima wants to take up a job while her

husband wants her to look after the family”.

- (a) He said that Garima wanted to take up a job while her husband wanted her to look after the family.
- (b) He said that Garima wants to take up a job while here husband wanted her to look after the family.
- (c) He told that Garima wanted to take up a job while her husband wants her to look after the family.
- (d) He said to Garima that though she wanted to take up a job while her husband wanted her to look after the family.

Ans : (a) He said that Garima wanted to take up a job while her husband wanted her to look after the family.

16. She said, “When I was a child, I wasn’t afraid of ghosts”.

- (a) She said that when she was a child she wasn’t not afraid of ghosts.
- (b) She said that when she was a child she hadn’t been afraid of ghosts.
- (c) She said that when she was a child she wasn’t afraid of ghosts.
- (d) She said that when she had been a child she wasn’t afraid of ghosts.

Ans : (b) She said that when she was a child she hadn’t been afraid of ghosts.

17. He said, “Reena, do you want to buy a house in Noida ?”

- (a) He told Reena if she wanted to buy a house in Noida.
- (b) He asked that did she want to buy a house in Noida.
- (c) He asked Reena if she wants to buy a house in Noida.
- (d) He asked Reena if she wanted to buy a house in Noida.

Ans : (d) He asked Reena if she wanted to buy a house in Noida.

18. I said to my friend, “Can I borrow your dictionary for one day ?”

- (a) I asked my friend if I could borrow his dictionary for one day.
- (b) I asked my friend if I could borrow your dictionary for one day.
- (c) I asked my friend if I can borrow his dictionary for one day.
- (d) I asked my friend that if I can borrow his dictionary for one day.

Ans : (a) I asked my friend if I could borrow his dictionary for one day.

19. He said, “Let Hari come with us, mother. I’ll take

care of him.”

- (a) He requested his mother to let Hari come with them as he will take care of him.
- (b) He informed his mother to let Hari come with them as he would take care of him.
- (c) He told his mother to let Hari come with them as he would take care of him.
- (d) he told to his mother let Hari come with us as he would take care of him.

Ans : (c) He told his mother to let Hari come with them as he would take care of him.

20. “No”, said the child, “I won’t kneel for if I do, I shall spoil my new pair of trousers”.

- (a) The child said that he would not kneel for if he did so he will spoil his new pair of trousers.
- (b) The child said that he will not kneel for if he kneels he will spoil his new pair of trousers.
- (c) The child said that he would not kneel for if he did so he would spoil his new pair of trousers.
- (d) The child said that I will not kneel for if he did kneel, he should spoil his new pair of trousers.

Ans : (c) The child said that he would not kneel for if he did so he would spoil his new pair of trousers.

21. The chairman of the selection committee said, “We shall finalise the rest of our team after we have selected the skipper.”

- (a) The chairman of the selection committee told that they would finalise the rest of our team after we have selected the skipper.
- (b) The chairman of the selection committee said that we would finalise the rest of our team after we have selected the skipper.
- (c) The chairman of the selection committee said that they would finalise the rest of their team after they selected the skipper.
- (d) The chairman of the selection committee said that they would finalise the rest of their team after they had selected the skipper.

Ans : (d) The chairman of the selection committee said that they would finalise the rest of their team after they had selected the skipper.

22. He said, “Has anybody been unkind to you ?”

- (a) He asked me if anybody had been unkind to me.
- (b) He asked me had anybody been unkind to me.
- (c) He asked me if anybody had been unkind to you.
- (d) He asked me if anybody had been unkind to him.

Ans : (a) He asked me if anybody had been unkind to me.

23. The pilot said, “Please don’t panic but tighten your

seat belts.”

- (a) The pilot told to the passengers that they should not panic but tighten the seat belts.
 (b) The pilot told the passengers to not panic but to tighten their seat belts instead.
 (c) The pilot told the passengers not to panic but to tighten your seat belts.
 (d) The pilot told the passengers not to panic but tighten their seat belts.
Ans : (d) The pilot told the passengers not to panic but tighten their seat belts.
24. He said, “Ravi, why are you sounding so dejected today ?”
 (a) He asked Ravi why he sounded so dejected that day ?
 (b) He asked to Ravi why he was sounding so dejected that day.
 (c) he asked Ravi why he was sounding so dejected today.
 (d) He asked Ravi why he was sounding so dejected that day.
Ans : (d) He asked Ravi why he was sounding so dejected that day.
25. “I shall remain here and the tailor won’t be able to find me,” said she.
 (a) She said that she should remain there and the tailor won’t be able to find me.
 (b) She said that she should remain there and the tailor would not be able to find her.
 (c) She said that she would remain there and the tailor would not be able to find her.
 (d) She said that she could remain here and the tailor would not find her.
Ans : (c) She said that she would remain there and the tailor would not be able to find her.
26. Mother said, “Gaurav, you will be eligible for voting when you are 18.”
 (a) Mother told Gaurav he would be eligible for voting when he was 18.
 (b) Mother told Gaurav that he could vote only after 18.
 (c) Mother told Gaurav you will be eligible for voting when you are 18.
 (d) Mother told Gaurav that he would be eligible for voting when he would be 18.
Ans : (d) Mother told Gaurav that he would be eligible for voting when he would be 18.
27. He said, “Bravo! You have done well.”
 (a) He applauded him to say that he had done well.
 (b) He applauded him and said that you have done well.
 (c) He applauded him, saying that he has done well.
 (d) He applauded him, saying that he had done well.
Ans : (d) He applauded him, saying that he had done well.
28. He said to me, “You are getting lazy day by day.”
 (a) He informed me that I am getting lazy day by day.
 (b) He told me that I have been getting lazy day by day.
 (c) He told me that I was getting lazy day by day.
 (d) He told me that you were getting lazy day by day.
Ans : (c) He told me that I was getting lazy day by day.
29. “When will I be able to vote ?” I asked my mother.
 (a) I asked my mother when would he be able to vote.
 (b) I asked to my mother when I will be able to vote.
 (c) I asked my mother when I would be able to vote.
 (d) I asked my mother when would I be able to vote.
Ans : (c) I asked my mother when I would be able to vote.
30. I said, “Father, when will you buy me a motor cycle ?”
 (a) I asked my father when will he buy me a motor cycle.
 (b) I asked my father when he will buy me a motor cycle.
 (c) I asked my father when would he buy me a motor cycle.
 (d) I asked my father when he would buy me a motor cycle.
Ans : (d) I asked my father when he would buy me a motor cycle.
31. He said to me, “Is there any possibility of my getting promotion this year ?”
 (a) He asked me if there was any possibility of my getting promotion this year.
 (b) He asked me if there was any possibility of his getting promotion this year.
 (c) He asked me if there was any possibility of his getting promotion that year.
 (d) He asked me if there is any possibility of his getting promotion this year.
Ans : (c) He asked me if there was any possibility of his getting promotion that year.
32. The dealer said, “Either make your purchases or

walk out of my shop.”

- (a) The dealer told the customer that he would either make his purchases or walk out of his shop.
- (b) The dealer ordered the customer to make his purchases and walk out of his shop.
- (c) The dealer told the customer that he should either make his purchases or walk out of his shop.
- (d) The dealer requested the customer to make his purchases or walk out of his shop.

Ans : (c) The dealer told the customer that he should either make his purchases or walk out of his shop.

33. He said, “I do not wish to see any of you, go away.”

- (a) He said that he had not wished to see any of them and ordered them to go away.
- (b) He said that he did not wish to see any of them and ordered them to go away.
- (c) He told that he did not wish to see any of them and ordered them to go away.
- (d) He said that he does not wish to see any of us and ordered us to go away.

Ans : (b) He said that he did not wish to see any of them and ordered them to go away.

34. He said to us, “Why are you all sitting about there doing nothing ?”

- (a) He asked us why are we all sitting about there doing nothing.
- (b) He asked us why we are all sitting about there doing nothing.
- (c) He asked us why we were all sitting about there doing nothing.
- (d) He asked us why were we all sitting about there doing nothing.

Ans : (c) He asked us why we were all sitting about there doing nothing.

35. I told her, “It was raining last night when you left.”

- (a) I told her that it has been raining the night before when she left.
- (b) I told her that it had been raining last night when she had left.
- (c) I told her that it had been raining the previous night when she had left.
- (d) I told her that it was raining last night when she left.

Ans : (c) I told her that it had been raining the previous night when she had left.

36. She said, “I shall try to bring you the books

tomorrow.”

- (a) She said that she would try to bring me the books tomorrow.
- (b) She said that she should try to bring me the books tomorrow.
- (c) She said that she should try to bring me the books the next day.
- (d) She said that she would try to bring me the books the next day.

Ans : (d) She said that she would try to bring me the books the next day.

37. He said, “Alas! The little puppy is run over by the car.”

- (a) He exclaimed sadly that the little puppy had been run over by the car.
- (b) He exclaimed sadly that the little puppy is run over by the car.
- (c) He exclaimed, alas, the little puppy was run over by the car.
- (d) He exclaimed sadly that the little puppy was run over by the car.

Ans : (d) He exclaimed sadly that the little puppy was run over by the car.

38. He said, “He took tea in the morning.”

- (a) He said that he took tea in the morning.
- (b) He said that he would take tea in the morning.
- (c) He said that he did take tea in the morning.
- (d) He said that he had taken tea in the morning.

Ans : (d) He said that he had taken tea in the morning.

39. He requested the boss to let him go on with his project.

- (a) He said to the boss, “Let me go on with my project please.”
- (b) He told the boss, “Go on with my project please.”
- (c) He said to the boss, “You better let me go on with my project.”
- (d) He told the boss, “Please go on with my project.”

Ans : (a) He said to the boss, “Let me go on with my project please.”

40. The priest said, “May God pardon this sinner!”

- (a) The priest prayed that God might pardon that sinner.
- (b) The priest prayed if God will pardon that sinner.
- (c) The priest said that God might pardon the sinner.
- (d) The priest prayed that God would pardon this sinner.

Ans : (a) The priest prayed that God might pardon that sinner.

41. Ashmita advised me to go and see a doctor.
- “You should go and see a doctor,” said Ashmita.
 - Ashmita asked me, “Will you go and see a doctor?”
 - Ashmita told me, “Go and see the doctor.”
 - “Shouldn’t you go and see a doctor?” asked Ashmita.
- Ans :** (a) “You should go and see a doctor,” said Ashmita.

42. Suresh asked Prasad whether he had watched the cricket match on television the previous night.
- Suresh asked Prasad, “Did you watch the cricket match on television previous night ?”
 - Suresh asked Prasad, “Have you watched the cricket match on television last night ?”
 - Suresh said to Prasad, “Did you watch the cricket match on television last night ?”
 - Suresh said to Prasad, “Did you watched the cricket match on television last night ?”
- Ans :** (c) Suresh said to Prasad, “Did you watch the cricket match on television last night ?”

43. Father said to me, “You are idling away your time.”
- Father told me that I was idling away my time.
 - Father told me that I am idling away my time.
 - Father told me that you are idling away your time.
 - Father told me that you were idling away your time.
- Ans :** (a) Father told me that I was idling away my time.

44. The captain said to his men, “Fall into line.”
- The captain commanded his men to fall into line.
 - The captain warned his men to fall into line.
 - The captain told his men that they should fall into line.
 - The captain said to his men that they can fall into line.
- Ans :** (a) The captain commanded his men to fall into line.

45. He swore in the name of God that he was ignorant of the matter.
- He said, “I’m ignorant by God!”
 - He declared, “God knows I was ignorant of the matter.”
 - He said, “By God! I’m ignorant of the matter.”
 - He said he was ignorant of God.
- Ans :** (c) He said, “By God! I’m ignorant of the matter.”

46. He proposed to his companions that they should not

miss that chance to see the last show.

- He said to his companions, ‘Let us not to miss the chance to see the last show.’
 - He said to his companions, ‘Let us not miss that chance to see the last show.’
 - He said to his companions, ‘We should not miss that chance to see the last show.’
 - He said to his companions, ‘Let us not miss the chance to see the last show.’
- Ans :** (b) He said to his companions, ‘Let us not miss that chance to see the last show.’

47. “Bring me an elephant with one golden tusk,” the witch told her minion.
- The witch requested her minion to bring her an elephant with one golden tusk.
 - The witch told her minion to bring her the elephant with one golden tusk.
 - The witch ordered her minion to bring her an elephant with one golden tusk.
 - The witch advised her minion to bring her an elephant with one golden tusk.
- Ans :** (c) The witch ordered her minion to bring her an elephant with one golden tusk.

48. “How much will you pay for this cow ?” Jack asked the strange man.
- Jack asked the strange man how much he would pay for that cow.
 - Jack asked the strange man how much would he pay for that cow.
 - Jack asked the strange man how much would he pay for this cow.
 - Jack asked the strange man how much he will pay for that cow.
- Ans :** (a) Jack asked the strange man how much he would pay for that cow.

49. The teacher said, “Water boils at 100°C.”
- The teacher told water boiled at 100°C.
 - The teacher said that water boiled at 100°C.
 - The teacher said that water boils at 100°C.
 - The teacher told that water boiled at 100°C.
- Ans :** (c) The teacher said that water boils at 100°C.

50. The poor beggar said, “O God, have mercy on my soul”.
- The poor beggar prayed to God to have mercy on his soul.
 - The poor beggar, invoking God, implored him to have mercy on his soul.
 - The poor beggar exclaimed that God, have mercy on his soul.
 - The poor beggar told God to have mercy on his soul.
- Ans :** (a) The poor beggar prayed to God to

have mercy on his soul.

51. Israt said to Irfat, "Let's go to Puri for a change."
 (a) Israt proposed to Irfat to go to Puri for a change.
 (b) Israt suggested to Irfat to go to Puri for a change.
 (c) Israt asked to Irfat to go to Puri for a change.
 (d) Israt proposed to Irfat that they should go to Puri for a change.
Ans : (d) Israt proposed to Irfat that they should go to Puri for a change.
52. John's father reminded him to take his umbrella.
 (a) John's father said, "Remember your umbrella John ?"
 (b) "Here, is your umbrella John" said his father.
 (c) "Are you going to take your umbrella or not ?" said John to his father.
 (d) "Don't forget to take your umbrella, John" said his father.
Ans : (d) "Don't forget to take your umbrella, John" said his father.
53. He said to her, "Why didn't you put on the brakes ?"
 (a) He asked her why she hadn't put on the brakes.
 (b) He asked her why she didn't put on the brake.
 (c) He asked her that why she hadn't put on the brake.
 (d) He told her that why she hadn't put on the brake.
Ans : (a) He asked her why she hadn't put on the brakes.
54. She said to me, "I took breakfast in the morning."
 (a) She told me that she took breakfast in the morning.
 (b) She told me that she had taken breakfast in the morning.
 (c) She told me that she has taken breakfast in the morning.
 (d) She said to me that she was taking breakfast in the morning.
Ans : (b) She told me that she had taken breakfast in the morning.
55. He said that we are all born to die.
 (a) He said, "We were all born to die."
 (b) He said, "We are all born to die."
 (c) He said, "We have all been born to die."
 (d) He exclaimed, "We were all born to die."
Ans : (b) He said, "We are all born to die."
56. He said to me, "I grew these carrots myself."
 (a) He told me that he grew these carrots himself.
 (b) He told me that he had grown those carrots himself.
 (c) He told me that he grew those carrots himself.
 (d) He told me I grew these carrots myself.
Ans : (b) He told me that he had grown those carrots himself.
57. Mrs. Shankar said, "I know what it is to be depressed."
 (a) Mrs. Shankar knows what it is to be depressed.
 (b) Mrs. Shankar is depressed she said.
 (c) Mrs. Shankar said that she was knowing what it was to be depressed.
 (d) Mrs. Shankar said that she knew what it was to be depressed.
Ans : (d) Mrs. Shankar said that she knew what it was to be depressed.
58. The shopkeeper told me to be kind enough to pay for the tape-recorder in cash.
 (a) The shopkeeper said to me, "Will you pay for the tape-recorder kindly in cash ?"
 (b) The shopkeeper said, "Be kind enough to pay for the tape-recorder in cash."
 (c) The shopkeeper exclaimed to me, "Be kind enough to pay for the tape-recorder in cash!"
 (d) The shopkeeper ordered me, "Please be kind enough to pay for the tape-recorder in cash."
Ans : (b) The shopkeeper said, "Be kind enough to pay for the tape-recorder in cash."
59. She asked her brother if he could give her some money then.
 (a) She said to her brother, "Could I give you some money now ?"
 (b) She said to her brother, "Can you give me some money then ?"
 (c) She said to her brother, "Can you give me some money now ?"
 (d) She asked her brother, "Give me some money now."
Ans : (c) She said to her brother, "Can you give me some money now ?"
60. "Good Morning, Father!" Baby Kochamma would call out when she saw him.
 (a) Baby Kochamma would call out to Father in the morning when she saw him.
 (b) Baby Kochamma would tell him it was morning when she saw him.
 (c) When Baby Kochamma saw him, she would wish the Father a good morning.
 (d) Baby Kochamma would call Father when she saw him in the morning.
Ans : (c) When Baby Kochamma saw him, she

would wish the Father a good morning.

61. "What a beautiful gift!" my friend said.
 (a) My friend retorted that the gift was beautiful.
 (b) My friend said that it is a beautiful gift.
 (c) My friend explained that the gift was beautiful.
 (d) My friend exclaimed that the gift was beautiful.
Ans : (d) My friend exclaimed that the gift was beautiful.
62. "Are there no prisons ?" , asked Scrooge.
 (a) Scrooge inquired about the status of prisons.
 (b) Scrooge wanted to know if there were no prisons.
 (c) Scrooge asked if there were prisons.
 (d) Scrooge said if there were no prisons.
Ans : (b) Scrooge wanted to know if there were no prisons.
63. He complimented that she had done very well.
 (a) He said to her, "Alas! You did very well."
 (b) He said to her, "Very good, she has done very well."
 (c) He said to her, "How should you do so well?"
 (d) He said to her, "Very good, you have done very well !"
Ans : (d) He said to her, "Very good, you have done very well !"
64. She said that she really liked the furniture.
 (a) "She really liked this furniture," she said.
 (b) She had really liked this furniture," she said.
 (c) "I really like this furniture," she said.
 (d) "I have really liked this furniture," she said.
Ans : (c) "I really like this furniture," she said.
65. The mother exclaimed admiringly that it was very clever of him to have solved the puzzle so quickly.
 (a) "You are a clever. That's why you solved the puzzle quickly," said the mother.
 (b) The mother said, "How cleverly you solved the puzzle."
 (c) The mother said, "You solved the puzzle very quickly !"
 (d) "How clever of you to have solved the puzzle so quickly!", said the mother.
Ans : (d) "How clever of you to have solved the puzzle so quickly!", said the mother.
66. "Please help me to find the way", she said.
 (a) She requested that she be found the way to help.
 (b) She requested to be shown the way.
 (c) She asked to find the way with help.
 (d) She asked for help in finding the way.
Ans : (b) She requested to be shown the way.
67. My friend said, "I bought the tickets yesterday."
 (a) My friend had bought the tickets yesterday.
 (b) My friend wanted to buy the tickets yesterday.
 (c) My friend told me to buy the tickets.
 (d) My friend said that he had bought the tickets the previous day.
Ans : (d) My friend said that he had bought the tickets the previous day.
68. I said to my servant, "Make haste."
 (a) I asked my servant that why does he not make haste.
 (b) I asked my servant that make haste.
 (c) I ordered my servant to make haste.
 (d) I ordered my servant that it is good that he makes haste.
Ans : (c) I ordered my servant to make haste.
69. He said, "My brother wants to be a doctor but I'd rather he attended our business."
 (a) He said that his brother would want to be a doctor but he would wish him to attend business.
 (b) He said that his brother wanted to be a doctor but he'd rather he attended their business.
 (c) His brother wanted to be a doctor but he said that he should attend business.
 (d) he wanted his brother to attend business and not become a doctor.
Ans : (b) He said that his brother wanted to be a doctor but he'd rather he attended their business.
70. The teacher said to the student, "Recite the poem loudly."
 (a) The teacher told the student that the poem may be recited loudly.
 (b) The teacher asked the student to recite the poem loudly.
 (c) The teacher commanded the student that he should recite the poem loudly.
 (d) The teacher expected that the student will recite the poem loudly.
Ans : (b) The teacher asked the student to recite the poem loudly.
71. He says, "The earth is round."
 (a) He tells that the earth is round.
 (b) He says that the earth was round.
 (c) He tells that the earth was round.
 (d) He says that the earth is round.
Ans : (d) He says that the earth is round.

72. He asked me, "How is your mother ?"
 (a) He asked me how was my mother.
 (b) He asked me how my mother was.
 (c) He asked me how your mother was.
 (d) He asked me how was your mother.
Ans : (b) He asked me how my mother was.
73. The Prime Minister said that no one would be allowed to disturb the peace.
 (a) The Prime Minister said, "We shall not allow any one to disturb the peace."
 (b) The Prime Minister said, "We would not allow no one to disturb the peace."
 (c) The Prime Minister said, "No one will disturb the peace."
 (d) The Prime Minister said, "No one can disturb the peace."
Ans : (a) The Prime Minister said, "We shall not allow any one to disturb the peace."
74. The spectators said, "Bravo! Well done, players."
 (a) The spectators shouted that the players were doing very well.
 (b) The spectators exclaimed with joy that the players were doing very well.
 (c) The spectators applauded the players saying that they had done well.
 (d) The spectators applauded the players joyfully to do well.
Ans : (c) The spectators applauded the players saying that they had done well.
75. She said, "How ugly I look in this dress!"
 (a) She said that how ugly she was looking in that dress.
 (b) She exclaimed how ugly she looked in that dress.
 (c) She expressed how ugly she looked in that dress.
 (d) She exclaimed that she looked very ugly in that dress.
Ans : (d) She exclaimed that she looked very ugly in that dress.
76. She said, "You can leave the books here".
 (a) She said that they can leave the books there.
 (b) She said that they could leave the books there.
 (c) She said that they can leave the books here.
 (d) She said that they could leave the books here.
Ans : (b) She said that they could leave the books there.
77. My friend said, "I am leaving today."
 (a) My friend said that he is leaving today.
 (b) My friend said that he was leaving today.
 (c) My friend said that he leaves today.
 (d) My friend said that he was leaving that day.
Ans : (d) My friend said that he was leaving
- that day.
78. Mukta said to Puneet, "My mother is a good cook."
 (a) Mukta told Puneet that her mother was a good cook.
 (b) Mukta told Puneet that my mother was a good cook.
 (c) Mukta told to Puneet that her mother is a good cook.
 (d) Mukta asked Puneet that her mother is a good cook.
Ans : (a) Mukta told Puneet that her mother was a good cook.
79. The commander said to the army, "March forward".
 (a) The commander asked the army march forward.
 (b) The commander ordered the army to march forward.
 (c) The commander requested the army to go forward.
 (d) The army requested the commander to march.
Ans : (b) The commander ordered the army to march forward.
80. He promised, "I will do it tomorrow."
 (a) He promised that he will do it tomorrow.
 (b) He promised that he will do it the next day.
 (c) He promised that he would do it tomorrow.
 (d) He promised that he would do it the next day.
Ans : (d) He promised that he would do it the next day.
81. Geeta said, "I did not do this deliberately."
 (a) Geeta said that I had not done that deliberately.
 (b) Geeta said that she had not done that deliberately.
 (c) Geeta said that she has not done this deliberately.
 (d) Geeta said that I have not done this deliberately.
Ans : (b) Geeta said that she had not done that deliberately.
82. She exclaimed, "I'm afraid we are rather late !"
 (a) She exclaimed that they were frightened of being late.
 (b) She exclaimed that she was afraid that they were rather late.
 (c) She shouted that they were scared that they would be late.
 (d) She screamed that she was worried that they would all be late.
Ans : (b) She exclaimed that she was afraid that they were rather late.

83. She said to me, "What can I do for you ?"
- She asked me what she could do for me.
 - She asked me what can she do for me.
 - She asked me what she can do for me.
 - She asked me whether she can do anything for me.
- Ans :** (a) She asked me what she could do for me.
84. He said, "What a tall girl she is !"
- He exclaimed with surprise that she was a very tall girl.
 - He said with surprise that she is a tall girl.
 - He was overjoyed to see her height.
 - He exclaimed with joy that she was a very tall girl.
- Ans :** (a) He exclaimed with surprise that she was a very tall girl.
85. "Who now", they had asked, "will listen to our troubles and protect us from the crocodiles ?"
- They had wanted to know who then would listen to their troubles and protect them from the crocodiles.
 - They had wanted to know who will now listen to their troubles and protect them from the crocodiles.
 - They wanted to know who will listen to their troubles and protect them from the crocodiles.
 - They had wanted to know who would listen to their troubles and protect them from the crocodiles.
- Ans :** (a) They had wanted to know who then would listen to their troubles and protect them from the crocodiles.
86. Moti asked Gangu whether the latter was in his senses.
- "Gangu, have you lost your senses ?" asked Moti.
 - "Gangu, are you in your senses ?" asked Moti.
 - "Are you senseless Gangu ?" asked Moti.
 - "Hey Gangu, are you in your senses now ?" asked Moti.
- Ans :** (b) "Gangu, are you in your senses ?" asked Moti.
87. The mother urged the child to come on the footpath.
- The mother said to the child, "Come on the footpath."
 - The mother said, "Come, child come. Come on the footpath."
 - The mother said, "Please come on the footpath, child."
 - The mother said to the child, "You should come on the footpath."
- Ans :** (b) The mother said, "Come, child come. Come on the footpath."
88. Sushma said, "We shall celebrate the festival of Janmashtami tomorrow."
- Sushma said that we should celebrate the festival of Janmashtami the next day.
 - Sushma said that we shall celebrate the festival of Janmashtami the next day.
 - Sushma said that they should celebrate the festival of Janmashtami the next day.
 - Sushma said that they would celebrate the festival of Janmashtami the next day.
- Ans :** (d) Sushma said that they would celebrate the festival of Janmashtami the next day.
89. "I'm so tiny that I can't reach your branches," said the little boy to the tree.
- The little boy said that the tree was so tiny that he couldn't reach its branches.
 - The little boy said that he was so tiny that he couldn't reach its branches.
 - The little boy told to the tree that he was so tiny that he couldn't reach its branches.
 - The little boy told the tree that he was so tiny that he couldn't reach its branches.
- Ans :** (d) The little boy told the tree that he was so tiny that he couldn't reach its branches.
90. "I'm sorry I cannot stay," said the swallow. I'm waited for in Egypt."
- The swallow told that he is sorry he cannot stay and added that he is waited for in Egypt.
 - The swallow said he was sorry he couldn't stay and added that someone was waiting for him in Egypt.
 - The swallow regretted he couldn't stay as he was waited for in Egypt.
 - The swallow regretted that he was waited for in Egypt and couldn't stay.
- Ans :** (c) The swallow regretted he couldn't stay as he was waited for in Egypt.
91. He said, "I will return tomorrow."
- He said that he will return tomorrow.
 - He said that he would return tomorrow.
 - He said that he would return the next day.
 - he said that I would return the next day.
- Ans :** (c) He said that he would return the next day.

92. "What a wonderful time we had there" she exclaimed.
- She exclaimed that she had quite a wonderful time there.
 - She exclaimed that she had had quite a wonderful time there.
 - She exclaimed that they had had quite a wonderful time there.
 - She exclaimed that they have quite a wonderful time there.
- Ans :** (c) She exclaimed that they had had quite a wonderful time there.
93. The teacher said to the students, "You should obey your parents. You should be of help to them."
- The teacher advised the students to obey their parents and added that they should be of help to them.
 - The teacher commanded the students to obey their parents and further added that they should be of help to them.
 - The teacher requested the students to obey their parents and added they should be of help to them.
 - The teacher advised the students that they should obey their parents and should be of help to them.
- Ans :** (d) The teacher advised the students that they should obey their parents and should be of help to them.
94. My mother said, "Please go to the shop."
- My mother told me to please go to the shop.
 - My mother requested me to go to the shop.
 - My mother requested me going to the shop.
 - My mother asked me to be going to the shop.
- Ans :** (b) My mother requested me to go to the shop.
95. The reporter said, "We have been following the matter closely for a month."
- The reporter said that they had been following the matter closely for a month.
 - The reporter said that we had been following the matter closely for a month.
 - The reporter said that they have been following the matter closely for a month.
 - The reporter said that they has been following the matter closely for a month.
- Ans :** (a) The reporter said that they had been following the matter closely for a month.
96. "What are you doing here?" she asked me.
- She asked what I was doing here.
 - She wanted to know what I was doing here.
 - She wants to know what I was doing here.
 - She wanted to know what I was doing there.
- Ans :** (d) She wanted to know what I was doing
- there.
97. The lawyer said to his client, "We will win the case."
- The lawyer told to his client that they would win the case.
 - The lawyer said that the client would win the case.
 - The lawyer told the client that they should win the case.
 - The lawyer told the client that they would win the case.
- Ans :** (d) The lawyer told the client that they would win the case.
98. The watchman warned the boys not to go deep into the sea.
- The watchman said to the boys, "You are not going deep into the sea."
 - The watchman said, "Boys don't go deep into the sea."
 - The watchman said, "Boys didn't go deep into the sea."
 - The watchman said to the boys, "Why do you go deep into the sea?"
- Ans :** (b) The watchman said, "Boys don't go deep into the sea."
99. The stranger said, "Can you show me the way ?"
- The stranger said whether I can show him the way.
 - The stranger asked whether he could show me the way.
 - The stranger asked whether I could show him the way.
 - The stranger said that I could show him the way.
- Ans :** (c) The stranger asked whether I could show him the way.
100. "Do the staff have any problem ?" the manager asked.
- The manager inquired whether the staff have any problem.
 - The manager inquired whether the staff have had any problem.
 - The manger inquired whether the staff had had any problem.
 - The manager inquired whether the staff had any problem.
- Ans :** (d) The manager inquired whether the staff had any problem.
101. She said to him, "Who are you ? Who are you

- looking for ?”
- (a) She asked him who he was and who he was looking for.
 (b) She questioned him who he was and who was he looking for.
 (c) She asked him who was he and who was he looking for.
 (d) She asked him who are you and who are you looking for.
Ans : (a) She asked him who he was and who he was looking for.
102. Shreyas said to his brother, “Are you feeling better ?”
- (a) Shreyas asked his brother if he was feeling better.
 (b) Shreyas told his brother are you feeling better.
 (c) Shreyas told that he was feeling better.
 (d) Shreyas asked his brother are you feeling better.
Ans : (a) Shreyas asked his brother if he was feeling better.
103. The boy said, “I shall come with you.”
- (a) The boy said that he would go with us.
 (b) The boy said he would come with us.
 (c) The boy stated that if he could come with us.
 (d) The boy stated that if he could go with us.
Ans : (a) The boy said that he would go with us.
104. Ravi said to Reena, “Will you accompany me ?”
- (a) Ravi enquired if Reena will accompany him.
 (b) Ravi asked Reena if she would accompany him.
 (c) Ravi asked to Reena whether she would accompany him.
 (d) Ravi said whether Reena would accompany him.
Ans : (b) Ravi asked Reena if she would accompany him.
105. “Are you free tomorrow ?” he asked.
- (a) He asked me if I was free the next day.
 (b) He asked me if I were free the next day.
 (c) He demanded if I was free the next day.
 (d) He enquired if I were free tomorrow.
Ans : (a) He asked me if I was free the next day.
106. He said to her, “Are you coming to the party ?”
- (a) He told her whether she was coming to the party.
 (b) He told her if she was coming to the party.
 (c) He asked her if she was coming to the party.
 (d) He asked her if she will be coming to the party.
Ans : (c) He asked her if she was coming to the party.
107. “Please don’t go away”, she said.
- (a) She said to please her and not go away.
 (b) She told me not to go away.
 (c) She begged that I not go away.
 (d) She begged me not to go away.
Ans : (d) She begged me not to go away.
108. He said to them, “Don’t make a noise.”
- (a) He told them that don’t make a noise.
 (b) He told them not to make noise.
 (c) He told them not to make a noise.
 (d) He asked them not to make a noise.
Ans : (d) He asked them not to make a noise.
109. My friend said to me, “Has your father returned from Kolkata ?”
- (a) My friend said to me that my father has returned from Kolkata.
 (b) My friend asked me if my father had returned from Kolkata.
 (c) My friend told me that his father had returned from Kolkata.
 (d) My friend inquired me that if father had returned from Kolkata.
Ans : (b) My friend asked me if my father had returned from Kolkata.
110. Rajesh said, “I bought a car yesterday.”
- (a) Rajesh said that I have bought a car the previous day.
 (b) Rajesh told that he had bought a car yesterday.
 (c) Rajesh said that he bought a car the previous day.
 (d) Rajesh said that he had bought a car the previous day.
Ans : (d) Rajesh said that he had bought a car the previous day.
111. My cousin said, “My room-mate snored throughout the night.”
- (a) My cousin said that her room-mate had snored throughout the night.
 (b) My cousin told me that her room-mate snored throughout the night.
 (c) My cousin complained to me that her room-mate is snoring throughout the night.
 (d) My cousin felt that her room-mate may be snoring throughout the night.
Ans : (a) My cousin said that her room-mate had snored throughout the night.

112. He said, "What a beautiful scene !"
- He said that what a beautiful scene it was.
 - He wondered that it was a beautiful scene.
 - He exclaimed what a beautiful scene it was.
 - He exclaimed that it was a very beautiful scene.
- Ans :** (d) He exclaimed that it was a very beautiful scene.
113. Pinki said to Gaurav, "Will you help me in my work just now ?"
- Pinki asked Gaurav if he would help her in her work just then.
 - Pinki questioned to Gaurav that will you help me in my work just now.
 - Pinki told Gaurav whether he will help her in her work just now.
 - Pinki asked to Gaurav that will he help her in her work just now.
- Ans :** (a) Pinki asked Gaurav if he would help her in her work just then.
114. She said to him, "Why don't you go today ?"
- She said to him that why he don't go today.
 - She asked him if he was going that day.
 - She asked him why he did not go today.
 - She asked him why he did not go that day.
- Ans :** (b) She asked him if he was going that day.
115. He said to me, "Where is the post office ?"
- He wanted to know where the post office was.
 - He asked me that where the post office was.
 - He asked me where the post office was.
 - He asked me where was the post office.
- Ans :** (c) He asked me where the post office was.
116. He said to his servant, "Why are you so lazy today ?"
- He asked his servant why he was so lazy that day.
 - He asked his servant why he had been so lazy that day.
 - He asked his servant why he was being so lazy that day.
 - He asked his servant why was he so lazy that day.
- Ans :** (a) He asked his servant why he was so lazy that day.
117. He said to her, "May you succeed !"
- He told her that she might succeed.
 - He prayed to God that she may succeed.
 - He wished her success.
 - He said to her that she might succeed.
- Ans :** (c) He wished her success.
118. "Are you alone, my son ?" asked a soft voice close behind me.
- A soft voice from my back asked if I was alone.
 - A soft voice said to me are you alone son.
 - A soft voice asked that why I was doing there alone.
 - A soft voice behind me asked if I was alone.
- Ans :** (d) A soft voice behind me asked if I was alone.
119. He said to her, "Don't read so fast."
- He told her not to read so fast.
 - He advised her don't read so fast.
 - He requested her not to read so fast.
 - He ordered her not to read so fast.
- Ans :** (d) He ordered her not to read so fast.
120. He said, "Will you listen to such a man ?"
- He asked them will you listen to such a man.
 - He asked them are you listening to such a man.
 - He asked them whether they would listen to such a man.
 - He asked them whether they will listen to such a man.
- Ans :** (c) He asked them whether they would listen to such a man.
121. He said, "I have often told you not to waste your time."
- He said that he had often told not to waste your time.
 - He said that he had often told him not to waste his time.
 - He said that he had often suggested to him not to waste his time.
 - He told that he had often told him not to waste his time.
- Ans :** (b) He said that he had often told him not to waste his time.
122. I said to my brother, "Let us go to some hill station for a change."
- I asked my brother to go to some hill station for a change.
 - I asked my brother if he would go to some hill station for a change.
 - I permitted my brother to go to some hill station for a change.
 - I suggested to my brother that we should go to some hill station for a change.
- Ans :** (d) I suggested to my brother that we should go to some hill station for a change.
123. The traveller enquired of the farmer if he could tell

him the way to the nearest inn.

- (a) The traveller said to the farmer, "Where is the nearest inn?"
- (b) The traveller said to the farmer, "Which is the way to the nearest inn?"
- (c) The traveller said to the farmer, "Can you tell me the way to the nearest inn?"
- (d) The traveller said to the farmer, "What is the way to the nearest inn?"

Ans : (c) The traveller said to the farmer, "Can you tell me the way to the nearest inn?"

124. "If you don't keep quiet I shall shoot you," he said to her in a calm voice.

- (a) He warned her to shoot if she didn't keep quiet calmly.
- (b) He said calmly that I shall shoot you if you don't be quiet.
- (c) He warned her calmly that he would shoot her if she didn't keep quiet.
- (d) Calmly he warned her that be quiet or else he will have to shoot her.

Ans : (c) He warned her calmly that he would shoot her if she didn't keep quiet.

125. He said, "One must do one's duty."

- (a) He said that one must do his duty.
- (b) He told that one may do one's duty.
- (c) He said that one must do one's duty.
- (d) He says that he should do his duty.

Ans : (c) He said that one must do one's duty.

126. She said, "I saw Mohan with my sister."

- (a) She told that she saw Mohan with his sister.
- (b) She said that she had seen Mohan with her sister.
- (c) She regretted that she had never seen Mohan with his sister.
- (d) She admitted that Mohan loved his sister.

Ans : (b) She said that she had seen Mohan with her sister.

127. Ram said to Sita, "Are you going away today?"

- (a) Ram told Sita that where she was going.
- (b) Ram asked Sita if she was going away that day.
- (c) Ram begged Sita whether she was going away that day.
- (d) Ram asked Sita, was she going away that day.

Ans : (b) Ram asked Sita if she was going away that day.

128. Hari said to his servant, "Prepare a cup of tea for

me."

- (a) Hari ordered his servant to prepare a cup of tea for him.
- (b) Hari urged his servant to prepare a cup of tea.
- (c) Hari requested his servant to prepare tea for him.
- (d) Hari advised his servant to prepare a cup of tea for him.

Ans : (a) Hari ordered his servant to prepare a cup of tea for him.

129. I said to Rekha, "Is your mother at home?"

- (a) I told Rekha that her mother was at home.
- (b) I told Rekha whether her mother was at home.
- (c) I asked Rekha if her mother was at home.
- (d) I asked to Rekha whether her mother was at home.

Ans : (c) I asked Rekha if her mother was at home.

130. Mohan said to his sister, "Please don't disturb me."

- (a) Mohan requested his sister not to disturb him.
- (b) Mohan ordered his sister not to disturb him.
- (c) Mohan asked his sister not to disturbed him.
- (d) Mohan advised his sister not to disturb him.

Ans : (a) Mohan requested his sister not to disturb him.

131. Gita said to Dinesh, "Why are you looking so sad?"

- (a) Gita told Dinesh why was he looking sad.
- (b) Gita asked Dinesh why he was looking sad.
- (c) Gita asked Dinesh why was he looking so sad?
- (d) Gita asked Dinesh if he was looking so sad.

Ans : (b) Gita asked Dinesh why he was looking sad.

132. I said to her, "I am going to my town tomorrow."

- (a) I told her that she was going to her town the next day.
- (b) I told her if I was going to her town the next day.
- (c) I told her that I was going to my town the next day.
- (d) I told her if I was going to my town the next day.

Ans : (c) I told her that I was going to my town the next day.

133. He said, "What a tall girl she is!"

- (a) He exclaimed with surprise that she was a very tall girl.
- (b) He said with surprise that she is a tall girl.
- (c) He was overjoyed to see her height.
- (d) He exclaimed with joy that she was a very tall girl.

Ans : (a) He exclaimed with surprise that she was a very tall girl.

134. He said to me, "Let's play tennis."

- (a) He proposed me that we should play 'tennis.
- (b) He said to me to play tennis.
- (c) He suggested that tennis should be played.
- (d) He ordered me to play tennis.

Ans : (a) He proposed me that we should play tennis.

135. Pt. Nehru said to the people, "Friends, here I thank you all."

- (a) Pt. Nehru said that to people, Friends there I thanks to all.
- (b) Pt. Nehru thanked the people and friends.
- (c) Pt. Nehru addressed the people as friends and said that there he thanked them all.
- (d) Pt. Nehru addressed the people by saying friends and said there he thanked them all.

Ans : (c) Pt. Nehru addressed the people as friends and said that there he thanked them all.

136. He said to me, "Did you write a letter ?" I said, "Yes".

- (a) He asked me if I had written a letter. I said yes.
- (b) He asked me that I had written a letter. I replied in the affirmative.
- (c) He asked me that if I had written a letter.
- (d) He asked me if I had written a letter. I replied in affirmative.

Ans : (d) He asked me if I had written a letter. I replied in affirmative.

137. The Principal said to the peon, "Go away at once."

- (a) The principal asked to the peon that he go away at once.
- (b) The principal ordered the peon to go away at once.
- (c) The principal said to the peon to go away at once.
- (d) The principal requested to the peon to go away at once.

Ans : (b) The principal ordered the peon to go away at once.

138. She said, "Madam, I have a TV set."

- (a) She told that she had a TV set.
- (b) She informed that she has a TV set.
- (c) She said respectfully that she had a TV set.
- (d) She told madam that she is having a TV set.

Ans : (c) She said respectfully that she had a TV set.

139. He said to him, "Do not sit idle."

- (a) He told him not to sit idle.
- (b) He asked him not to sit idle.
- (c) He forbade him not to sit idle.
- (d) He asked him to sit idle.

Ans : (b) He asked him not to sit idle.

140. They said to him, "May you die !"

- (a) They wished him that he must die.
- (b) They said that he must die.
- (c) They cursed him that he must die.
- (d) They told that he must die.

Ans : (c) They cursed him that he must die.

141. Priyanka said, "Alas! I am ruined".

- (a) Priyanka exclaimed with sorrow that she was ruined.
- (b) Priyanka told that she was ruined.
- (c) Priyanka exclaimed with sorrow that she has been ruined.
- (d) Priyanka exclaimed with applause that she was ruined.

Ans : (a) Priyanka exclaimed with sorrow that she was ruined.

142. Dinesh said to his master, "Let me go home."

- (a) Dinesh asked his master to let him go home.
- (b) Dinesh requested his master to let him go home.
- (c) Dinesh requested his master to allow him to go home.
- (d) Master requested Dinesh to go home.

Ans : (c) Dinesh requested his master to allow him to go home.

143. Mitali said, "Let it rain even so hard. I will go the college today."

- (a) Mitali said that if it rain hard she would go college that day.
- (b) Mitali asked that if it rained hard she would go college today.
- (c) Mitali said that even if it rained hard she would go college that day.
- (d) Mitali wish that if it rain hard she would not go college that day.

Ans : (c) Mitali said that even if it rained hard she would go college that day.

144. "Please help me to find the way."

- (a) She requested that she be found the way to help.
- (b) She requested to be shown the way.
- (c) She asked to find the way with help.
- (d) She asked for help in finding the way.

Ans : (b) She requested to be shown the way.

145. My friend said, "I bought the tickets yesterday."

- (a) My friend had bought the tickets yesterday.
- (b) My friend wanted to buy the tickets yesterday.
- (c) My friend told me to buy the tickets.
- (d) My friend said that he had bought the tickets the previous day.

Ans : (d) My friend said that he had bought the tickets the previous day.

146. Kiran asked me, "Did you see the cricket match on television last night ?"

- (a) Kiran asked me whether I saw the cricket match on television the earlier night.
- (b) Kiran asked me whether I had seen the cricket match on television the earlier night.
- (c) Kiran asked me did I see the cricket match on television last night.
- (d) Kiran asked me whether I had seen the cricket match on television last night.

Ans : (d) Kiran asked me whether I had seen the cricket match on television last night.

147. David said to Anna, "Mona will leave for her native place tomorrow."

- (a) David told Anna that Mona will leave for her native place tomorrow.
- (b) David told Anna that Mona left for her native place the next day.
- (c) David told to Anna that Mona would be leaving for her native place tomorrow.
- (d) David told Anna that Mona would leave for her native place the next day.

Ans : (d) David told Anna that Mona would leave for her native place the next day.

148. I said to him, "Why are you working so hard ?"

- (a) I asked him why he was working so hard.
- (b) I asked him why was he working so hard.
- (c) I asked him why he had been working so hard.
- (d) I asked him why had he been working so hard.

Ans : (a) I asked him why he was working so hard.

149. He said to her, "What a cold day !"

- (a) He told her that it was a cold day.
- (b) He exclaimed that it was a cold day.
- (c) He exclaimed sorrowfully that it was cold day.
- (d) He exclaimed that it was a very cold day.

Ans : (d) He exclaimed that it was a very cold day.

150. The tailor said to him, "Will you have the suit ready

by tomorrow evening ?"

- (a) The tailor asked him that he will have the suit ready by the next evening.
- (b) The tailor asked him that he would had the suit ready by the next evening.
- (c) The tailor asked him if he would have the suit ready by the next evening.
- (d) The tailor asked him if he will like to have the suit ready by the next evening.

Ans : (c) The tailor asked him if he would have the suit ready by the next evening.

151. He said to the interviewer, "Could you please repeat the question ?"

- (a) He requested the interviewer if he could please repeat the question.
- (b) He requested the interviewer to please repeat the question.
- (c) He requested the interviewer to repeat the question.
- (d) He requested the interviewer if he could repeat the question.

Ans : (d) He requested the interviewer if he could repeat the question.

152. He said, "Be quiet and listen to my words."

- (a) He urged them to be quiet and listen to his words.
- (b) He urged them and said be quiet and listen to words.
- (c) He said they should be quiet and listen to his words.
- (d) He said you should be quiet and listen to my words.

Ans : (a) He urged them to be quiet and listen to his words.

153. He said to me, "I have often told you not to play with fire."

- (a) He said that he has often been telling me not to play with fire.
- (b) He told me that he had often told me not to play with fire.
- (c) He reminded me that he often said to me not to play with fire.
- (d) He said to me that he often told me not to play with fire.

Ans : (b) He told me that he had often told me not to play with fire.

154. The Captain said to his men, "Stand at ease."
 (a) The Captain urged his men to stand at ease.
 (b) The Captain wanted his men to stand at ease.
 (c) The Captain told his men that they should stand at ease.
 (d) The Captain commanded his men to stand at ease.

Ans : (d) The Captain commanded his men to stand at ease.

155. Pawan said to me, "If I hear any news, I'll phone you."

- (a) Pawan told me that if he heard any news, he will phone me.
 (b) Pawan told me that if he will hear any news, he will phone me.
 (c) Pawan told me if he had heard any news, he would phone me.
 (d) Pawan told me that if he heard any news, he would phone me.

Ans : (d) Pawan told me that if he heard any news, he would phone me.

156. The boy said, "Bravo ! You have done well."

- (a) The boy said that he had done well.
 (b) The boy exclaimed that he had done well.
 (c) The boy applauded him, saying that he had done well.
 (d) The boy said bravo he had done well.

Ans : (c) The boy applauded him, saying that he had done well.

157. I said to my sister, "I brought you a doll yesterday."

- (a) I told my sister that I brought you a doll the previous day.
 (b) I told my sister that I had brought her a doll the previous day.
 (c) I told my sister that I had brought her a doll yesterday.
 (d) I told my sister that I brought her a doll yesterday.

Ans : (b) I told my sister that I had brought her a doll the previous day.

158. The captain said to the army, "March forward, now."

- (a) The captain said to the army that march forward now.
 (b) The captain ordered the army to march forward then.
 (c) The captain ordered the army to march on that day.
 (d) The captain ordered the army to attack the enemy.

Ans : (b) The captain ordered the army to march forward then.

159. They said, "We've lived here for a long time."

- (a) They said that they have lived there for a long time.
 (b) They said that they lived here for a long time.
 (c) They said that they had lived there for a long time.
 (d) They said that they have lived for a long time.

Ans : (c) They said that they had lived there for a long time.

160. "Would you open the door please?"

- (a) She asked me to please open the door.
 (b) She requested me to open the door.
 (c) She requested me to please open the door.
 (d) She asked me open the door.

Ans : (b) She requested me to open the door.

161. The teacher told to the student, "Why do you disturb the class ?"

- (a) The teacher said to the student why he disturbed the class.
 (b) The teacher told the student why he had disturbed the class.
 (c) The teacher asked the student why he disturbed the class.
 (d) The teacher asked the student why he had disturbed the class.

Ans : (c) The teacher asked the student why he disturbed the class.

162. Rita said to me, "Will you lend me this classic ?"

- (a) Rita asked me if I would lend her that classic.
 (b) Rita asked me if she would lend me that classic.
 (c) Rita asked me if I will lend her that classic.
 (d) Rita asked me would I lend her that classic ?

Ans : (a) Rita asked me if I would lend her that classic.

163. The lady said to the servant, "If you don't wash the clothes properly, I will dismiss you."

- (a) The lady warned the servant that she would dismiss her if she didn't wash the clothes properly.
 (b) The lady told the servant that she would dismiss her on the event of bad work.
 (c) The lady cautioned the servant that she must wash the clothes properly.
 (d) The lady advised the servant to wash the clothes properly.

Ans : (a) The lady warned the servant that she would dismiss her if she didn't wash the clothes properly.

164. "There are ceremonies going on", he said to me.

- (a) He told me that there were ceremonies going on.
- (b) He told that there have been ceremonies going on.
- (c) He told that there had been ceremonies going on.
- (d) He told that there are ceremonies going on.

Ans : (a) He told me that there were ceremonies going on.

165. Socrates said, "Virtue is its own reward."

- (a) Socrates said that virtue had its own rewards.
- (b) Socrates says that virtue is its own reward.
- (c) Socrates said that virtue is its own reward.
- (d) Socrates said that virtue was its own reward.

Ans : (c) Socrates said that virtue is its own reward.

166. He said, "It used to be a lovely, quiet street."

- (a) He said that it used to be a lovely, quiet street.
- (b) He pointed out that it had used to be a lovely, quiet street.
- (c) He said that there used to be a lovely, quiet street.
- (d) He inquired whether there was a lovely, quiet street.

Ans : (a) He said that it used to be a lovely, quiet street.

167. I said to my friend, "Good morning. Let us go for a picnic today."

- (a) I told good morning to my friend and asked to go for a picnic that day.
- (b) I wished my friend good morning and proposed that we should go for a picnic that day.
- (c) I wished my friend good morning and proposed that they should go for a picnic that day.
- (d) I told morning to my friend and suggested to go for a picnic today.

Ans : (b) I wished my friend good morning and proposed that we should go for a picnic that day.

168. The new student asked the old one, "Do you know my name?"

- (a) The new student asked the old one if he knew his name.
- (b) The new student asked the old one that whether he knew his name.
- (c) The new student asked the old one did he know his name.
- (d) The new student asked the old one if he knows his name.

Ans : (a) The new student asked the old one if he knew his name.

169. I warned her that I could no longer tolerate her

coming late.

- (a) I said to her, "You can no longer tolerate my coming late."
- (b) I said to her, "I can no longer tolerate your coming late."
- (c) I said to her, "He can no longer tolerate her coming late."
- (d) I said to her, "I can no longer tolerate her coming late."

Ans : (b) I said to her, "I can no longer tolerate your coming late."

170. I said to my mother, "I will certainly take you to Bangalore this week."

- (a) I told my mother he would certainly take her to Bangalore that week.
- (b) I told my mother that I would certainly take her to Bangalore that week.
- (c) I told my mother that she would certainly take her to Bangalore that week.
- (d) I told to my mother that I would take you to Bangalore that week.

Ans : (b) I told my mother that I would certainly take her to Bangalore that week.

171. "How long does the journey take" my co-passenger asked me.

- (a) My co-passenger asked me how long does the journey take?
- (b) I asked my co-passenger how long the journey would take.
- (c) My co-passenger wanted to know how long the journey would take.
- (d) My co-passenger asked me how long the journey did take.

Ans : (c) My co-passenger wanted to know how long the journey would take.

172. "Do you want balloons?" he said to the child.

- (a) He asked the child if it wanted balloons.
- (b) He asked the child whether it had wanted balloons.
- (c) He asked the child did it want balloons.
- (d) He asked the child if it would want balloons.

Ans : (a) He asked the child if it wanted balloons.

CHAPTER 9

A Letter to God

For Term 2 Exam use only question Bank of www.cbse.online published by NODIA PRESS because every school make internal exam and preboard papers from these question bank. Every school and all teachers has PDF of these question bank. So they use these PDF for all internal exam and preboard exam.

INTRODUCTION

A Letter to God by G. Fuentes is a short story written in third-person, about a farmer named Lencho. When a hailstorm destroys his year's harvest, he writes a letter to God asking for money, and sends it to him through post. A Letter to God is a humorous story about a man's faith, the dependence it brings along, and the fine line between faith and ignorance that exists in the world.

CHARACTERS

1. **Lencho** - He had a firm believe in God and was very innocent. He was very caring for his family and that is why he decides not to give up and find some way to help his family.
2. **Postmaster** - He was a nice, very helpful and genuine man whose natural instinct was to help Lencho and therefore he collects money for him and even deducts some money from his own salary.

WORD MEANINGS

1. Crest - top of a hill, top
2. Amiable - friendly and pleasant
3. Contentment - satisfaction
4. Exclaimed - cry out suddenly in surprise, strong emotion, or pain.
5. Regarded - consider or think of in a specified way
6. Blow - hard stroke with fist
7. Boss - person in authority
8. Bunch - gang or group
9. Career - a profession
10. Caused - made
11. Charity - benefaction
12. Confidence - faith
13. Conscience - an inner sense of right and wrong
14. Continent - remark
15. Correspondence - communication by exchanging letters with someone
16. Crook - rogue
17. Daybreak - the time in the morning when daylight first appears
18. Deny - refuse
19. Dotted - full of
20. Downpour - heavy rain
21. Draped - adorn, cover, or wrap
22. Effort - attempt
23. Entire - complete
24. Exposing - make (something) visible by uncovering it.; reveal

25. Expression - aspect of face
26. Goodwill - friendly, helpful, or cooperative feelings or attitude
27. Hailstones - a pellet of hail
28. Harvest -season's yield of crop
29. Instruct - teach / inform
30. Intimately - closely
31. Lick - pass the tongue over
32. Obligated - grateful
33. Ox of a man - hardworking
34. Perform - do
35. Predict - say in advance
36. Regarded - looked closely
37. Resemble - have a similar appearance
38. Resolution - a firm decision to do or not to do something.
39. Shake - weaken
40. Slightest - very little
41. Solitary - a lonely
42. Stuck - remained determined
43. Throughout - all through
44. Upset - worried
45. Wrinkling - have wrinkles

SUMMARY

Lencho's house and crop

Lencho had his lonely house in the valley. It was situated on the top of a low hill. From there one could see the river and the fields. Lencho had a good crop. But it needed rains badly.

It starts raining

Lencho saw the sky in the north. It had rain clouds. His wife was preparing the dinner. He told her that God willing it would rain. Soon big drops of rain began to fall. Lencho went out to feel the rain on his body. He was very glad. He said that the drops of rain were new coins.

Hailstorm and loss therefrom

But soon the hail rained on everywhere. The fields became white as if covered with salt. The crop was totally destroyed. Lencho became sad. He felt that they would go hungry that year. Also they would have no seeds for the next crop.

Lencho writes to God

But Lencho had a single hope : help from God. He was sure that no one dies of hunger. He had a great belief in God. The following Sunday he went to the post office. He wrote a letter to God to send him one hundred pesos. He wrote 'God' as the address.

Postmaster collects money for Lencho

An employee of the post office showed this letter to the postmaster. The postmaster laughed seeing the address. He wished to have such a faith in God. He had had an idea answer the letter. But reading it he found that the writer needed money. It was to keep the faith of the writer. So he asked all his friends and employees to give some money.

Money sent to Lencho

The postmaster could collect only seventy pesos this way put the money in an envelope and addressed it to Lencho. He wrote a single word on it 'God' as a signature.

Lencho receives the money

The following Sunday Lencho came to the post office. He asked if there was any letter for him. He was given that letter. Lencho did not show any surprise on seeing the money. He got angry when he counted the money. He felt that God could not have made a mistake.

Lencho's letter to God, calls post office employees crooks

Immediately Lencho wrote another letter to God. He put it into the mailbox. The postmaster opened it. Lencho had written in that letter that he had received only seventy pesos. But he had asked for one hundred pesos. He asked God to send him the rest. But God should not send it through the mail. It was because the post office employees were crooks.

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MESSAGE

The story conveys the message that Faith has the power to give us what we want, to fulfil our needs. However, one must realise that humanity still prevails.

EXTRACT BASED QUESTIONS

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

The house- the only one in the entire valley -sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a good downpour or at least a shower. Throughout the morning Lencho - who knew his fields intimately- had done nothing but see the sky towards the north-east.

i Based on the detail of the house's location, how

can it best be described?

- (a) majestic
- (b) imposing
- (c) solitary
- (d) unique

Ans : (c) solitary

ii The field of corn dotted with flowers means that

- (a) not a single flower was bigger than a dot
- (b) the flowers were scattered across.
- (c) the flowers were in shaped like dots.
- (d) the flowers had shrunk in size.

Ans : (b) the flowers were scattered across.

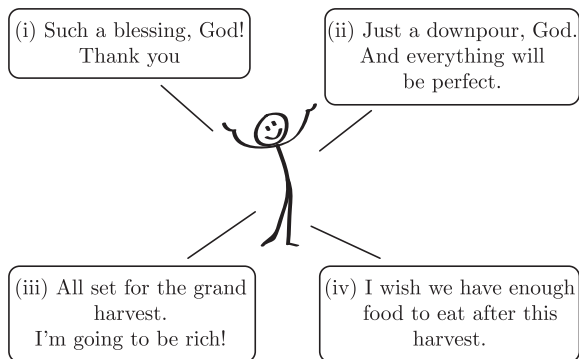
iii Lencho wished for a downpour or a heavy shower. Pick the option that correctly lists the correct match for kinds of rain.

1	heavy rain	(i)	light rain that falls in very fine drops
2	thunderstorm	(ii)	very heavy rain, tropical rain
3	drizzle	(iii)	it's coming down quite strong and you get very wet very quickly
4	torrential rain	(iv)	really heavy rain that comes very suddenly
5	downpour	(v)	is a violent short lived weather disturbance associated with lightning, thunder and strong gusty winds.

- (a) 1-ii, 2-iv, 3-v, 4-i, 5-iii
- (b) 1-iv, 2-i, 3-iii, 4-v, 5-ii
- (c) 1-v, 2-iii, 3-iv, 4-ii, 5-i
- (d) 1-iii, 2-v, 3-i, 4-ii, 5-iv

Ans : (d) 1-iii, 2-v, 3-i, 4-ii, 5-iv

iv Based on the given extract, what is Lencho not likely to think while looking at his field?



- (a) Option (i)
- (b) Option (ii)
- (c) Option (iii)
- (d) Option (iv)

Ans : (d) Option (iv)

v Which quote supports the idea in the given

extract?

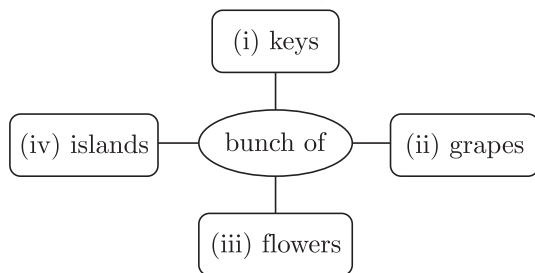
- (a) "Farming is a profession of hope."
- (b) "I would rather be on my farm than be emperor of the world."
- (c) "Farming looks mighty easy when your plough is a pencil, and you're a thousand miles from the corn field."
- (d) "Those too lazy to plough in the right season will have no food at the harvest."

Ans : (a) "Farming is a profession of hope."

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

When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

i '...bunch of crooks.' Pick the option that does not collate with 'bunch of', correctly.



- (a) option (i)
 - (b) option (ii)
 - (c) option (iii)
 - (d) option (iv)
- Ans : (d) option (iv)

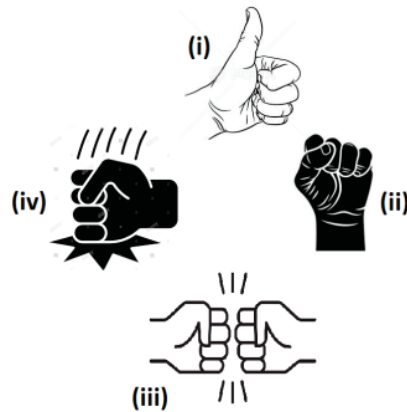
ii What was the most likely response that the postmaster expected in Lencho's second letter?

- i. sorrowful
- ii. gratitude
- iii. disappointment
- iv. elation
- v. shock

- (a) ii and v
- (b) i and iii
- (c) ii and iv
- (d) iii and v

Ans : (c) ii and iv

iii Pick the option that lists the option corresponding to- 'with a blow of his fist.'



- (a) Option (i)
- (b) Option (ii)
- (c) Option (iii)
- (d) Option (iv)

Ans : (d) Option (iv)

iv Lencho's letter included

- (a) details of his problems.
- (b) description of the post office.
- (c) belief of being looted.
- (d) List of further demands.

Ans : (d) List of further demands.

v Pick the most suitable quote for this extract.

- (a) "It is easier to fool people than to convince them that they have been fooled." – Mark Twain
- (b) "Real knowledge is to know the extent of one's ignorance."- Confucius
- (c) "You see a person's true colours when you are no longer beneficial to their life."- anonymous
- (d) "True generosity means accepting ingratitude." - Coco Chanel

Ans : (d) "True generosity means accepting ingratitude." - Coco Chanel

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

It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the North-East huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body.

i What could be seen approaching in the North-East?

- (a) The fresh air
- (b) Huge mountains of clouds
- (c) Big drops of rain
- (d) Herd of stray animals

Ans : (b) Huge mountains of clouds

- ii Why did Lencho go out?
 (a) To protect his ripe crops
 (b) To shoo away the stray animals
 (c) To irrigate his fields
 (d) To have the pleasure of feeling the rain on his body

Ans : (d) To have the pleasure of feeling the rain on his body

- iii Find the word from the extract which means 'forecasted'.
 (a) Predicted
 (b) Dotted
 (c) Approached
 (d) Seen

Ans : (a) Predicted

- iv What do you mean by huge mountains of clouds?
 (a) Very high clouds
 (b) Very dark clouds
 (c) Clouds promising heavy rains
 (d) Clouds making hilly pattern

Ans : (c) Clouds promising heavy rains

- v Find the opposite of 'Sour' from the passage.

- (a) Fresh
 (b) Big
 (c) Sweet
 (d) Pleasure

Ans : (c) Sweet

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

Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho's soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, "A plague of locusts would have left more than this. The hail has left nothing".

- i What happened to the crop when the storm had passed?

- (a) It blossomed
 (b) It remained as it was
 (c) It grew to produce more seeds
 (d) The corn was totally destroyed

Ans : (d) The corn was totally destroyed

- ii What was the status of leaves after the storm?

- (a) They turned green
 (b) They turned pale
 (c) They were detached from the trees
 (d) They dried up

Ans : (c) They were detached from the trees

- iii Describe Lencho's feelings as shown in the

extract.

- (a) He was elated
 (b) He was very sad
 (c) He was angry
 (d) He was charged up

Ans : (b) He was very sad

- iv Find the opposite of 'destroyed' from the passage.

- (a) Restored
 (b) Lost
 (c) Grown
 (d) Passed

Ans : (a) Restored

- v 'Not a leaf remained on the trees'. In which season we can see trees without leaves?

- (a) summer
 (b) winter
 (c) rainy
 (d) autumn

Ans : (d) autumn

- vi Why was Lencho's soul filled with sadness?

- (a) locust had destroyed cornfields
 (b) it did not rain
 (c) hail storm destroyed cornfields
 (d) his children did not obey him

Ans : (c) hail storm destroyed cornfields

- vii What do these words mean- "a plague of locusts would have left more than this"

- (a) hailstones destroyed the crops more than the plague of locusts
 (b) locust would have spared their field on request
 (c) locusts had eaten partial crop
 (d) locusts are less dangerous

Ans : (a) hailstones destroyed the crops more than the plague of locusts

- viii What was Lencho's last hope?

- (a) God would help him
 (b) his relatives would help him
 (c) they will work hard again
 (d) they had a huge stock of grain

Ans : (a) God would help him

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

"That's what they say: no one dies of hunger." All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.

- i** What was Lencho's only hope?
- The help of God
 - The help of the government
 - Flourishing of his another of his another crop
 - His family's support
- Ans :** (a) The help of God

- ii** Despite being a farmer what did Lencho know?
- How to please God
 - How to write
 - How to talk
 - How to die
- Ans :** (b) How to write

- iii** How did Lencho work in the field?
- Like a farmer
 - Like a businessman
 - As hard as an animal
 - As comfortably as the rich
- Ans :** (c) As hard as an animal

- iv** What does that word 'conscience' in the extract mean?
- Knowledge
 - Awareness
 - Interest
 - Moral sense
- Ans :** (d) Moral sense

- v** Lencho has been called 'an ox of a man' because
- He was a fool
 - He was illiterate
 - He worked hard
 - None of these
- Ans :** (c) He worked hard

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

"Now we're really going to get some water, woman. The woman who was preparing supper, replied, "Yes, God willing". The older boys were working in the field, while the smaller ones were playing near the house until the woman called to them all, "Come for dinner. It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the northeast, huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, "These aren't raindrops falling from the sky, they are new coins. The big drops are ten-cent pieces and the little ones are fives."

- i** Why did Lencho say, "we are really going to get

some water woman"?

- He wanted to drink water.
 - He had seen clouds in the northeast.
 - Government had promised him to provide water for his cornfields.
 - The rain had already begun.
- Ans :** (b) He had seen clouds in the northeast.

- ii** At what time of the day 'SUPPER' is eaten?
- Morning
 - Afternoon
 - Evening
 - Night
- Ans :** (d) Night

- iii** Which of the following sentences use the word 'Until' as used in the passage?
- He started writing until 6'o clock.
 - Rupesh said that he would work until 4 pm.
 - I have been waiting here until 8'o clock.
 - You will begin work until the rain stops.
- Ans :** (b) Rupesh said that he would work until 4 pm.

- iv** Why was the air fresh and sweet?
- due to a change in weather
 - due to corns growing in the field
 - Lencho's wife made a dessert
 - due to flowers growing in his field
- Ans :** (a) due to a change in weather

- v** Why did Lencho compare the raindrops with new coins?
- They were round in shape
 - Rain would help in the harvest that would fetch him money.
 - God had showered coins
 - Rain brought coins with it.
- Ans :** (b) Rain would help in the harvest that would fetch him money.

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

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

- i** Why did Lencho have a satisfied expression?

because

- (a) he just enjoyed a tasty meal
- (b) he had won an argument with his wife
- (c) rain had begun as per his expectations
- (d) his field was full of ripe corn

Ans : (c) rain had begun as per his expectations

ii Which of the following sentences has been used in the same sense as Lencho said, “I hope it passes quickly”?

- (a) last week my grandmother passed away due to a covid infection
- (b) I have got free passes for the cricket match
- (c) the pass mark is 50% for this diploma course
- (d) the street was crowded and the two buses could not pass

Ans : (d) the street was crowded and the two buses could not pass

iii Find the literary device used in those truly did resemble new silver coins.

- (a) metaphor
- (b) assonance
- (c) synecdoche
- (d) satirical hyperbole

Ans : (d) satirical hyperbole

iv How would you define hailstones?

- (a) light rain falling in fine drops.
- (b) large balls of ice that fall like rain
- (c) strong wind, rain, and thunder
- (d) a cloudburst

Ans : (b) large balls of ice that fall like rain

v “It made everything look so white that it seemed as if it was covered with salt”. Why are the snow pellets compared to salt?

- (a) it was white in colour
- (b) it spread throughout the field
- (c) it had spoiled the cornfields
- (d) all of the above

Ans : (d) all of the above

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

All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one’s conscience. Lencho was an ox of a man, working like an animal in the fields, but still, he knew how to write. The following Sunday, at daybreak, he began to write a letter which he himself would carry to town and place in the mail. It was nothing less than a letter to God.

i The narrator called Lencho an ox of a man. Who among the following would you call an ox of a

man?

- (a) a farmer
- (b) a poet
- (c) a cab driver
- (d) a gardener

Ans : (a) a farmer

ii Why did the writer say- still he knew how to write?

- (a) Lencho never went to school.
- (b) Lencho was illiterate.
- (c) generally farmers were illiterate in the past.
- (d) he had a magical pen to write.

Ans : (c) generally farmers were illiterate in the past.

iii Which of the following statements best describe ‘deep conscience’ as used in the passage above?

- (a) deep conscience tells us that we are accountable to God.
- (b) it is our common sense morality.
- (c) deep conscience helps to distinguish between right and wrong.
- (d) everything- good or bad- that a person holds tight in his heart.

Ans : (d) everything- good or bad- that a person holds tight in his heart.

iv At what time of the day Lencho began to write the letter to god?

- (a) before Sunrise
- (b) after sunset
- (c) after sunrise
- (d) before sunset

Ans : (a) before Sunrise

v Why did Lencho ask for 100 pesos from God?

- (a) to buy corn
- (b) to sow seeds
- (c) to survive till the next crop
- (d) as a fine to God

Ans : (c) to survive till the next crop

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

“God, he wrote, “if you don’t help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because of the hailstorm....” He wrote ‘To God’ on the envelope, put the letter inside and, still troubled, went to town. At the post office, he placed a stamp on the letter and dropped it into the mailbox. One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster – a fat, amiable fellow – also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, “What faith! I wish I had the faith

of the man who wrote this letter. Starting up a correspondence with God!"

- i What did Lencho write in his letter to God?
- he communicated his poverty-stricken situation.
 - he wrote that he needed 100 pesos.
 - he asked for money to sow seeds and survive until the new crop comes.
 - all of the above

Ans : (d) all of the above

- ii Where was the post office situated in which Lencho posted the letter to God?

- in the valley
- in the village
- on the outskirts of the town
- in the town

Ans : (d) in the town

- iii Why are the stamps pasted on the letters?

- to beautify the letters.
- to distinguish the letters.
- to pay the cost involved in moving the letters.
- stamps on letters do not serve any purpose.

Ans : (c) to pay the cost involved in moving the letters.

- iv Why did the postman laughed heartily on seeing Lencho's letter to God?

- he never saw a letter to God in his lifetime.
- Lencho had bad handwriting.
- the postman was an amiable fellow.
- he wanted to make fun of Lencho's letter.

Ans : (a) he never saw a letter to God in his lifetime.

- v "starting up a correspondence with God". Choose the sentence that does not comply with 'correspondence' as used in the passage.

- write the address of correspondence correctly in the form.
- there is no correspondence between the two birds.
- many companies are migrating their correspondence to digital.
- her correspondence with Rohit lasted many years.

Ans : (b) there is no correspondence between the two birds.

- vi Why did the Postmaster immediately turn serious?

- he was afraid of God.
- he was astonished at Lencho's faith in God.
- he did not want to make fun of a needy farmer.
- he was pretending to be serious.

Ans : (b) he was astonished at Lencho's faith in

God.

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

So, in order not to shake the writer's faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something for 'an act of charity'. It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God

- i The narrator said that the Postmaster needed something more than goodwill, ink and paper. What was that?

- sympathy
- empathy
- money
- physical work

Ans : (c) money

- ii Which resolution is being talked about in the passage?

- Postmaster's resolution to not let Lencho's faith in God shaken.
- Lencho's resolution to grow his field again.
- God's resolution to punish Lencho.
- Postmaster's resolution to collect money from his friends in the name of Lencho.

Ans : (a) Postmaster's resolution to not let Lencho's faith in God shaken.

- iii What was the act of Charity that is referred to in the passage?

- to donate 10% of total income.
- to donate food and clothes for the homeless people.
- to pay income tax.
- to contribute money to help a needy farmer.

Ans : (d) to contribute money to help a needy farmer.

- iv Who contributed money to help Lencho?

- the postmaster
- his employees
- postmaster's friends
- all of the above

Ans : (d) all of the above

- v Why did the postmaster sign the letter in the

name of God?

- (a) to keep Lencho's faith intact.
- (b) to play the role of God.
- (c) he considered himself God.
- (d) God had ordered him to do so.

Ans : (a) to keep Lencho's faith intact.

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

The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office. Lencho showed not the slightest surprise on seeing the money; such was his confidence but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.

- i** What good deed is talked about in the passage?
- (a) to serve humanity
 - (b) helping Lencho by giving out money.
 - (c) helping Lencho by giving him seeds to sow.
 - (d) postal department distributing food to poor children.

Ans : (b) helping Lencho by giving out money.

- ii** The postmaster was experiencing the contentment in the passage. In which of the following situation, the doer would not experience 'contentment'?

- (a) after helping a blind man to cross the road.
- (b) after helping your mother to clean the dishes.
- (c) after giving free education to poor children.
- (d) after killing your neighbour for throwing dust in front of your door.

Ans : (d) after killing your neighbour for throwing dust in front of your door.

- iii** Why did Lencho not show the slightest surprise on seeing the money?

- (a) he had deep faith in God.
- (b) the postman told him that the letter contained money.
- (c) God had informed him in advance in his dreams.
- (d) Lencho had seen the postmaster while keeping the money in the letter.

Ans : (a) he had deep faith in God.

- iv** What was the reason for Lencho's anger after counting the money?

- (a) God did not send him money.
- (b) God had sent him 100 pesos.
- (c) God had sent him only 70 pesos.
- (d) the Postmaster stole the money from the envelope.

Ans : (c) God had sent him only 70 pesos.

MULTIPLE CHOICE QUESTIONS

1. Where was Lencho's house situated?

- (a) bottom of the hill
- (b) top of a hill
- (c) top of a plateau
- (d) in a city

Ans : (b) top of a hill

2. What was the only thing that the Earth needed according to Lencho?

- (a) a shower
- (b) a snowfall
- (c) strong winds
- (d) sunlight

Ans : (a) a shower

3. Where did Lencho expect the downpour to come from?

- (a) north
- (b) north-east
- (c) north-west
- (d) south-east

Ans : (b) north-east

4. What did Lencho compare the large raindrops with?

- (a) silver coins
- (b) pearls
- (c) diamonds
- (d) new coins

Ans : (d) new coins

5. Which crop was growing on Lencho's fields?

- (a) Corn
- (b) Barley
- (c) Rice
- (d) None of the above

Ans : (a) Corn

6. What destroyed Lencho's fields?

- (a) heavy rainfall
- (b) hailstorm
- (c) landslide
- (d) flood

Ans : (b) hailstorm

7. The field looked as if it were covered in _____.

- (a) salt
- (b) locusts
- (c) sugar
- (d) ice

Ans : (a) salt

8. Lencho compared the quantum of damage with
 (a) attack by rats
 (b) attack by crows
 (c) plague of locusts
 (d) None of the above
Ans : (c) plague of locusts
9. What was the only hope left in the hearts of Lencho's family?
 (a) compensation from government
 (b) help from farmer's association
 (c) help from God
 (d) there was no hope left
Ans : (c) help from God
10. How did Lencho decide to contact his last resort?
 (a) by visiting them personally
 (b) through a letter
 (c) through e-mail
 (d) through fax
Ans : (b) through a letter
11. How much money did Lencho ask for?
 (a) 100 pesos
 (b) 1000 pesos
 (c) 10 pesos
 (d) 500 pesos
Ans : (a) 100 pesos
12. What was the immediate reaction of the postman on seeing the letter?
 (a) laughed whole-heartedly
 (b) cried
 (c) felt sad about what happened
 (d) felt empathetic
Ans : (a) laughed whole-heartedly
13. The postmaster was a fat, amiable man. What is the meaning of amiable?
 (a) rude
 (b) helpful
 (c) friendly
 (d) enthusiastic
Ans : (c) friendly
14. On seeing the letter, the postmaster was moved by Lencho's _____
 (a) unwavering faith
 (b) handwriting
 (c) love for God
 (d) determination
Ans : (a) unwavering faith
15. Why did the postmaster decide to reply to Lencho's letter?
 (a) he was a good man
 (b) he felt empathetic
 (c) to preserve Lencho's faith in God
 (d) all of the above
Ans : (c) to preserve Lencho's faith in God
16. What else did the reply demanded apart from goodwill, ink and paper?
 (a) lost crop
 (b) money
 (c) God's signature
 (d) new seeds
Ans : (b) money
17. How much money was the postmaster able to arrange?
 (a) 100 pesos
 (b) Nil
 (c) 1000 pesos
 (d) 70 pesos
Ans : (d) 70 pesos
18. What did the postmaster feel on experiencing Lencho receive the letter?
 (a) contended
 (b) proud
 (c) overwhelmed
 (d) all of the above
Ans : (a) contended
19. Why was Lencho not surprised on seeing the money in the envelope?
 (a) he was too sad to acknowledge it
 (b) he had unwavering faith in God
 (c) he was an ungrateful man
 (d) none of the above
Ans : (b) he had unwavering faith in God
20. How did he feel when he counted the money?
 (a) grateful
 (b) joyful
 (c) relieved
 (d) angry
Ans : (d) angry
21. What did Lencho think of the post-office employees?
 (a) bunch of crooks
 (b) rude
 (c) unhelpful
 (d) proud
Ans : (a) bunch of crooks

22. What did Lencho ask for in his second letter?
 (a) more money
 (b) remaining amount and not send it by mail
 (c) remaining amount and send it by mail only
 (d) he didn't ask for anything
Ans : (b) remaining amount and not send it by mail
23. What is the irony in this lesson?
 (a) Lencho was sad after the hailstorm even though he was the one waiting for a shower
 (b) Postmaster laughed at Lencho but still helped arrange money for him
 (c) Lencho blamed the post office employees who in fact helped him
 (d) there is no irony
Ans : (c) Lencho blamed the post office employees who in fact helped him
24. What type of conflict does the chapter highlight?
 (a) conflict between nature and humans
 (b) conflict among humans
 (c) conflict among God and nature
 (d) both a and b
Ans : (d) both a and b
25. Who is the author of the lesson 'A Letter to God' ?
 (a) G.L. Fuentes
 (b) J.k. Rowling
 (c) William Shakespeare
 (d) Roald Dahl
Ans : (a) G.L. Fuentes
26. What did Lencho hope for?
 (a) A good shower of rain for his crop.
 (b) A new motorcycle
 (c) A tractor
 (d) None of these
Ans : (a) A good shower of rain for his crop.
27. Why was Lencho satisfied?
 (a) On seeing a new tractor in his field.
 (b) On seeing a new buffalo.
 (c) On seeing the field of ripe corn with flowers.
 (d) None of these
Ans : (c) On seeing the field of ripe corn with flowers.
28. Why did Lencho need money?
 (a) To buy a tractor
 (b) To save his family from hunger
 (c) To buy a new phone.
 (d) To buy a buffalo.
Ans : (b) To save his family from hunger
29. What did the postmaster do then?
 (a) He decided to collect the money and send it to Lencho.
 (b) He throw away the letter
 (c) He decided to beat Lencho to teach him a lesson.
 (d) He gave it to other postmaster
Ans : (a) He decided to collect the money and send it to Lencho.
30. Who read the letter sent by Lencho?
 (a) His Wife
 (b) The Postmaster
 (c) One of the farmer
 (d) The God
Ans : (b) The Postmaster
31. The story is all about an unconditional
 (a) Love
 (b) Enmity
 (c) Faith
 (d) Dependence
Ans : (c) Faith.
32. Lencho, the protagonist of the story was _____ by professions.
 (a) Farmer
 (b) Monk
 (c) Trader
 (d) Government service holder
Ans : (a) Farmer.
33. The story sets in –
 (a) Latin America
 (b) Australia
 (c) Europe
 (d) Africa
Ans : (a) Latin America.
34. It's a story about a unconditional faith upon –
 (a) Brother
 (b) God
 (c) Family
 (d) Friend
Ans : (b) God.
35. Lencho, the farmer had a _____ field.
 (a) Jute
 (b) Peddy
 (c) Wheat
 (d) Corn
Ans : (d) Corn.
36. There was/were _____ house/houses on the top

of the hill.

- (a) One
- (b) Twenty
- (c) Four
- (d) Two

Ans : (a) One.

37. From the top of the hill he can see his ready to harvest cornfield along with –

- (a) Forest
- (b) Village
- (c) River
- (d) Vast field

Ans : (c) River.

38. Lencho, the farmer gazes at the sky in the _____ direction on the hope for rainfall.

- (a) North-west
- (b) North
- (c) North-East
- (d) South

Ans : (c) North-East.

39. ‘Now we’re really going to get some water’ lencho told this to –

- (a) Wife
- (b) Elder son
- (c) Daughter
- (d) Another farmer

Ans : (a) Wife.

40. Farmer’s older boys were –

- (a) Working in the field
- (b) Studying
- (c) Playing in the garden
- (d) Having dinner

Ans : (a) Working in the field.

41. Large droplets were equivalent to –

- (a) Five cents coin
- (b) One cent coin
- (c) Ten cents coin
- (d) Two cent coin

Ans : (c) Ten cents coin.

42. Hailstones were compared with _____ in the story.

- (a) Frozen gold
- (b) Snow balls
- (c) Silver coins
- (d) Frozen pearls

Ans : (d) Frozen pearls.

43. For _____ the hail rained.

- (a) An hour
- (b) Five hours
- (c) Two hours
- (d) Half an hour

Ans : (a) An hour.

44. The field was white, as if covered with –

- (a) White pearls
- (b) Salt
- (c) Snow
- (d) Milk

Ans : (b) Salt.

45. There was only one hope left a help from –

- (a) Government
- (b) Friends
- (c) God
- (d) Relatives

Ans : (c) God.

46. Lencho started writing a letter to god on –

- (a) Monday morning
- (b) Sunday morning
- (c) Saturday morning
- (d) Sunday afternoon

Ans : (b) Sunday morning.

47. Ox of a man means –

- (a) Lazy
- (b) Cleaver
- (c) Hard working
- (d) Focused

Ans : (c) Hard working.

48. Pesos is a monetary unit of –

- (a) Mexico
- (b) Venice
- (c) Morocco
- (d) Zurich

Ans : (a) Mexico.

49. Lencho spent _____ pesos to sow his field.

- (a) 10
- (b) 1000
- (c) 50
- (d) 100

Ans : (d) 100

50. Who was a fat, amiable fellow?

- (a) Postmaster
- (b) Lencho
- (c) Postman
- (d) Guard

Ans : (a) Postmaster.

51. The postmaster to help lencho by giving him _____ as a reply from God.
 (a) Money
 (b) Crops
 (c) Letter
 (d) Gold
Ans : (a) Money.
52. Lencho received only _____ pesos.
 (a) 50
 (b) 70
 (c) 60
 (d) 10
Ans : (b) 70.
53. Lencho was suspicious upon the honesty of the –
 (a) Employees of the post office
 (b) Postmaster
 (c) God
 (d) Postman
Ans : (a) Employees of the post office.
54. According to Lencho the employees of the post office are –
 (a) Crooks
 (b) Good soul
 (c) Faithful
 (d) Image of god
Ans : (a) Crooks.
55. Lencho was exchanging the letter through with God.
 (a) Rail
 (b) A good friend
 (c) Dove
 (d) Computer internet
Ans : (a) Rail.
56. Which quote supports the idea in the given extract ?
 (a) "Farming is a profession of hope."
 (b) "I would rather be on my farm than be emperor of the world."
 (c) "Farming looks mighty easy when your plough is a pencil, and you're a thousand miles from the corn field."
 (d) "Those too lazy to plough in the right season will have no food at the harvest."
Ans : (a) "Farming is a profession of hope."
57. Lencho's letter included
 (a) details of his problems.
 (b) description of the post office.
 (c) belief of being looted.
 (d) List of further demands
Ans : (d) List of further demands
58. Who read the letter sent by Lencho ?
 (a) His Wife
 (b) The Postmaster
 (c) One of the farmer
 (d) The God
Ans : (b) The Postmaster
59. "_____" an inner sense of right and wrong.
 (a) inner voice
 (b) Conscience
 (c) six sense
 (d) none of the above
Ans : (b) Conscience
60. "An ox of a man" this metaphoris used in the story, which means,
 (a) strong
 (b) Agriculture
 (c) Weak
 (d) kind of tool
Ans : (a) strong
61. A violent storm whose centre is a cloud in the shape of a funnel, called:
 (a) Rain
 (b) Cyclone
 (c) Thunderstorm
 (d) tornado
Ans : (d) tornado
62. Why Did The Postmaster Signed The Letter AsGod ?
 (a) he wanted to make him fool
 (b) So that Lencho's faith does not get shaken.
 (c) he do the sign like that only
 (d) none of the above
Ans : (b) So that Lencho's faith does not get shaken.
63. Why did not Lencho try to find out who send the money to him ?
 (a) he had completed faith in God
 (b) he didn't waste his time
 (c) he was not interested to find out
 (d) none of the above
Ans : (a) he had completed faith in God
64. Who Does Lencho Think Has Taken The Rest Of The Money ?
 (a) he,himself
 (b) the God
 (c) the post office employees
 (d) his wife
Ans : (c) the post office employees

65. Lencho was a
 (a) builder
 (b) Businessman
 (c) postmaster
 (d) Farmer
Ans : (d) Farmer
66. What Resembles With “New Coins”
 (a) he crop
 (b) rain drops
 (c) the currency
 (d) none of the above
Ans : (b) rain drops
67. What Made Lencho Angry ?
 (a) There were only 70 pesos
 (b) there were 100 pesos
 (c) there was no money
 (d) 70 & 100 pesos
Ans : (a) There were only 70 pesos
68. Which idioms suitable for the story
 (a) where there is a will there is way
 (b) aspire to inspire
 (c) faith can move mountains
 (d) a and b
Ans : (c) faith can move mountains
69. What does ‘locusts’ mean
 (a) insects
 (b) Animal
 (c) Plant
 (d) None of the above
Ans : (a) insects
70. With Reference To The Story, What Fo You Think, About The Postmaster ?
 (a) rude
 (b) Greedy
 (c) Kind
 (d) thief
Ans : (c) Kind
71. Lencho’s soul was filled with_____ after the crop was destroyed.
 (a) Kindness
 (b) Darkness
 (c) Happiness
 (d) Sadness
Ans : (d) Sadness
72. What is resembles with new silver coins ?
 (a) large hailstones
 (b) Raindrops
 (c) Corn
 (d) plant leafs
Ans : (a) large hailstones
73. On the crest of a low hill. Find the meaning of highlighted word
 (a) middle of a hill
 (b) bottom of a hill
 (c) top of a hill
 (d) non of the above
Ans : (c) top of a hill
74. What Postmaster Said To Employees To Collect The Money
 (a) for forming the NGO
 (b) As an actof rudeness
 (c) as an act of give something
 (d) As a act of charity
Ans : (d) As a act of charity
- *****

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CHAPTER 10

Nelson Mandela - Long Walk to Freedom

INTRODUCTION

This chapter is an extract from the autobiography of Nelson Mandela (18 July, 1918 - 5 December, 2013), the first Black President of South Africa. Excerpts from “Long Walk to Freedom” include description of the inauguration ceremony, citations from his speech, his journey to being a freedom fighter, the struggle, along with a tribute to other freedom fighters and countless other people who fought for their freedom. This lesson gives us an overview as to how Nelson Mandela along with others, carved their way to a society where there will be no discrimination on the basis of their colour, caste, race, age or gender.

CHARACTERS

1. Nelson Rolihlahla Mandela - He was a South African anti-apartheid revolutionary, politician, and philanthropist who led the country from 1994 to 1999. He was the country's first black president and the first to be elected in a democratic election with full representation. He fought against the 'apartheid' regime of South Africa which believed in racialism.

WORD MEANINGS

1. Dawned - (of a day) began
2. Awe - amazed
3. Deputy - second in command
4. Emancipation - the fact or process of being set free from legal, social, or political restrictions
5. Stream - a small, narrow river
6. Abided - obeyed
7. Amphitheatre - an open - air theatre
8. Apartheid - a policy or system of segregation on grounds of race
9. Array - an impressive display
10. Assembled - (of people) gather together in one place for a common purpose
11. Bedecked - decorate
12. Besieged - to be surrounded by
13. Bondage - the state of being a slave
14. Boyhood - the state or time of being a boy
15. Chevron - a pattern in the shape of a V
16. Civil - courteous and polite
17. Comrades - a colleague or a fellow member of an organisation
18. Confer - grant
19. Curtailed - reduce; impose a restriction on
20. Defies - refuse to obey

21. Deprivation - the damaging lack of material benefits considered to be basic necessities in a society
22. Despised - hated, had a very low opinion of
23. Dignitaries - a person considered to be important because of high rank or office.
24. Dignity - the state or quality of being worthy of respect.
25. Discrimination - being treated differently or unfavourably
26. Erected - build; construct
27. Frightened - afraid or anxious
28. Glimmer - shine faintly with a wavering light
29. Glorious - having, worthy of, or bringing fame or admiration.
30. Glory - honour
31. Grimmiest - very serious or gloomy
32. Illusion - a false idea or belief
33. Inclination - natural tendencies of behaviour
34. Indivisible - unable to be divided or separated
35. Inevitably - unavoidably
36. Lyrics - the words of a song
37. Mealies - a maize plant
38. Monk - a member of a religious community of men typically living under vows of poverty
39. Obligations - a duty or a commitment
40. On our own soil - in our own country
41. Oppression - prolonged cruel or unjust treatment or exercise of authority.
42. Overturned - reverse.
43. Overwhelmed - have a strong emotional effect
44. Pleasantly - giving a sense of happy satisfaction or enjoyment; satisfying
45. Pledged - committed (a person or organization) by a solemn promise.
46. Possession - ownership
47. Precision - accuracy
48. Prejudice - a strong dislike without any good reason
49. Profound - very great or intense
50. Pushed to our limits - pushed to the last point in our ability to bear pain
51. Racial domination - when people of one race have power over another race
52. Reassure - say or do something to remove the doubts
53. Rebellion - the action or process of resisting authority, convention or control
54. Reign - rule; govern
55. Resilience - the ability to deal with any kind of hardship and recover from its effects
56. Sandstone - a type of stone that is formed of grains of sand

57. Secrecy - the action of keeping something secret
58. Spectacular - beautiful in a dramatic and an eye-catching way
59. Supremacy - the state or condition of being superior to all others in authority, power, or status
60. Sworn - given under oath; determined to stay in the role specified
61. Symbolised - be a symbol of
62. Trail - series; chain
63. Transitory - not permanent
64. Triumph - great victory or achievement
65. Troop - soldiers or armed forces
66. Twilight - half-light, semi-darkness
67. Unimaginable - difficult or impossible to imagine
68. Unintended - not planned or meant
69. Unmindful - not conscious or aware
70. Virtuous - having or showing high moral standards
71. Yearned - have an intense feeling or longing for something

SUMMARY

The inauguration day

Tenth May dawned. It was bright and clear. Many world leaders had been coming to the author to pay respects to him. It was before the inauguration. The inauguration was to be the largest gathering of world leaders there.

The place of inauguration

The inauguration ceremonies took place in a big open building in Pretoria. Here the South Africa's first democratic non-racial govt, was to be installed.

The swearing-in ceremony

On that day the author was in the company of his daughter Zenani. Mr. De Klerk was first sworn in as second deputy President. Then Thabo Mbeki was sworn in as first deputy President. It was the author's turn then. He was sworn in as the President. He pledged to obey and uphold the constitution. He also pledged to devote himself to the well-being of the people.

The author addresses

The author spoke of the newborn liberty. He thanked all the international guests. He said that they had come there to be with his countrymen. It was the common victory for justice, peace and human dignity. He pledged to liberate his people from poverty, suffering and discrimination.

Display by jets and helicopters

After a few moments colourful South African jets and helicopters flew over the Union Buildings there. It was for military's loyalty to democracy for a new government. Then the highest military generals having medals on their chests saluted the author. He thought that they would have arrested him many years before.

Singing of the national anthem

The day was symbolised for the author by the playing of two national anthems. The whites sang 'Nkosi Sikelel' and the blacks sang 'Die Stem'. These formed the old anthems of the republic.

The author's thoughts

On that day of the inauguration, the author thought of history. In the first decade the South African people had patched up their differences with other black-skinned people. They had built a system of superiority also. It was the basis of the harshest societies. This system had now stood overturned. Now it was the system that recognised the rights and freedoms of all people.

The author's regret

This auspicious day came after the sacrifices of thousands of the people. The author thought of himself the sum of all those people. He was pained that he couldn't thank them.

Freedom fighters remembered

The policy of apartheid created a lasting wound in his country and his people. This policy had produced great freedom fighters. They were like Oliver Tambo, Walter Sisulus, Chief Luthulis, Yusuf Dadoo etc. They were men of uncommon courage, wisdom and generosity. The country was rich in minerals. But its greatest wealth was its people.

The definition of courage

From these people the author learned the meaning of courage. They risked their lives. They underwent great torture. He learned that courage was not the absence of fear but the victory over it.

Man's natural goodness

The author says that no one is born hating another person due to colour or religion. They could be taught to love. Love comes naturally to the human heart. In prison they were pushed to the wall. But he saw humanity in the hearts of the guards. It was man's essential goodness. It can't be put out.

Man's duties

In life every man has twin duties - to his family, to his community and country. The author found it difficult to fulfil these two duties. It was because a coloured man in South Africa was punished if he lived like a human being. Such a man was forced to live apart from his own people. So he was not allowed to do his duties to his family.

Freedom defined

The author was born free. He was not born with a hunger to be free. He was free as long as he obeyed his father and obeyed the customs of his tribe. But soon he realized that his freedom was an illusion. He began to hunger for freedom when it was taken from him. As a student he wanted freedom to read and go. As a young man in Johannesburg he wanted freedom to be as per his potential. He also wanted the freedom of livelihood of his own and of family.

Desire for freedom made him bold

But soon he saw that he was also not free like his brothers and sisters. Then he joined the African National Congress. His hunger for freedom became great for the freedom of his people. The desire for the freedom of his people to live with dignity gave him power. It made him bold. It made him live like a monk. The chains on his

people became chains for him too.

Oppressor and the oppressed without humanity

The author knew that the oppressor must be liberated like the oppressed. A man who takes away another's freedom becomes the hated. No one is free if he is taking someone else's freedom. Both the oppressor and the oppressed are robbed of humanity.

MESSAGE

This chapter conveys the message that any person can reach heights irrespective of their race. So people should not be discriminated against on any basis. The oppressor and the oppressed both lose humanity. One through hatred the other through oppression and hence both need to be liberated from these inhumane prisons. Mandela's belief that the people are born free of hatred and learn it later, is also a very enlightening lesson we learn from the chapter. The people learn to hate and therefore they can also learn to love is a beautiful take away from the chapter.

EXTRACT BASED QUESTIONS

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

"We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations if the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity."

- i** The guests at the spectacular ceremony are being called distinguished because they
- they have been invited as guests to attend it.
 - they are eminent world leaders witnessing it.
 - they are visiting the country for this purpose.
 - they have resumed diplomatic relations with the country.

Ans : (b) they are eminent world leaders witnessing it.

- ii** It is a victory for 'human dignity'. Pick the option that lists the correct answer for what 'human dignity' would include.

- (i) equality (ii) liberty (iii) indecency
- (i) liberty (ii) indecency (iii) self-respect
- (i) immorality (ii) self-respect (iii) equality
- (i) equality (ii) liberty (iii) self-respect

Ans : (d) (i) equality (ii) liberty (iii) self-respect

- iii** Why does the speaker say that it is a 'rare privilege'?

He says this as they have

- been deprived of this honour.
- seldom been given this honour.
- experienced it for the first time.
- been chosen over other countries, for this honour.

Ans : (c) experienced it for the first time.

- iv** How do you think the speaker feels? Choose the option that best fits his state of mind.



I feel...

- (i) emotional (ii) elated (iii) unmindful
- (i) elated (ii) unmindful (iii) overwhelmed
- (i) overwhelmed (ii) elated (iii) honoured
- (i) elated (ii) honoured (iii) unmindful

Ans : (c) (i) overwhelmed (ii) elated (iii) honoured

- v** Pick the option that showcases the usage of 'host' as in the extract.

- He was praised for his hospitality as the host of the party.
- She was able to host the event without any hindrance.
- She met the host and apologised for her friend's misbehaviour.
- He is the best host that one can ever come across.

Ans : (b) She was able to host the event without any hindrance.

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

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

- i** The title that best suits this extract is

- Freedom for everything
- Knowledge about Freedom
- Significance of Freedom
- Realisation of Freedom

Ans : (c) Significance of Freedom

- ii** Why do you think the speaker mentions some

freedoms as 'transitory'?

- (a) The freedoms are momentary and keep changing with time.
- (b) The definition of freedom is constant but perspectives differ.
- (c) Freedom means different things to different people.
- (d) Freedom is not that important after a certain age.

Ans : (a) The freedoms are momentary and keep changing with time.

iii Choose the option that best fits the usage of the word 'illusion' as used in the extract.

- (a) He was never able to get past the illusion.
- (b) The illusion I experienced was quite intriguing.
- (c) A large mirror in the room creates an illusion.
- (d) I was living under the illusion that this is possible.

Ans : (d) I was living under the illusion that this is possible.

iv The speaker says, 'at first as a student I wanted freedom only for myself.' Why do you think he only thought about himself?

- (a) He didn't want to think about the freedom denied to others.
- (b) He was being selfish and was only bothered about himself.
- (c) He didn't think that freedom denied to him was important for others.
- (d) He was too young to realise that freedom was denied to others as well.

Ans : (d) He was too young to realise that freedom was denied to others as well.

v A part of the extract has been paraphrased. Choose the option that includes the most appropriate solution to the blanks in the given paraphrase of the extract.

The speaker's belief about freedom, since childhood proved false. It was not until the speaker grew up to be a young man when it (i)_____ on him that he was (ii)_____ of freedom. Then he began (iii)_____ it.

- (a) (i) desired (ii) dawned (iii) depriving
- (b) (i) dawned (ii) deprived (iii) desiring
- (c) (i) dawned (ii) arrived (iii) desiring
- (d) (i) arrived (ii) deprived (iii) dawned

Ans : (b) (i) dawned (ii) deprived (iii) desiring

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

But then I slowly saw that not only I was not free, but my brothers and sisters were not were. I saw that it was not just my freedom that was curtailed, but the freedom of everyone who looked like I did. That is when I joined the African National Congress

and that is when the hunger for my own freedom became the greater hunger for the freedom of my people. It was this desire for the freedom of my people to live their lives with dignity and self-respect that animated my life, that transformed a frightened young man into a bold one, that drove a law abiding attorney to become a criminal, that turned a family-loving husband into a man without a home, that forced a life-loving man to live like a monk.

i 'I' here refers to:

- (a) Mbeki
- (b) Zenani
- (c) Kierk
- (d) Nelson Mandela

Ans : (d) Nelson Mandela

ii The freedom of the author, who was a black, was:

- (a) curtailed
- (b) sanctioned
- (c) opposed
- (d) supported

Ans : (a) curtailed

iii The author felt the greater hunger for:

- (a) the freedom of his parents
- (b) the freedom of his people
- (c) the freedom of his friends
- (d) the freedom of neighbours

Ans : (b) the freedom of his people

iv The word 'curtailed' means:

- (a) increased
- (b) opposed
- (c) reduced
- (d) enlarged

Ans : (c) reduced

v The desire for freedom of the people transformed :

- (a) an animal into a man
- (b) a frightened leader into a minister
- (c) a frightened young man into a bold one
- (d) a man into a woman

Ans : (c) a frightened young man into a bold one

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

It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination. I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.

i The comrades of the author made him aware

about:

- (a) the meaning of starvation
- (b) the meaning of respect
- (c) the meaning of love
- (d) the meaning of courage

Ans : (d) the meaning of courage

ii To author, the men and women risk and sacrifice their lives for:

- (a) the sake of family
- (b) the sake of an idea
- (c) the sake of friends
- (d) the sake of money

Ans : (b) the sake of an idea

iii The author defines courage not the absence of fear:

- (a) but rather afraid of it
- (b) but rather the triumph over it
- (c) but presence of shivering
- (d) but rather reject it

Ans : (b) but rather the triumph over it

iv The word 'resilience' means:

- (a) the ability to deal with any kind of hardship
- (b) the ability to conquer the foe
- (c) the ability to dive deep
- (d) The ability to keep mum

Ans : (a) the ability to deal with any kind of hardship

v The man who shows strength of standing up against a crime is called:

- (a) brave man
- (b) innocent man
- (c) sensitive man
- (d) coward

Ans : (a) brave man

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

Tenth May dawned bright and clear. For the past few days, I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil. The ceremonies took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of rainbow gathering of different colours and nations for the installation of South Africa's first democratic non-racial government.

i 'I' here refers to:

- (a) Mbeki
- (b) Kierk
- (c) Zenani
- (d) Nelson Mandela

Ans : (d) Nelson Mandela

ii He was surrounded by:

- (a) international leaders and dignitaries
- (b) family members
- (c) national heroes
- (d) British soldiers

Ans : (a) international leaders and dignitaries

iii The inauguration was to celebrate the installation of:

- (a) South Africa's first capitalist govt.
- (b) South Africa's first democratic govt.
- (c) South Africa's first communist govt
- (d) none of the above

Ans : (b) South Africa's first democratic govt.

iv The inauguration ceremonies took place in the:

- (a) lovely arena
- (b) open wooden theatre
- (c) lovely sandstone amphitheatre
- (d) President House

Ans : (c) lovely sandstone amphitheatre

v The word 'amphitheatre' here means :

- (a) a building with a conical tent
- (b) a building with iron- fencing
- (c) a building with triangular shape
- (d) a building without a roof

Ans : (d) a building without a roof

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

I knew that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

i 'I' here refers to:

- (a) Mbeki
- (b) Zenani
- (c) Nelson Mandela
- (d) Kierk

Ans : (c) Nelson Mandela

ii To author, the oppressor must be liberated just

as surely:

- (a) as the stress
- (b) as the oppressed
- (c) as the others
- (d) as the author

Ans : (b) as the oppressed

iii A man who takes away another man's freedom is:

- (a) a prisoner of superiority
- (b) a prisoner of lust
- (c) a prisoner of self
- (d) a prisoner of hatred

Ans : (d) a prisoner of hatred

iv I am not truly free if I am:

- (a) taking away other's freedom
- (b) taking away other's money
- (c) taking away other's cow
- (d) taking away other's books

Ans : (a) taking away other's Freedom

v The word 'prejudice' means:

- (a) revenge
- (b) a strong dislike without any good reason
- (c) a strong reeling or love
- (d) irritation

Ans : (b) a strong dislike without any good reason

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

It was only then I began to learn that my boyhood freedom was an illusion. When I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedom of achieving my potential of earning my keep, of marrying and having a family - the freedom not to be obstructed in a lawful life.

i 'I' here refers to:

- (a) Nelson Mandela
- (b) Mbeki
- (c) Kierk
- (d) Zenani

Ans : (a) Nelson Mandela

ii The narrator learnt that his boyhood freedom was:

- (a) an excited period
- (b) a storm
- (c) a promise
- (d) an illusion

Ans : (d) an illusion

iii As a student the author wanted freedom only:

- (a) for the family
- (b) for himself
- (c) for the parents
- (d) for friends

Ans : (b) for himself

iv The word 'yearned for' means:

- (a) longed for
- (b) deserted
- (c) struggled
- (d) pacified

Ans : (a) longed for

v In Johannesburg, Mandela longed for the basic freedom of achieving his potential and:

- (a) of celebrating the moment
- (b) of gathering more money
- (c) of marrying and having a family
- (d) of having a status

Ans : (c) of marrying and having a family

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

On the day of the inauguration I was overwhelmed with a sense of history. In the first decade of the 20th century of few years after the bitter Anglo-Boer war and before my own birth, the white-skinned people of South Africa patched up their differences and created a system of racial domination against the dark-skinned people of their own land. The structure they created formed the basis of one of the harshest, most inhumane societies the world has ever known. Now, in the last decade of the twentieth century, and my own eight decades as a man that system has been overturned forever and replaced by one that recognised the rights and freedoms of all peoples, regardless of the colour of their skin.

i 'I' here refers to:

- (a) Klerk
- (b) Zenani
- (c) Nelson Mandela
- (d) Mbeki

Ans : (c) Nelson Mandela

ii The narrator was overwhelmed with:

- (a) a sense of charity
- (b) a sense of gratitude
- (c) a sense of insecurity
- (d) a sense of history

Ans : (d) a sense of history

iii The system of racial domination against the Black of South Africa has been overturned:

- (a) in the last decade of the 20th century
- (b) in 18th century
- (c) in late 18th century
- (d) in the first decade of 19th century

Ans : (a) in the last decade of the 20th century

- iv The system of racial domination has been replaced by a system that:
- confirms the education of the Blacks
 - recognises the rights and freedom of all people
 - recollects the bitter experiences
 - focuses on the personality development
- Ans :** (b) recognises the rights and freedom of all people
- v The word 'patched up' means:
- solved
 - filled
 - pasted
 - charmed
- Ans :** (a) solved

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MULTIPLE CHOICE QUESTIONS

- How does Nelson Mandela define the meaning of courage?
 - Triumph over fear
 - Triumph over love
 - Triumph over selfish
 - Triumph over poverty

Ans : (a) Triumph over fear
- Where did ceremonies take place?
 - Rockstone amphitheater
 - Sandstone amphitheater
 - Glass stone amphitheater
 - None of these

Ans : (b) Sandstone amphitheater
- Which flame can be hidden but never extinguished?
 - Man's love
 - Man's natural way
 - Man's goodness
 - None of these

Ans : (c) Man's goodness
- Which day was the largest gathering of international leaders on South African soil for the installation of South Africa's first democratic, non-racial government?
 - 9th May
 - 10th May
 - 11th May
 - 12th May

Ans : (b) 10th May
- What is a country's greatest wealth?
 - Its minerals
 - Its people
 - Its technology
 - None of these

Ans : (b) Its people
- What does depths of oppression create?
 - oppressed
 - heights of character
 - poverty
 - lack of freedom

Ans : (b) heights of character
- Who, according to Mandela is not free?
 - oppressor
 - oppressed
 - both a and b
 - none of the above

Ans : (c) both a and b
- Which party did Mandela join?
 - Indian National Congress
 - African National Congress
 - National African Party
 - he did not join any party

Ans : (b) African National Congress
- What realisations did Mandela have of his boyhood freedom?
 - it is just an illusion
 - he was born free
 - freedom was meant for kids
 - he had no realisations

Ans : (a) it is just an illusion
- Why were two National Anthems sung?
 - to imply unity
 - to mark the end of racial discrimination
 - to mark the end of gender discrimination
 - Both a and b

Ans : (d) Both a and b

11. What did Mandela learn about courage?
 (a) it is absence of fear
 (b) it is the triumph over fear
 (c) both a and b
 (d) none of the above
Ans : (b) it is the triumph over fear
12. What unintended effect did the decades of oppression and brutality had?
 (a) Created men of extraordinary courage, wisdom and generosity
 (b) Poverty and suffering
 (c) Boycot from foreign nations
 (d) Both b and c
Ans : (a) Created men of extraordinary courage, wisdom and generosity
13. The spectacular array of South African jets was a display of –
 (a) military’s precision
 (b) military’s loyalty to democracy
 (c) none of the above
 (d) both a and b
Ans : (d) both a and b
14. What was it that the nation needed to be liberated from?
 (a) poverty
 (b) gender discrimination
 (c) deprivation
 (d) all of the above
Ans : (d) all of the above
15. What change brought international leaders to South Africa?
 (a) End of Apartheid
 (b) Humanity
 (c) Peace
 (d) Trade negotiations
Ans : (a) End of Apartheid
16. How many deputy presidents were elected?
 (a) two
 (b) three
 (c) one
 (d) none
Ans : (a) two
17. When was the inauguration day?
 (a) 10 May
 (b) 10 March
 (c) 20 May
 (d) 20 March
Ans : (a) 10 May
18. It was a celebration of South Africa’s first _____ government.
 (a) autocratic, racial
 (b) democratic, non-racial
 (c) democratic, racial
 (d) monarch, non-racial
Ans : (b) democratic, non-racial
19. Why did other countries broke off diplomatic relations with South Africa?
 (a) White rulers
 (b) Other countries are racial
 (c) It is a poor country
 (d) Apartheid policy
Ans : (d) Apartheid policy
20. “We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for _____.”
 (a) justice
 (b) peace
 (c) human dignity
 (d) all of the above
Ans : (d) all of the above
21. What was it that the nation needed to be liberated from?
 (a) poverty
 (b) gender discrimination
 (c) deprivation
 (d) all of the above
Ans : (d) all of the above
22. “We have achieved our political emancipation.” What is the meaning of emancipation?
 (a) freedom from restriction
 (b) enslavement
 (c) slavery
 (d) both b and c
Ans : (a) freedom from restriction
23. “The structure they created formed the basis of one of the harshest, most inhumane, societies the world has ever known.” What structure is Mandela talking about?
 (a) Racial domination against the black skinned
 (b) Poverty and suffering
 (c) Discrimination against the poor
 (d) oppression of women
Ans : (a) Racial domination against the black skinned

24. Whom did Mandela wanted to thank but couldn't?
 (a) his family
 (b) white rulers
 (c) African patriots who no longer existed
 (d) Military
Ans : (c) African patriots who no longer existed
25. According to Mandela, what is the greatest wealth of a nation?
 (a) minerals
 (b) gems
 (c) diamonds
 (d) people
Ans : (d) people
26. What are a man's obligations in life?
 (a) Obligation to people
 (b) Obligation to family
 (c) Obligation to God
 (d) Both a and b
Ans : (d) Both a and b
27. What comes more naturally to heart according to Mandela?
 (a) hatred
 (b) unity
 (c) love
 (d) racial discrimination
Ans : (c) love
28. What realisations did Mandela have of his boyhood freedom?
 (a) it is just an illusion
 (b) he was born free
 (c) freedom was meant for kids
 (d) he had no realisations
Ans : (a) it is just an illusion
29. What began Mandela's hunger for freedom?
 (a) the fact that it had already been taken away from him
 (b) his obligation towards people
 (c) his obligation towards family
 (d) he was born to fight
Ans : (a) the fact that it had already been taken away from him
30. A man who takes away another man's freedom is _____.
 (a) White
 (b) a prisoner of hatred
 (c) criminal
 (d) rude
Ans : (b) a prisoner of hatred
31. Who, according to Mandela is not free?
 (a) oppressor
 (b) oppressed
 (c) both a and b
 (d) none of the above
Ans : (c) both a and b
32. How did Mandela's hunger for freedom change his life?
 (a) turned from frightened to bold
 (b) turned from law-abiding attorney to a criminal
 (c) turned a life-loving man to live like a monk
 (d) all of the above
Ans : (d) all of the above
33. What does depths of oppression create?
 (a) oppressed
 (b) heights of character
 (c) poverty
 (d) lack of freedom
Ans : (b) heights of character
34. What is the dream of Nelson Mandela for the future of South Africa?
 (a) Free from all selfishness
 (b) Free from all love and emotions
 (c) Free from poverty and discrimination
 (d) None of these
Ans : (c) Free from poverty and discrimination
35. What has the Nelson Mandela achieved?
 (a) Political emancipation
 (b) Political love
 (c) Political goodness
 (d) None of these
Ans : (a) Political emancipation
36. Why is it easy to learn to love?
 (a) Because it comes naturally
 (b) Because they are less in number
 (c) Because you have will to do this.
 (d) None of these
Ans : (a) Because it comes naturally
37. In the article, who have the people been compared to?
 (a) Utensils
 (b) Minerals and Gems
 (c) Technology
 (d) None of these
Ans : (b) Its people

38. What created a lasting wound in Nelson's country?

- (a) The policy of fighting
- (b) The policy of economic backwardness
- (c) The policy of apartheid
- (d) None of these

Ans : (c) The policy of apartheid

39. What colours does the new South African flag possess?

- (a) black, red, green, blue and gold
- (b) black, red, yellow, blue and gold
- (c) orange, black, yellow, blue and silver
- (d) black, blue, violet, saffron and green

Ans : (a) black, red, green, blue and gold

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CHAPTER 11

Two Stories About Flying

PART 1 : His First Flight

INTRODUCTION

The Story "His First Flight" is written by Liam OH Hearty. It is about a young seagull bird who is afraid of flying. It feels that its wings are not strong enough to make it fly. How he overcomes this fear which all of us face while trying a new venture and the story of his successful maiden flight has been beautifully narrated in the chapter. The story highlights the importance of family and friends in one's life.

CHARACTERS

1. **Young Seagull** - A timid sea-bird who was hesitant and afraid of flying. But he did not stop trying. Gradually he gathered strength and made regular efforts for flying. Finally, he forgot his fear of flying and made his first flight.
2. **Mother Seagull** - The mother of young seagull who motivated the young one enough to get him to learn flying. She even took the bold step of pushing her offspring from the cliff to eschew his fear.
3. **Father Seagull** - The Father of Young Seagull who was the sole breadwinner of the family.
4. **Siblings** - Siblings of the young seagull who cheered for their brother for his first flight along with their father offering moral and mental support to him.

WORD MEANINGS

1. Seagull - a type of bird
2. Ledge - a projection of stone, Cliff
3. Brink - edge
4. Flap - move quickly
5. Expanse - area, region
6. Stretched - extended
7. Beneath - below
8. Flapped - moved quickly
9. Muster - gather, summon, collect
10. Take the plunge - decide and do something
11. Desperate - suicidal, damaging
12. Shrilly - loudly, high pitched voice
13. Upbraiding - scolding
14. Starve - remain without food
15. Perfecting - learning more to become perfect
16. Skim - float, glide
17. Herring - a type of fish

18. Devour - eat greedily and quickly
19. Cackle - speak loudly, laugh loudly
20. Plateau - a level surface on a hill
21. Taunting - teasing
22. Cowardice - act of being coward
23. Ascending - rising
24. Blazing - very hot, burning
25. Stepped - walked
26. Brink - edge
27. Pretended - acted
28. Take notice - pay attention, look at
29. Dozing - sleeping
30. Preening - cleaning feathers by beak
31. Hump - projection, bump,
32. Tore - pulled apart
33. Now and again - repeatedly
34. Scrapped - rubbed, scratched
35. Maddened - became mad
36. Whet - grind, sharpen
37. Begging - requesting earnestly
38. Derisively - teasingly
39. Plaintively - say with sadness
40. Utter - speak
41. Lean - to bend
42. Halted - stopped
43. Dived - jumped in air
44. Monstrous - huge
45. Seized - gripped
46. Still - stopped, motionless
47. Soaring - flying
48. Gradually - slowly
49. Dizzy - feeling of spinning, giddy
50. Swooped - rushed, moved suddenly and quickly
51. Curveting - flying up and down
52. Banking - rise up
53. Soaring - flying
54. Diving- go down
55. Commended - appreciated, praised
56. Shriek - shout
57. Cawed - sound of a bird or crow
58. Amusedly - happily
59. Ahead of - before
60. Beckoning - calling, signalling
61. Fright - fear
62. Exhausted - completely tired
63. Scraps - pieces
64. Belly - stomach
65. Dog fish - a type of fish

SUMMARY

The Seagull Family

The seagull family consists of six seagulls – mother, father, three sons and one daughter. All of them except the youngest son are expert in flying high. His parents have tried several times to teach him how to fly but he is scared to do that and does not want to try anymore. He relies on the food that his parents bring back from their flights.

Young Seagull's Fear of Flying

The youngest son is afraid of flying as he thinks that if he flies, his wings would not support him and he would fall down in the sea below and drown. Even his parents have rebuked him. They even threatened him if he doesn't fly, he would die of hunger, but he does not try.

Parents Leave Young Seagull Alone

After so many failed attempts, his parents leave him alone on the rock without food. They even taunt him for his cowardice. The young seagull looks at his brothers and sisters enjoying swimming, diving in the sea water for fish to feed themselves, but no one comes near him to offer food.

Hunger and Heat Increase

As the time passes, the young seagull could not tolerate the hunger and the heat. He moves closer to the ledge and pretends to fall asleep but nobody takes notice of him. His brothers and sisters have already had hearty breakfast and father seems busy in admiring and cleaning the feathers on his back. The mother looks at him and tries to tempt him with pieces of fish. His begging and crying does not affect her.

Young Seagull Dives for Food

The young seagull was very hungry. He was surprised enough at his mother's ignorance of his pitiful condition. Thus, he dives for food. He begins to fall down with a scream as soon as he dives.

Flight Begins

The young seagull begins to fall in the sea. He is afraid of drowning, so he tries to spread his wings outwards and begins flying. He feels a little dizzy but all his fear vanished (disappeared). He soars slowly downwards and upwards. He could finally fly on his own.

Joy of Flight and Reunion of Family

The seagull becomes so happy and soars higher calling 'ga, ga, ga'. It was really a joyous moment for the whole family; his brothers and sisters along with his parents come near to encourage and cheer him. The young seagull successfully made his first flight.

MESSAGE

The story reflects how one hesitates to take the first step and that fear is all in the mind. The story gives the message that one needs to believe in self to overcome all the hurdles of own life. One should trust one's abilities because "the fear of suffering is worse than the suffering itself".

EXTRACT BASED QUESTIONS

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

The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

i Based on the given sentence, pick the option that corresponds to what human parents would say.

'while his parents circled around raising a proud cackle.'

- (a) Well done!
- (b) Oh no!
- (c) Ready?!
- (d) Really!?

Ans : (a) Well done!

ii Which option lists the image nearest to 'skim the waves'?



(i)



(ii)



(iii)

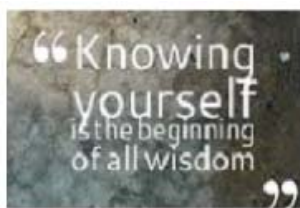


(iv)

- (a) image (i)
- (b) image (ii)
- (c) image (iii)
- (d) image (iv)

Ans : (c) image (iii)

- iii Imagine that the young gull attended a workshop on inspiration and confidence building and received a couple of pieces of advice. Choose the option that reflects these pieces of advice, most relevant to his situation.



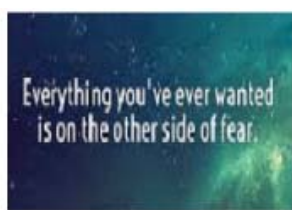
(i)



(ii)



(iii)



(iv)

- (a) (i) and (ii)
- (b) (ii) and (iii)
- (c) (iii) and (iv)
- (d) (i) and (iv)

Ans : (c) (iii) and (iv)

- iv Which of the following feelings did the young gull, NOT feel according to the given context? “...all day long, he had watched his parents flying about with his brothers and sister...”

- i. sad
- ii. incompetent
- iii. excluded
- iv. ungrateful
- v. inspired
- vi. jealous
- vii. anxious

- (a) i, iii, vi
- (b) ii, v, vii
- (c) ii, iii, vii
- (d) iv, v, vi

Ans : (d) iv, v, vi

- v Select the most appropriate option for the following:

devour : guzzle : nibble : _____

- (a) chew
- (b) savour
- (c) peck
- (d) gulp

Ans : (c) peck

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

He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. “Ga, ga, ga, Ga, ga, ga,

Gaw-col-ah,” his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curveting and banking and soaring and diving. Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, shrieking shrilly.

- i Pick the most appropriate reason why the young gull felt dizzy.
- (a) He hadn't eaten anything for a day.
 - (b) He was dizzy with excitement.
 - (c) He was wary of heights.
 - (d) He was flying for the first time.

Ans : (d) He was flying for the first time.

- ii How would you describe the screams of the gulls in the given extract?

- (a) elation
- (b) bewilderment
- (c) shock
- (d) protection

Ans : (a) elation

- iii The line “he completely forgot that he had not always been able to fly” implies the

- (a) great confidence the young gull had in his skills.
- (b) naturalness of the act of flying for the young gull.
- (c) satisfaction and joy of flying together as a family.
- (d) desire of the young gull to leave his fears behind.

Ans : (b) naturalness of the act of flying for the young gull.

- iv The extract refers to the many movements of the young gull's brothers and sister. Choose the option that correctly sequences these movements.

- (a) The young gull's brothers and sister flew by tilting their wings, rose high, made darting movements and plunged headfirst.
- (b) The young gull's brothers and sister flew by plunging headfirst, making darting movements, titled their wings and rose high.
- (c) The young gull's brothers and sister flew with darting movements, titled their wings, rose high and plunged headfirst.
- (d) The young gull's brothers and sister flew by rising high, plunging headfirst, making darting movements and tilting their wings.

Ans : (c) The young gull's brothers and sister flew with darting movements, titled their wings, rose high and plunged headfirst.

- v Which of the following mirrors the use of the

literary device in “shrieking shrilly”?

- (a) sparkling saga
- (b) singing soft
- (c) slippery sloppily
- (d) sneeze silently

Ans : (d) sneeze silently

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

With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air, He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid.

i The young seagull felt terror because:

- (a) he was being chased
- (b) he was still scared of flying
- (c) he was attacked
- (d) he had nothing to do

Ans : (b) he was still scared of flying

ii The young seagull uttered a loud scream because:

- (a) he fell downwards into the space
- (b) he fell upwards
- (c) he fell with tied wings
- (d) none of the above

Ans : (a) he fell downwards into the space

iii He was no longer afraid. ‘He’ here refers to:

- (a) father seagull
- (b) brother seagull
- (c) a cousin
- (d) young seagull

Ans : (d) young seagull

iv He could feel the tips of his wings:

- (a) cutting through the air
- (b) dipping in the water
- (c) burning in sunlight
- (d) wetting in rain

Ans : (a) cutting through the air

v The word ‘monstrous’ means:

- (a) pleasant
- (b) monster- like
- (c) joyful
- (d) horrible

Ans : (d) horrible

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

He saw his two brothers and his sister lying on the plateau dozing with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him. She

was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet and then scrapped each side of her beak on the rock. The sight of the food maddened him.

i ‘He’ here refers to:

- (a) young brother
- (b) elder father
- (c) young seagull
- (d) lovely neighbour

Ans : (c) young seagull

ii Young seagull’s mother was standing on:

- (a) a little plant
- (b) a high mountain
- (c) a tree
- (d) a little mound

Ans : (d) a little mound

iii The sight of the food maddened him because:

- (a) he was extremely hungry
- (b) he was tired of it
- (c) he was full of appetite
- (d) he was interested to eat

Ans : (a) he was extremely hungry

iv The word ‘hump’ here means:

- (a) coat
- (b) mound
- (c) high
- (d) low

Ans : (b) mound

v His father was smoothing his feathers on:

- (a) his black back
- (b) his silver back
- (c) his white back
- (d) his blue back

Ans : (c) his white back

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

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

offering him scraps of dog-fish.

i Here 'green flooring' refers to:

- (a) the green sea
- (b) the green grass
- (c) the green carpet
- (d) the green plateau

Ans : (a) the green sea

ii The seagull got over his fear of water only:

- (a) when he fell downwards
- (b) when his belly touched it
- (c) when he was pushed ahead
- (d) when he was slapped

Ans : (b) when his belly touched it

iii His whole family was around him:

- (a) cursing him
- (b) torturing him
- (c) praising him
- (d) taunting him

Ans : (c) praising him

iv The word 'scraps' means:

- (a) logs
- (b) prints
- (c) bundles
- (d) pieces

Ans : (d) pieces

v 'He' here refers to:

- (a) young seagull
- (b) his father
- (c) his brother
- (d) none of these

Ans : (a) young seagull

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

"Ga, ga, ga" he cried begging her to bring him some food. "Gaw-col-ah," she screamed back derisively. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted. Her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish.

i 'He' here refers to:

- (a) young seagull
- (b) the narrator
- (c) the neighbour
- (d) his brother

Ans : (a) young seagull

ii When young seagull saw his mother, he cried

because:

- (a) he was alone
- (b) he understood his mistake
- (c) he was being punished
- (d) he begged her to bring some food

Ans : (d) he begged her to bring some food

iii The young seagull uttered a joyful scream as:

- (a) he saw his father approaching him
- (b) he saw his brother made signs
- (c) he saw his mother was flying to him with fish
- (d) he saw his sister was flying to him

Ans : (c) he saw his mother was flying to him with fish

iv The young seagull dived at the fish because:

- (a) he liked it very much
- (b) he could not tolerate hunger any more
- (c) he could grasp it
- (d) he could use it

Ans : (b) he could not tolerate hunger any more

v The word 'plaintively' means:

- (a) in a way of complaint
- (b) in a way of praise
- (c) in a way of approval
- (d) in a way of regard

Ans : (a) in a way of complaint

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

He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister; whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

i 'He' here refers to:

- (a) brother seagull
- (b) father seagull
- (c) young seagull
- (d) none of the above

Ans : (c) young seagull

ii He was certain about his wings that:

- (a) they would certainly help him
- (b) they would never harass him
- (c) they were strong
- (d) they would never support him

Ans : (d) they would never support him

- iii The young seagull could not gather courage
- to start flying
 - to eat fish
 - to weep
 - to cry
- Ans :** (a) to start flying

- iv The word 'upbraiding' means:
- laughing
 - crying
 - scolding
 - surprising
- Ans :** (c) scolding

- v His parents scolded him for flying away otherwise:
- he would repent
 - he would remain without food
 - he would be alone
 - he would chatter himself
- Ans :** (b) he would remain without food

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MULTIPLE CHOICE QUESTIONS

- The story is about a young –
 - Dove
 - Seagull
 - Crow
 - Peacock

Ans : (b) Seagull.
- The young seagull had _____ brothers and a sister.
 - Three
 - Two
 - Five
 - Four

Ans : (b) Two
- The young seagull was afraid of –
 - Walking
 - Running
 - Flying
 - Sleeping alone

Ans : (c) Flying.
- There was a great expanse of _____ beneath the hill.
 - Forest
 - Field
 - Valley
 - Sea

Ans : (d) Sea.
- The young seagull had lack of –
 - Courage
 - Morality
 - Fear
 - Enthusiasm

Ans : (a) Courage.
- _____ Day/days passed, but nobody had come near him to help.
 - One
 - Four
 - Two
 - Three

Ans : (a) One.
- The first fish catch by his older brother was –
 - Star
 - Jelly
 - Hearing
 - Butter cup

Ans : (c) Hearing.
- The ledge of the pleatue was facing the –
 - South
 - East
 - North
 - West

Ans : (a) South.
- The young seagull was feeling more heat because –
 - He was facing east
 - He was afraid
 - He was hungry
 - It was a too sunny day

Ans : (c) He was hungry.
- Only _____ was looking at the young seagull.
 - Brothers
 - Mother
 - Sister
 - Father

Ans : (b) Mother.

11. The father of the seagull had _____ coloured back.
 (a) Black
 (b) Yellow
 (c) White
 (d) Brown
Ans : (c) White.
12. His mother was standing on another pleatue and eating _____.
 (a) Insect
 (b) Fish
 (c) Fruits
 (d) Herbs
Ans : (b) Fish.
13. The young seagull got mad by the sight – of _____.
 (a) Food
 (b) Sunny sky
 (c) Vast sea
 (d) His brothers and sister
Ans : (a) Food.
14. The young seagull cried _____ to bring him some food.
 (a) Gew go ga
 (b) Ga Ga Ga
 (c) Go ga ge
 (d) Gaw colah
Ans : (b) Ga Ga Ga.
15. Out of _____ the young seagull dived at the fish and started flying.
 (a) Fear
 (b) Courage
 (c) Hunger
 (d) Interest
Ans : (c) Hunger.
16. The color of the sea was –
 (a) Blue
 (b) Black
 (c) Green
 (d) Red
Ans : (c) Green.
17. Out of excitement his family members were offering him –
 (a) Star
 (b) Dog fish
 (c) Fruits
 (d) Herring fish
Ans : (b) Dog fish.
18. What did his parents threaten him with if he didn't
 flew away?
 (a) to never talk to him
 (b) to punish him
 (c) to starve him
 (d) to abandon him
Ans : (c) to starve him
19. The lesson “His First Flight” is about a
 (a) pilot
 (b) seagull
 (c) parrot
 (d) pigeon
Ans : (b) seagull
20. Who fell outwards and downward into space?
 (a) Young Seagull
 (b) Mother Seagull
 (c) Father Seagull
 (d) Brother Seagull
Ans : (a) Young Seagull
21. Who give Young Seagull a piece of fish?
 (a) Brother Seagull
 (b) Mother Seagull
 (c) Father Seagull
 (d) None of these
Ans : (b) Mother Seagull
22. What food did the seagull's mother get for it?
 (a) earthworms
 (b) fish
 (c) insects
 (d) rodents
Ans : (b) fish
23. What did the seagull pretended?
 (a) Running Fast
 (b) Falling Asleep
 (c) Crying
 (d) None of these
Ans : (b) Falling Asleep
24. Why was the seagull exhausted?
 (a) Due to running fast
 (b) Due to strange exercise
 (c) Due to Crying
 (d) None of these
Ans : (b) Due to strange exercise
25. What were his parents teaching his brothers and

sisters?

- (a) to perfect the art of flying
- (b) to skim the waves
- (c) to dive for fish
- (d) all of the above

Ans : (d) all of the above

26. What were the young seagull's brothers and sister doing around him?

- (a) curvetting
- (b) banking
- (c) soaring
- (d) all of the above

Ans : (d) all of the above

27. Who is the author of the lesson 'His First Flight'?

- (a) Fredrick Forsyth
- (b) Cynthia Moss
- (c) Liam O'Flaherty
- (d) None of these

Ans : (c) Liam O'Flaherty

28. Nobody had come near the young seagull for the last :

- (a) ten hours
- (b) twelve hours
- (c) twenty hours
- (d) twenty-four hours

Ans : (d) twenty-four hours

29. Select the most appropriate option for the following:
devour : guzzle: : nibble : _____

- (a) chew
- (b) savour
- (c) peck
- (d) gulp

Ans : (c) peck

30. Who was alone on the ledge?

- (a) Young Seagull
- (b) Mother Seagull
- (c) Father Seagull
- (d) None of these

Ans : (a) Young Seagull

31. Which of the following mirrors the use of the literary device in "shrieking shrilly"?

- (a) sparkling saga
- (b) singing soft
- (c) slippery sloppily
- (d) sneeze silently

Ans : (d) sneeze silently

32. Why was he afraid to fly?

- (a) he was a coward
- (b) he was afraid his wings will not support him
- (c) he was afraid that everyone would judge him
- (d) both a and b

Ans : (b) he was afraid his wings will not support him

33. What urged him to make his first flight?

- (a) hunger
- (b) sight of fish
- (c) courage
- (d) both a and b

Ans : (d) both a and b

34. Why did his mother stop midway while giving him the fish?

- (a) she was mad at him
- (b) to push him to fly out of hunger
- (c) she didn't want to give him the fish
- (d) she got tired

Ans : (b) to push him to fly out of hunger

35. What did the seagull pretend was happening to him so that he could take his first flight?

- (a) he was unconscious
- (b) he was falling down the cliff
- (c) he was falling asleep
- (d) He lost his balance

Ans : (c) he was falling asleep

36. Who was there on the ledge with the young seagull for the last twenty-four hours?

- (a) his two brothers
- (b) his sister
- (c) his parents
- (d) he was alone

Ans : (d) he was alone

37. How did the young seagull feel to fly?

- (a) afraid
- (b) enjoyed
- (c) willing
- (d) all of the above

Ans : (a) afraid

38. What were the young seagull's parents doing to him?

- (a) calling to him shrilly
- (b) upbraiding him
- (c) threatening him
- (d) all of the above

Ans : (d) all of the above

39. His parents were perfecting his brothers and sisters

in the art of

- (a) flying
- (b) hunting
- (c) swimming
- (d) chirping

Ans : (a) flying

40. Only one family member was looking at the young seagull. It was his :

- (a) father
- (b) mother
- (c) brother
- (d) sister

Ans : (b) mother

41. Whom did the young seagull beg to bring him some food?

- (a) his father
- (b) his mother
- (c) his brothers
- (d) his sister

Ans : (b) his mother

42. The young seagull dived at the fish maddened by

- (a) hunger
- (b) heat
- (c) tiredness
- (d) sleep

Ans : (a) hunger

43. How did the young seagull fall into the air?

- (a) upward
- (b) downward
- (c) both a and b
- (d) none of the above

Ans : (c) both a and b

44. Of what colour vast sea did the young seagull see beneath him?

- (a) blue
- (b) green
- (c) white
- (d) brown

Ans : (b) green

45. The seagull dived towards his mother because :

- (a) a strong wind pushed him
- (b) he wanted to fly
- (c) he wanted the fish in his mother's beak
- (d) he wanted to reach his mother.

Ans : (c) he wanted the fish in his mother's beak

46. He stood at the edge of the ledge on one leg and

closed his eyes because :

- (a) he was feeling sleepy
- (b) it was a natural habit of seagulls
- (c) he wanted to get the attention of
- (d) he was afraid of the sea his family

Ans : (c) he wanted to get the attention of

47. Was the young seagull successful in making his first fly?

- (a) yes
- (b) no
- (c) may be
- (d) not known

Ans : (a) yes

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PART 2 : Black Aeroplane

INTRODUCTION

The Story "Black Aeroplane" is written by Frederick Forsyth. It is about a pilot who is on his flight back home to England. The story narrates the incident that happens on the way and how he escapes death miraculously.

CHARACTERS

1. **The Narrator** - A pilot who was flying his Dakota aeroplane over France back to England lost his way due to storm.
2. **The Unknown Friend** - A pilot who was flying the black aeroplane helped the narrator to find the way in the storm.
3. **The Woman** - The working woman in the control centre whom the narrator asked about the unknown friend of the black aeroplane.

WORD MEANINGS

1. Countryside - rural side
2. Immediately - at once
3. Twisted - moved sideways
4. Strange - unusual or surprising
5. Strangely- in a strange manner
6. Landed - came down
7. Dakota - a type of plane
8. Looking forward - to be eager
9. Switch over - change
10. Straight into - directly into
11. Waved - signalled
12. Compass - instrument for telling directions.
13. Runway - a strip of hard ground along which aircrafts

take off and land.

14. Frightened - terrified, afraid
15. Followed - chased
16. Obedient - one who is ready to follow order/one who obeys
17. Glad - happy
18. Radar - a system for detecting the presence, directions, distance and speed of aircraft, ships and other objects by sending out pulses of radio waves which are reflected of the object back to the source.

SUMMARY

The Trip to England

The narrator was flying his aeroplane at night over France to England. He was eager to meet his family. He was dreaming of his holiday. The stars were shining in the clear sky. Even the city-Paris could be seen down below. He called Paris Control to get instructed about the way. He was instructed to turn 12 degrees West.

Fear of Storm

Everything was going well before he saw the storm clouds and Paris was about 150 kilometers behind him. It was natural for the narrator to panic. He knew it was not possible to fly up and over those storm clouds. He was confused for a moment.

A Risky but Brave Decision of the Author

As everything was fearful at the moment, the narrator decided to risk and flew into the storm, but everything went out of control. The compass as well as other instruments stopped working. He was unable to see outside the plane as the plane was jumping and twisting in the air. He tried to contact Paris Control but couldn't. He was lost in the storm.

A Black Aeroplane Appeared

Suddenly, the narrator saw another black aeroplane in the storm by his side without lights on its wings. It seemed strange to him but he was glad to see another person in the storm.

The pilot of another plane waved at him and signalled to follow so he did that because he did not have any other option except it.

A Safe Landing

The narrator flew for half an hour which was quite strange to him as he had fuel only for five or ten minutes. He felt fearful but suddenly he saw two bright lines in front of him. It was a runway. He was able to land safely which gave him a sigh of relief. It was just like a miracle for him.

The Greatest Surprise

The narrator came out from his plane to thank the pilot of the black aeroplane but he was shocked to see no one there. He went to Control Tower and asked the woman about the place and the black aeroplane. Hearing his words the woman laughed and said that there was no other plane except his. It was a big surprise to the narrator. He was dumbfounded as he had no explanation

for the miracle.

MESSAGE

The story conveys the message that courage is guided by faith. The pilot of the Dakota plane was an experienced flier but he panicked when he got engulfed by the black storm. Still, he kept trying to reach to safety with the help of the guiding instruments in his plane.

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EXTRACT BASED QUESTIONS

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

Everything was going well - it was an easy flight. Paris was about 150 kilometres behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky. I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south. "I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast. 'I'll take the risk,' I thought, and flew that old Dakota straight into the storm.

- i Based on the given extract,, choose the option that lists the meme which would be the most appropriate response to "...it was an easy flight"?



(i)



(ii)



(iii)



(iv)

- (a) Option (i)
 - (b) Option (ii)
 - (c) Option (iii)
 - (d) Option (iv)
- Ans : (c) Option (iii)

ii How would you describe the “risk” the narrator took?

- (a) calculated
- (b) impetuous
- (c) unavoidable
- (d) navigable

Ans : (b) impetuous

iii In what way might the reference to the Dakota as “old” be relevant?

- (a) Its antique value made it expensive and precious to the narrator.
- (b) It is employed by the narrator as a term of endearment.
- (c) It did not have enough fuel to fly around the storm clouds.
- (d) Its ability to negotiate the storm clouds might have been suspect.

Ans : (d) Its ability to negotiate the storm clouds might have been suspect.

iv Read the statements given below, and then select the option that best describes the given statements.

Statement I : The narrator’s desire to reach home and see his family made him complacent.

Statement II : The narrator was unaware of the threat that the adversarial storm clouds presented.

Statement III : The narrator’s decision making was quick but irresponsible as well as dangerous.

- (a) Statement I is False, Statement II is True, Statement III cannot be inferred
- (b) Statement I and III are True, Statement II cannot be inferred.
- (c) Statement I cannot be inferred, Statement II is False, Statement III is True.
- (d) Statement I and II are False, Statement III is True.

Ans : (c) Statement I cannot be inferred, Statement II is False, Statement III is True.

v Select the correct option to fill in the blanks below:

risk: risky :: _____ : _____

- (a) danger: dangerously
- (b) hazard : hazardous
- (c) peril : imperilled
- (d) caution : precaution

Ans : (b) hazard : hazardous

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

I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere. I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say

‘Thank you’. She looked at me very strangely, and then laughed. “Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar.” So, who helped me...

i Select the option that correctly tracks the progression of emotions experienced by the narrator in the given extract.

- (a) excited – surprised – relieved – grateful – perplexed
- (b) relieved – confused – curious – dejected – panic-stricken
- (c) optimistic – lonely – calm – elated – appreciative
- (d) triumphant – reassured – inquisitive – thankful – uncertain

Ans : (a) excited – surprised – relieved – grateful – perplexed

ii Why do you think the woman in the control centre laughed?

- (a) She found the narrator funny.
- (b) She thought his question preposterous.
- (c) She thought he was teasing her.
- (d) She was relieved the narrator was safe.

Ans : (b) She thought his question preposterous.

iii Filled with questions, the narrator decides to place an advertisement in the local newspaper to look for his “friend”.

Read the advertisement given below and select the option that includes the most appropriate solutions for the blanks:

Looking for a pilot of a black aeroplane who (i) _____ an old Dakota out

of storm clouds late last night, but (ii) _____ before the Dakota pilot could express his

gratitude after landing. Though control centre and radar did not (iii) _____ its presence, the

Dakota pilot would really appreciate if his friend reached out. Please contact the Dakota pilot at

5200100110. In deep gratitude and eager (iv) _____, XXX

- (a) (i) guided;(ii) disappeared;(iii) register;(iv) anticipation
- (b) (i) took;(ii) landed;(iii) acknowledge;(iv) appreciation
- (c) (i) brought;(ii) went away;(iii) confirm;(iv) expectation
- (d) (i) helped;(ii) vanish;(iii) make note;(iv) excitement

Ans : (a) (i) guided;(ii) disappeared;(iii) register;(iv) anticipation

iv The narrator exclaimed that he was “safe”. Which of the following represented the most

immediate threat to the narrator's safety?

- (a) The black mountain-like storm cloud
- (b) The depletion of fuel in the last fuel tank
- (c) Being lost due to non-functioning equipment
- (d) The old rattling Dakota aeroplane

Ans : (b) The depletion of fuel in the last fuel tank

- v Choose the option that correctly matches the idioms in Column A to the story's events in column B:

	Column A – Idioms Column		Column B – Story events
1.	Every cloud has a silver lining.	(i)	The narrator really wanted to have a hearty English breakfast, even though he really ought to have turned back.
2.	To be on cloud nine.	(ii)	The man in the other plane waved at the narrator and asked him to follow, closely drawing him out.
3.	To have your head in the clouds.	(iii)	The compass and other instruments stopped working. The radio was dead too.
4.	gathering clouds.	(iv)	And there it was – the well-lit runway. An airport. The narrator could safely land.

(a) 1-(iv); 2-(iii); 3-(ii); 4-(i)

(b) 1-(iii); 2-(i); 3-(iv); 4-(ii)

(c) 1-(i); 2-(ii); 3-(iii); 4-(iv)

(d) 1-(ii); 2-(iv); 3-(i); 4-(iii)

Ans : (d) 1-(ii); 2-(iv); 3-(i); 4-(iii)

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

Suddenly, I came out of the clouds and saw two long straight lines of lights in front of me. It was a runway! An airport! An airport! I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere. I landed and was not sorry to walk away from the old Dakota near the, control tower. I went and asked a

woman in the control centre where I was and who the other pilot was. I wanted to say. 'Thank you'.

- i As the pilot came out of the clouds he saw:

- (a) two straight lines of lights
- (b) two curved lines of stones
- (c) two straight lines of stones
- (d) two curved lines of lights

Ans : (a) two straight lines of lights

- ii The woman at the control tower confirmed that:

- (a) he could not land
- (b) there was no facility
- (c) there was no other aeroplane
- (d) there was no signal

Ans : (c) there was no other aeroplane

- iii He wanted to thank the other pilot for:

- (a) his tea
- (b) his help
- (c) his notice
- (d) his plans

Ans : (b) his help

- iv The pilot of old Dakota inquired about the other pilot as:

- (a) he wanted to slap him
- (b) he wanted to thank him
- (c) he wanted to curse him
- (d) he wanted to invite him

Ans : (b) he wanted to thank him

- v The antonym of 'straight' is:

- (a) simple
- (b) curved
- (c) common
- (d) lined

Ans : (b) curved

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

Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round and round. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio, 'Paris Control? Paris Control? Can you hear me?' There was no answer. The radio was dead too. I had no radio, no compass, and I could not see where I was. I was lost in the storm.

- i It was a total blackness:

- (a) outside the clouds
- (b) inside the clouds
- (c) inside the room
- (d) on the runway

Ans : (b) inside the clouds

- ii The plane was jumping and twisting:
 (a) in water
 (b) on runway
 (c) in storm
 (d) in the air
Ans : (d) in the air

- iii The compass was not working and:
 (a) the radio was dead
 (b) he lost his patience
 (c) he lost his grip
 (d) the steering was upset
Ans : (a) the radio was dead

- iv The pilot could not make a contact with:
 (a) his colleagues
 (b) Paris control
 (c) his commander
 (d) his boss
Ans : (b) Paris control

- v The word 'twisted' means:
 (a) fell
 (b) dropped
 (c) turned
 (d) stopped
Ans : (c) turned

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

As I looked down past the nose of the aeroplane, I saw the lights of a big city in front of me. I switched on the radio and said, "Paris Control, Dakota DS 088 here. Can you hear me? I'm on my way to England. Over." The voice from the radio answered me immediately: "DS 088. I can hear you. You ought to turn twelve degrees west now. DS 088. Over." I checked the map and the compass, switched over to my second and last fuel tank, and turned the Dakota twelve degrees west towards England.

- i 'I' here refers to:
 (a) plane's pilot
 (b) commander
 (c) assistant
 (d) clerk
Ans : (a) plane's pilot
- ii When he looked down, he saw:
 (a) the lights over buildings
 (b) the lights on a tower
 (c) the lights in the houses
 (d) the lights of a big city
Ans : (d) the lights of a big city

- iii He was going from:
 (a) England to France
 (b) France to England
 (c) France to New York
 (d) England to New York
Ans : (b) France to England

- iv He turned his plane twelve degrees:
 (a) eastwards England
 (b) westwards France
 (c) west towards England
 (d) east towards England
Ans : (c) west towards England

- v The antonym of 'immediately' is:
 (a) urgently
 (b) soon
 (c) quickly
 (d) eventually
Ans : (d) eventually

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

I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say Thank you: She looked at me very strangely, and then laughed. "Another aeroplane? Up there in the storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar." So who helped me to arrive there safely without a compass or a radio, and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane flying in the storm, without lights?

- i 'I' here refers to:
 (a) Robin Klein
 (b) Liam O'Flaherty
 (c) Frederick Forsyth
 (d) Fl Bsor Ester
Ans : (c) Frederick Forsyth
- ii He asked the woman in the control room:
 (a) who the other pilot was
 (b) who was on the runway
 (c) where he was
 (d) where she had been
Ans : (a) who the other pilot was
- iii He wanted to meet the other pilot to say:
 (a) 'sorry' to him
 (b) 'thank you' to him
 (c) 'thank God' to him
 (d) 'please' to him
Ans : (b) 'thank you' to him

- iv** The word 'compass' means:
- an instrument that collects money
 - an instrument to judge 'pass'
 - an instrument that shows planes
 - an instrument that shows directions
- Ans :** (d) an instrument that shows directions
- v** The woman at control centre looked at him:
- mockingly
 - laughingly
 - very strangely
 - angrily
- Ans :** (c) very strangely

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

'He knows that Jam lost; I thought. 'He's trying to help me: He turned his aeroplane slowly to the north, in front of my Dakota. so that it would be easier for me to follow him. I was very happy to go behind the strange aeroplane like an obedient child. After half an hour the strange black aeroplane was still there is front of me in the clouds. Now there was only enough fuel in the old Dakota's last tank to fly for five or ten minutes more. I was starting to feel frightened again. But then he started to go down and I followed through the storm.

- i** 'He' here refers to:
- pilot of Dakota plane
 - woman at control
 - man on runway
 - pilot of aeroplane
- Ans :** (d) pilot of aeroplane
- ii** He is trying to help the Dakota pilot so that:
- he could land safely
 - he could reach home
 - he could meet colleagues
 - none of the above
- Ans :** (a) he could land safely
- iii** He went ahead of the Dakota's pilot so that:
- the pilot could feel terror
 - the pilot could go ahead
 - the pilot could follow him
 - none of the above
- Ans :** (c) the pilot could follow him

- iv** The opposite of 'enough' is:
- lesser
 - insufficient
 - least
 - more
- Ans :** (b) insufficient
- v** There was only enough fuel in the last tank to fly:
- for six to twelve minutes
 - for ten to fifteen minutes
 - for fifteen to twenty minutes
 - for five or ten minutes
- Ans :** (d) for five or ten minutes

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

"I'll be in time for breakfast," I thought. A good big English breakfast! Everything was going well - it was an easy flight. Paris was about 150 kilometres behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky. I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south. "I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast.

- i** He expected to reach England in the morning:
- at tea time
 - at brunch
 - at lunch
 - at breakfast time
- Ans :** (d) at breakfast time
- ii** He saw the storm clouds when:
- Paris was 150 km
 - Paris was 75 km
 - Paris was 50 km
 - Paris was 200 km
- Ans :** (a) Paris was 150 km
- iii** The narrator compares the clouds with:
- black mountains
 - black diamonds
 - black stones
 - black soil
- Ans :** (a) black mountains
- iv** 'I' here refers to:
- clerk
 - commander
 - plane's pilot
 - assistant
- Ans :** (c) plane's pilot

- v The pilot could not go back to Paris and:
- headed towards France
 - headed towards England
 - headed towards New York
 - headed towards Canada
- Ans :** (b) headed towards England

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

The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch: one thirty, in the morning.

- i 'I' here refers to:
- a passenger
 - plane's assistant
 - plane's pilot
 - an engineer
- Ans :** (c) plane's pilot
- ii He was flying his old Dakota aeroplane:
- over England to France
 - over France to England
 - from New York to England
 - from France to New York
- Ans :** (b) over France to England
- iii He thought of his holiday and looked forward to:
- being with his officer
 - being with his colleagues
 - being with his family
 - being with his spouse
- Ans :** (c) being with his family
- iv The phrase 'looking forward to' means:
- expecting
 - excepting
 - accepting
 - existing
- Ans :** (a) expecting
- v The 'sleeping countryside' refers to all the people who:
- lay asleep on hot day
 - lay asleep during day
 - lay asleep during hot noon
 - lay asleep at night in the countryside
- Ans :** (d) lay asleep at night in the countryside

MULTIPLE CHOICE QUESTIONS

1. When the pilot of the black aeroplane asked the narrator to follow him, in which direction did he

- turn the aeroplane?
- south
 - north
 - east
 - west
- Ans :** (b) north

2. The word 'twisted' means:
- fell
 - dropped
 - turned
 - stopped
- Ans :** (c) turned
3. Which of the pilot's instruments stopped working first?
- compass
 - radio
 - both stopped together
 - both were working
- Ans :** (a) compass
4. What was the name of the aeroplane that the pilot was flying?
- Airbus
 - Boeing
 - Dakota
 - Minesotta
- Ans :** (c) Dakota
5. The pilot could not make a contact with:
- his colleagues
 - Paris control
 - his commander
 - his boss
- Ans :** (b) Paris control
6. Why didn't the pilot turn the aeroplane back towards Paris?
- He wanted to meet his family
 - He wanted to go on a holiday
 - He did not want to miss the breakfast
 - He did not like Paris
- Ans :** (c) He did not want to miss the breakfast
7. The compass was not working and:
- the radio was dead
 - he lost his patience
 - he lost his grip
 - the steering was upset
- Ans :** (a) the radio was dead

8. What risk did the pilot take?
 (a) flying back to Paris
 (b) missing the breakfast he desired
 (c) he took no risk
 (d) flying his old Dakota straight into the storm
Ans : (d) flying his old Dakota straight into the storm
9. Why could the writer not see anything outside the aeroplane?
 (a) Because of lightning
 (b) Because it was dark outside
 (c) Because there was bird
 (d) None of these
Ans : (b) Because it was dark outside
10. He wanted to thank the other pilot for:
 (a) his tea
 (b) his help
 (c) his notice
 (d) his plans
Ans : (b) his help
11. Why was the aeroplane twisting in the air?
 (a) As it was dark night
 (b) As it was a stormy night
 (c) Due to lightning
 (d) None of these
Ans : (b) As it was a stormy night.
12. When he looked down, he saw:
 (a) the lights over buildings
 (b) the lights on a tower
 (c) the lights in the houses
 (d) the lights of a big city
Ans : (d) the lights of a big city
13. How would you describe the “risk” the narrator took?
 (a) calculated
 (b) impetuous
 (c) unavoidable
 (d) navigable
Ans : (b) impetuous
14. The woman at the control tower confirmed that:
 (a) he could not land
 (b) there was no facility
 (c) there was no other aeroplane
 (d) there was no signal
Ans : (c) there was no other aeroplane
15. What risk did the pilot take?
 (a) flying back to Paris
 (b) missing the breakfast he desired
 (c) he took no risk
 (d) flying his old Dakota straight into the storm
Ans : (d) flying his old Dakota straight into the storm
16. What was the purpose behind calling Paris Control?
 (a) To know about air traffic
 (b) To know the direction of the route
 (c) To know the details about landing
 (d) None of these
Ans : (b) To know the direction of the route
17. Who is the author of “Black Aeroplane”?
 (a) Liam O’ Flaherty
 (b) Frederick Forsyth
 (c) Roal Dahl
 (d) Paulo Coelho
Ans : (b) Frederick Forsyth
18. Why could the writer not see anything outside the aeroplane?
 (a) Because of lightning
 (b) Because it was dark outside
 (c) Because there was bird
 (d) None of these
Ans : (b) Because it was dark outside
19. Select the correct option to fill in the blanks below:
 risk: risky :: _____ : _____
 (a) danger: dangerously
 (b) hazard: hazardous
 (c) peril: imperilled
 (d) caution : precaution
Ans : (b) hazard: hazardous
20. The title “Black Aeroplane” is based on?
 (a) the aeroplane that helped the pilot
 (b) the pilot’s aeroplane
 (c) aeroplane in the stormy sky
 (d) none of the above
Ans : (a) the aeroplane that helped the pilot
21. The pilot was flying from _____ to _____.
 (a) England, France
 (b) England, India
 (c) France, England
 (d) France, India
Ans : (c) France, England

22. What was the pilot looking forward to?
 (a) to reach his destination
 (b) to meet his family
 (c) his holiday
 (d) both b and c
Ans : (d) both b and c
23. Which control station did he contact on his way?
 (a) Paris
 (b) India
 (c) England
 (d) he didn't contact any
Ans : (a) Paris
24. "They looked like black mountains standing in front of me across the sky". What looked like black mountains?
 (a) Black mountains
 (b) Storm clouds
 (c) tall buildings
 (d) black plateau
Ans : (b) Storm clouds
25. What instruments had stopped working during the storm?
 (a) compass
 (b) radio
 (c) both of them
 (d) none of them
Ans : (c) both of them
26. What was the pilot not sorry about?
 (a) missing his holiday
 (b) driving the plane into the storm
 (c) risking the lives of fellow passengers
 (d) both b and c
Ans : (d) both b and c
27. How far was the narrator from Paris when he saw dark clouds in the sky?
 (a) 200 km
 (b) 100 km
 (c) 50 km
 (d) 150 km
Ans : (d) 150 km
28. The pilot was not able to _____ anything.
 (a) see
 (b) hear
 (c) speak
 (d) all of them
Ans : (a) see

29. Why was the aeroplane twisting in the air?
 (a) As it was dark night
 (b) As it was a stormy night
 (c) Due to lightning
 (d) None of these
Ans : (b) As it was a stormy night.

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CHAPTER 12

From the Diary of Anne Frank

INTRODUCTION

This chapter is an excerpt from the 'Diary of a Young Girl' written by Anne Frank. It is an autobiography that was first published in 1947. In this chapter the writer Anne Frank tells about her true companion - a diary. She writes everything about her life in her diary and considers it her true friend. At the time of invasion of German over Holland, her family hid itself. At that time she started to write in her diary. She spent her adolescent years hidden from outside world, and her diary kept all her secrets.

CHARACTERS

1. **Anne Frank** - The 13 years old Jewish girl who writes a diary while she is hiding in Amsterdam from the Nazis during World War II.
2. **Margot Frank** - Anne's sister who is three years older than Anne.
3. **Otto Frank** - Anne's father who is a Jewish businessman who left Germany after Hitler's rise to power, hoping to find refuge in Holland.
4. **Mrs Frank** - Anne's mother who is the source of many conflicts with Anne during the two years that the family spends in hiding.
5. **Mr Van Daan** - A Jewish business and an associate of Mr Frank.
6. **Mr Keesing** - Anne Frank's teacher who punishes Anne as he gets annoyed by her talkative nature.

WORD MEANINGS

1. Musings - a period of reflection or thought
2. Adorable - lovable, cute
3. Confide - to tell personal things privately to a person that one trusts
4. Contrary - opposite in nature, direction, or meaning
5. Enhance - intensify, increase, or further improve the quality, value, or extent of.
6. Farewell - an act of parting or of making someone's departure
7. Intended - planned
8. Listless - with no energy or interest
9. Not to lose heart - not be discouraged
10. Old fogey - an old fashioned person
11. Quaking - shake or tremble
12. Roared - laughed (here)
13. Annoyed - slightly angry; irritated
14. Assigned - gave crammed
15. Celebration - festivity

16. Chatterbox - a person who likes to chatter; talkative
17. Convincing - capable of causing someone to believe that something is true or real; powerful
18. Dedication - commitment
19. Depressed -sad
20. Dummies - an object designed to resemble and serve as a substitute for the real or usual one
21. Emigrated - leave one's own country in order to settle permanently in another.
22. Exhausted - completely used up
23. Fault - mistake
24. Forthcoming - imminent
25. Get along - deal with
26. Glances - take a brief or hurried look
27. Grandma - grandmother
28. Incurable - not able to be changed
29. Ingenuity - the quality of being clever, original and inventive
30. Inherited - derived genetically from one's parents or ancestors.
31. Jotted - write (something) quickly
32. Liable - likely (here)
33. Mistress - a woman in a position of authority or control
34. On the surface - apparently
35. Outbursts - a sudden release of strong emotion
36. Pleading - to make an emotional appeal
37. Plunge - jump or dive quickly
38. Proceeded - to begin a course of action
39. Prompted - provoke
40. Ramble - to talk or write at length in a confused or inconsequential ways
41. Ridiculous - deserving or inviting derision or mockery; absurd
42. Several - many
43. Solemn - characterised by deep sincerity
44. Staked - bet, chanced
45. Trait - quality
46. Unpredictable - not able to be predicted; changeable
47. Verse - writing arranged with a metrical rhythm, typically having a rhyme

SUMMARY

Anne's feelings about diary

Anne writes her diary. She feels that doing so is a strange experience for one like her. It is so because she has not written anything earlier. Secondly, no one would be interested in reading something written by her as she is a small girl.

Writes a diary

One day Anne felt a bit depressed. She felt that paper had more patience than people. She was wondering whether to stay in or go out. Finally, she stayed in and thought. She felt that she won't let anyone read her 'diary' unless she found a real friend. So she wrote it.

Writing about her family

She wrote that she was not completely alone in the world. But she had loving parents and a sixteen-year-old sister. She had about thirty people around her, she could call friends. Then she had a family, aunts and a good home. But she had had no true friend. She thought of having a good time when she was with friends. But she could not get closer. She admitted it her fault that she didn't confide in each other. Since they were not liable to change, she started writing a diary. She made it her friend.

Diary named as 'Kitty' - brief sketch of life

She wanted the diary to be her friend. So she named it as her friend Kitty. She wrote a brief sketch of her life, though she disliked doing so. So, she wrote it. She wrote that her father married her twenty-five year old mother at the age of thirty-six. Her sister Margot was born in Frankfurt in Germany in 1926. She was born on 12 June 1929. Her father emigrated to Holland in 1933. Her mother Edith Hollander Frank went with her father to Holland. But she and her sister were sent to Aachen to stay with their grandmother. Then they went to Holland.

Anne's school

There she was sent to a Montessori nursery school. She stayed there until she was six. In the sixth class her teacher was Mrs. Kuperus, the headmistress. Both had tears when they bade farewell.

Reasons for not writing the Diary

In the summer of 1941 her grandma fell ill. She had to be operated upon. She died in January 1942. She thought of her greatly and she loved her still. They celebrated Anne's birthday in 1942. The four of them were doing well till 20 June 1942. Then Anne wrote her diary again. It was like this.

About class affairs

It was the day of the declaration of results. Everyone in her class was in tension. The reason was who would go to the next class and who would not. They had bets with other boys on who would pass and who would not. She found the teachers as the most unpredictable creatures on the earth. She was not worried about her girl-friends and herself. She was sure to make that. But she was not sure about Maths. They could wait and told each other not to lose heart.

Mr. Keesing gives extra work as punishment

She went along her teachers pretty well. Mr. Keesing was a dull person who taught them Maths. He was always annoyed with her as she talked much. He gave her as a punishment, extra homework. It was in the form of an essay on 'A Chatterbox'. She was unable to understand what she could write about it. She put a slip of it on her

school bag. It was to remind herself to write later.

Does the homework given extra

In the evening, she had done her homework. She began thinking of the subject of the essay. She thought to write good points of arguing to prove the necessity of talking. Then she had an idea. She then wrote the three pages to her satisfaction. She wrote that talking was a feature of a student. Her mother also used to talk much. She inherited this trait from her mother. She tried to keep quiet.

Homework as punishment given again

Mr. Keesing read it and laughed. Then he gave her another essay as she didn't stop talking. She was to write it on 'An Incurable' Chatterbox'. She wrote it and it satisfied Mr. Keesing. She did not talk for two lessons. But she started speaking again in the third lesson. He again asked her to write an essay. It was : 'Quack, Quack, Quack, Said Mistress, Chatterbox'. The class too roared into laughter hearing it. She also laughed. She wanted to write something original now. Her friend Sanne was good at poetry. She helped her to write the essay in verse.

Anne's poem a joke on Mr. Keesing himself

Anne had finished her poem. It was about a mother duck and a father swan with three baby ducklings. The three ducklings were bitten to death by the father. It was because they quacked too much. Luckily, Mr. Keesing took the joke the right way. Mr. Keesing had played a joke on her. But she had had it on him. He read the poem to the class adding his own comments. Since then she had been allowed to talk. She hadn't even been given extra homework. Mr. Keesing continued making jokes in the class.

MESSAGE

The chapter conveys the message that a young student should be allowed to interact in class in order to feel joyous, stay mentally fit and have an enjoyable learning experience.

EXTRACT BASED QUESTIONS**1. Read the extract given below and answer the questions that follow:**

"Paper has more patience than people' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding: Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a 'diary', unless I should ever find a real friend, it probably won't make a bit of difference."

i 'Paper has more patience than people.' What

does this imply? This implies that Anne

- (a) believed in the power of writing more than speaking to people.
- (b) felt that she could pour her heart out on paper without any hindrance.
- (c) had more faith in sharing her thoughts and feelings with paper.
- (d) felt that she could share her feelings openly on paper.

Ans : (b) felt that she could pour her heart out on paper without any hindrance.

ii Pick out the emoticon which clearly brings out the meaning of ‘listless’ as used in the extract?

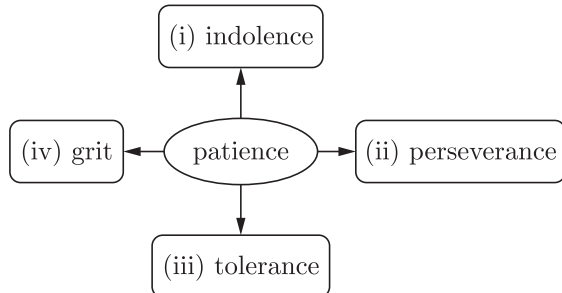


- (i)
- (ii)
- (iii)
- (iv)

- (a) Option (i)
- (b) Option (ii)
- (c) Option (iii)
- (d) Option (iv)

Ans : (c) Option (iii)

iii Pick the option that is odd one out with reference to the meaning of ‘patience’.



- (a) option (i)
 - (b) option (ii)
 - (c) option (iii)
 - (d) option (iv)
- Ans :** (a) option (i)

iv If the diary were a ‘real friend’, what qualities would Anne expect it to have?

Pick the option that lists these correctly.

1. optimistic
2. good listener
3. confidant
4. energetic
5. non-judgemental
6. outgoing
7. ambitious

- (a) 1 and 4
 - (b) 5, 6 and 7
 - (c) 2, 3 and 5
 - (d) 3 and 7
- Ans :** (c) 2,3 and 5

v Pick out the sentence that brings out the meaning of ‘brooding’ as used in the extract?

- (a) The mysterious house on the hill is still brooding above the village.
- (b) The people at the stock market always keep brooding about the gains.
- (c) He was brooding over the matter and took a long time to decide.
- (d) Suspense and drama were brooding at the site of the investigation.

Ans : (c) He was brooding over the matter and took a long time to decide.

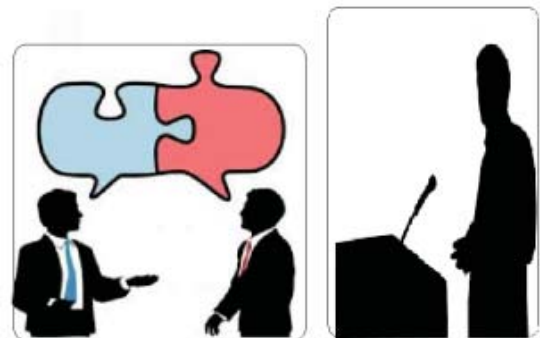
vi Anne doesn’t plan to let anyone else read her diary as

- (a) she is secretive about her life.
 - (b) it’s about her intimate feelings.
 - (c) she is unwilling to share it with anyone.
 - (d) she wants to cherish these moments herself.
- Ans :** (b) it’s about her intimate feelings.

vii Pick the option that lists the image that most appropriately corresponds to ‘chatterbox’.



- (i)
- (ii)



- (iii)
- (iv)

- (a) image (i)
 - (b) image (ii)
 - (c) image (iii)
 - (d) image (iv)
- Ans :** (b) image (ii)

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

“Mr Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it

was supposed to be on 'An Incurable Chatterbox'. I handed it in, and Mr Keesing had nothing to complain about for two whole lessons. However, during the third lesson, he'd finally had enough. "Anne Frank, as a punishment for talking in class, write an essay entitled - 'Quack, Quack, Quack, said Mistress Chatterbox'."

- i** What convincing argument was made by Anne?
- She was talkative just like any other student in the class.
 - She had the right to be talkative, as it was a classroom and not a prison.
 - She had inherited the trait from her mother, so couldn't stop being talkative.
 - She found it impossible to be quiet like the others as she couldn't change herself.

Ans : (c) She had inherited the trait from her mother, so couldn't stop being talkative.

- ii** What does 'had a good laugh' imply, in the context of Mr. Keesing?

It means that he

- celebrated his ability to make Anne write the essay.
- ridiculed Anne in front of the whole class.
- pulled up Anne for her arguments in the essay.
- realised the humour in it and was amused.

Ans : (d) realised how funny it was and was amused.

- iii** Based on this extract, pick the option with the list of words that best describe Mr Keesing.

- joyful and creative
- strict and innovative
- tolerant and strict
- innovative and joyful

Ans : (b) strict and innovative

- iv** Why do you think Mr Keesing chose the title - 'An Incurable Chatterbox' - for Anne, to write on?

This was so because he expected

- Anne to express her inability to elaborate on such a topic.
- that this would embarrass Anne and would check her discipline.
- her to apologise and not repeat her talkative behaviour.
- Anne to explore her creative writing skills.

Ans : (b) that this would embarrass Anne and would check her discipline.

- v** How did Anne feel when she was punished the third time by Mr Keesing?

She

- was happy as she had to write three essays on the same topic.
- enjoyed making fun of Mr. Keesing in her own way.
- was worried as she had run out of original ideas for her essay.
- was thrilled at another opportunity to showcase her writing abilities.

Ans : (c) was worried as she had run out of original ideas for her essay.

- 3. Read the extract given below and answer the questions that follow:**

Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought and suddenly I had an idea. I wrote the three pages Mr. Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

- i** Mr. Keesing had assigned to Anne the task of:

- drawing a scene
- collecting stamps
- painting a glass
- writing an essay

Ans : (d) writing an essay

- ii** Anne's argument about talking was that:

- talking is a fundamental right
- talking is a student's trait
- talking is a birth-right
- talking is a duty

Ans : (b) talking is a student's trait

- iii** Anne would never be able to cure herself of this habit since:

- her mother also talked much
- her father also talked much
- her grandma also talked much
- her grandpa also talked much

Ans : (a) her mother also talked much

- iv** The word 'trait' means:

- a particular quantity
- a particular quality
- a particular touch
- a particular lesson

Ans : (b) a particular quality

- v** The subject Mr. Keesing was teaching to the

class was:

- (a) Physics
- (b) Sociology
- (c) Mathematics
- (d) English

Ans : (c) Mathematics

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

I get along pretty well with my teachers. There are nine of them, seven men and two women. Mr. Keesing, the old fogey who teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject, 'A Chatterbox'. A Chatterbox - what can you write about that? I'd worry about that later I decide. I jotted down the title in my notebook, tucked it in my bag and tried to keep quiet.

i 'I' here refers to:

- (a) Mr. Keesing
- (b) C.N.
- (c) Anne Frank
- (d) Jacques

Ans : (c) Anne Frank

ii Mr. Keesing teaches Anne and her classmates:

- (a) Physics
- (b) Chemistry
- (c) Biology
- (d) Mathematics

Ans : (d) Mathematics

iii Mr. Keesing was annoyed with her because:

- (a) she made him angry
- (b) she used to talk too much
- (c) she used to laugh much
- (d) she used to abuse others

Ans : (b) she used to talk too much

iv As an extra assignment Anne was given an essay to be written on:

- (a) A chatter box
- (b) A buddhu box
- (c) A carrom box
- (d) A bundle box

Ans : (a) A chatter box

v The noun form of 'jotted' is:

- (a) jottlingly
- (b) jotting
- (c) joet
- (d) jolty

Ans : (b) jotting

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

My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty six and she was twenty-five. My sister, Margot, was born in Frankfurt in Germany in 1926. I was born on 12 June, 1929. I lived in Frankfurt until I was four. My father emigrated to Holland in 1933. My mother Eight Hollander Frank, went with him to Holland in September while Margot and I were sent to Aachen to stay with our grandmother. Margot went to Holland in December, and I followed in February when I was plunked down on the table as a birthday present for Margot.

i 'I' here refers to:

- (a) Anne's father
- (b) Anne's grandma
- (c) Anne Frank
- (d) Anne's sister

Ans : (c) Anne Frank

ii Anne's father was thirty six year old when:

- (a) he got married
- (b) he had a job
- (c) he was jailed
- (d) he fought a war

Ans : (a) he got married

iii Her father emigrated to Holland:

- (a) in 1930
- (b) in 1928
- (c) in 1933
- (d) in 1937

Ans : (c) in 1933

iv Anne and her sister were sent to Aachen to stay:

- (a) with their neighbour
- (b) with their uncle
- (c) with their grandpa
- (d) with their grandma

Ans : (d) with their grandma

v The word 'plunked down' means:

- (a) put down knowingly
- (b) put down in a casual way
- (c) put down without effort
- (d) pull down in a way

Ans : (b) put down in a casual way

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

I finished my poem, and it was beautiful. It was about a mother duck and a father swan with three

baby ducklings who were bitten to death by the father because they quacked too much. Luckily, Mr. Keesing took the joke the right way. He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and have not been assigned any extra homework. On the contrary, Mr. Keesing's always making jokes these days.

i 'I' here refer to:

- (a) Mr. Keesing
- (b) C.N.
- (c) Jacques
- (d) Anne Frank

Ans : (d) Anne Frank

ii The narrator wrote the poem about:

- (a) the birds
- (b) the ducks
- (c) the sparrows
- (d) the animals

Ans : (b) the ducks

iii The father swan bit the ducklings to death:

- (a) as they quacked too much
- (b) as they struggled too much
- (c) as they quarrelled too much
- (d) as they tortured each other

Ans : (a) as they quacked too much

iv The ducklings have been compared with:

- (a) the branches on the tree
- (b) the students in the class
- (c) the chinks in the box
- (d) the teachers in the school

Ans : (b) the students in the class

v The word 'contrary' means:

- (a) similar
- (b) synonym
- (c) opposite
- (d) aside

Ans : (c) opposite

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

Mr. Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson he assigned me a second essay. This time it was supposed to be on 'An Incurable Chatterbox'. I handed it in, and Mr. Keesing had nothing to complain about for two whole lessons. However, during the third lesson he'd finally had enough. "Anne Frank, as punishment for talking in class, write an essay entitled "Quack. Quack, Quack." Said Mistress Chatterbox.

i The argument that made Mr. Keesing laugh

was:

- (a) talking was a birth right
- (b) talking was a fundamental right
- (c) talking was a trend
- (d) talking was a student's trait

Ans : (d) talking was a student's trait

ii The topic of the second essay was:

- (a) An Idiotic chap
- (b) An Incurable Chatterbox
- (c) An Incorrect chapter
- (d) An Insecure manner

Ans : (b) An Incurable Chatterbox

iii Anne was being punished because:

- (a) she laughed a lot
- (b) she abused a lot
- (c) she talked a lot
- (d) she cried a lot

Ans : (c) she talked a lot

iv The word 'incurable' means:

- (a) that can't be fooled
- (b) that can't be judged
- (c) that can't be corrected
- (d) that can't be made

Ans : (c) that can't be corrected

v The character traits of Anne were:

- (a) talkative and quarrelsome
- (b) patient and panicky
- (c) smiling and cheerful
- (d) talkative and patient

Ans : (d) talkative and patient

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

Our entire class is quaking in its boots. The reason, of course, is the Forthcoming meeting in which the teachers decide who'll move up to the next Form and who'll be kept back. Half the class is making bets. Q.N. and laugh ourselves silly at the two boys behind us, C.N. and Jacques, who have staked their entire holiday savings on their bet. From morning to night, it's 'You're going to pass', 'No, I'm not', 'Yes, you are', 'No, I'm no' Even G's pleading glances and my angry outbursts can't calm them down.

- i** 'I' here refers to:
 (a) Anne Frank
 (b) C.N.
 (c) Jacques
 (d) Teacher
Ans : (a) Anne Frank
- ii** The entire class is quaking because:
 (a) there is no teacher
 (b) they have fun day
 (c) the exams have been delayed
 (d) the exam results are to be declared soon
Ans : (d) the exam results are to be declared soon
- iii** C.N. and Jacques staked their entire holiday savings:
 (a) on picnics
 (b) on their bet
 (c) on ice-cream
 (d) on food
Ans : (b) on their bet
- iv** The noun form of 'laugh' is:
 (a) laughable
 (b) laughing
 (c) laughably
 (d) laughter
Ans : (d) laughter
- v** On betting Anne shouts at them in:
 (a) anger
 (b) praise
 (c) panic
 (d) tone
Ans : (a) anger

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

Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. May be it's my fault what we don't confide in each

other. In any case that's just how things are, and unfortunately they are not liable to change. This is why I've started the diary.

- i** Despite having thirty people around Anne feels lonely because:
 (a) she does not have a foe
 (b) she does not have a classmate
 (c) she does not have a sister
 (d) she does not have a true friend
Ans : (d) she does not have a true friend
- ii** When Anne is with friends, she can only think of:
 (a) having a good time
 (b) chatting
 (c) laughing and laughing
 (d) talking too much
Ans : (a) having a good time
- iii** 'I' here refers to:
 (a) Robert Frost
 (b) Anne Frank
 (c) Robin Klein
 (d) Carolyn Wells
Ans : (b) Anne Frank
- iv** Her problem of loneliness is that:
 (a) she feels irritated
 (b) she can't manage a group
 (c) she can't confide in her friend
 (d) she feels over confidence
Ans : (c) she can't confide in her friend
- v** The noun form of 'clearly' is:
 (a) cleanliness
 (b) clarify
 (c) cleansed
 (d) clarity
Ans : (d) clarity

MULTIPLE CHOICE QUESTIONS

- Why was writing in a diary a strange experience for Anne?
 (a) she had never written anything before
 (b) she didn't know how to write
 (c) neither she nor anyone else would be interested in it later
 (d) Both a and c
Ans : (d) Both a and c
- Who would Anne allow to read her diary?
 (a) her sister
 (b) her parents
 (c) a real friend (if she got one)
 (d) no one
Ans : (c) a real friend (if she got one)

3. Why does Anne want to keep a diary?
 (a) she has no close friends
 (b) she loves to write
 (c) she wants people to read about her later
 (d) she likes the idea of it
Ans : (a) she has no close friends
4. What did she name her diary?
 (a) Anne
 (b) Catty
 (c) Kitty
 (d) Kitten
Ans : (c) Kitty
5. Why does she give a brief sketch about her family in the diary?
 (a) no one would understand it if she dove right in
 (b) to introduce Kitty to her family
 (c) she would forget facts about her family
 (d) she liked talking about her family
Ans : (a) no one would understand it if she dove right in
6. Which subject was she not sure of passing?
 (a) Maths
 (b) science
 (c) english
 (d) all of the above
Ans : (a) Maths
7. Why was Mr Keesing annoyed with her?
 (a) she was not a good student
 (b) she was talkative
 (c) she was rude
 (d) all of the above
Ans : (b) she was talkative
8. Which topic was she to write an essay on as a part of her punishment?
 (a) A Chatterbox
 (b) An incorrigible chatterbox
 (c) Quack, Quack, Quack, said Mistress Chatterbox
 (d) all of the above
Ans : (d) all of the above
9. What language was the diary originally written in ?
 (a) Spanish
 (b) English
 (c) Dutch
 (d) French
Ans : (c) Dutch
10. How did Anne justify her being talkative in the essay?
 (a) she discussed the subject topics in class
 (b) it is a habit
 (c) it is an inherited trait from her mother and you can't do much about it
 (d) the class is boring
Ans : (c) it is an inherited trait from her mother and you can't do much about it
11. What shows Anne's love for her grandmother?
 (a) she still thinks about her
 (b) she misses her
 (c) she let her birthday pass with little celebration
 (d) both a and b
Ans : (d) both a and b
12. Why does Anne think she was lonely?
 (a) she had no friends
 (b) she had no real friends
 (c) she was all alone
 (d) she was an introvert
Ans : (b) she had no real friends
13. Why was she unable to get closer to her already existing friends?
 (a) she didn't like her friends
 (b) her friends are not understanding
 (c) she can't bring herself to talk about personal stuff
 (d) all of the above
Ans : (c) she can't bring herself to talk about personal stuff
14. What would the kids bet about in class?
 (a) who is more talkative
 (b) who would pass the class
 (c) football matches
 (d) baseball matches
Ans : (b) who would pass the class
15. What did she write in her last essay?
 (a) a poem
 (b) a joke
 (c) a paragraph
 (d) a funny poem
Ans : (d) a funny poem
16. When was the diary given to Anne?
 (a) 11th birthday
 (b) 12th birthday
 (c) 13th birthday
 (d) 14th birthday
Ans : (c) 13th birthday

17. What name was her book published with?
 (a) From the Diary of Anne Frank
 (b) The Diary of a Young girl
 (c) Anne Frank
 (d) Anne Frank's Diary
Ans : (b) The Diary of a Young girl
18. Why did she not want to give a brief in the diary at first?
 (a) she didn't want to be formal
 (b) she wanted the diary to be her real friend
 (c) She did not like the idea
 (d) both a and b
Ans : (d) both a and b
19. How many siblings did Anne have?
 (a) 1
 (b) 2
 (c) 3
 (d) 4
Ans : (a) 1
20. What was Anne Frank's full name?
 (a) Anneliese Marie Frank
 (b) Anna Mariam Frank
 (c) Anne Mark Frank
 (d) Anneliese Martina Frank
Ans : (a) Anneliese Marie Frank
21. Who was the only survivor from Anne's family
 (a) Anne
 (b) Anne's father
 (c) Anne's mother
 (d) Anne's sister
Ans : (b) Anne's father
22. What was the name of Anne Frank's sister?
 (a) Margaret
 (b) Margot
 (c) Marrie
 (d) Martina
Ans : (b) Margot
23. In which city were Anne and Margot sent to live with their grandmother?
 (a) Berlin
 (b) Aachen
 (c) Munich
 (d) Bonn
Ans : (b) Aachen
24. How old was Anne's father when he married her mother?
 (a) 34
 (b) 35
 (c) 36
 (d) 32
Ans : (c) 36
25. On which date did Anne record the incident in Mr Keesing's class in her diary?
 (a) 12 June, 1942
 (b) 21 June, 1942
 (c) 20 June, 1942
 (d) 22 June, 1942
Ans : (c) 20 June, 1942
26. What was the subject on which she had to write?
 (a) Necessity of Walking
 (b) Necessity of Running
 (c) Necessity of Talking
 (d) Necessity of Studying
Ans : (c) Necessity of Talking
27. What was topic of the essay written by Anne?
 (a) My Diary
 (b) A Chatterbox
 (c) A letterbox
 (d) None of these
Ans : (b) A Chatterbox
28. How does the Anne explain his father?
 (a) Most Adorable father
 (b) Most Angry Father
 (c) Most delicate Father
 (d) None of these
Ans : (a) Most Adorable father
29. Who is Anne's long awaited friend?
 (a) Her pen
 (b) Her cat
 (c) Her diary
 (d) Her Dog
Ans : (c) Her diary
30. How does she want to begin her diary?
 (a) By writing her name
 (b) By giving an introduction
 (c) By writing about her hobby
 (d) None of these
Ans : (b) By giving an introduction
31. Anne was _____ years old when she started

- writing diary.
 (a) 10
 (b) 15
 (c) 12
 (d) 13
Ans : (d) 13
32. _____ has more patience than people.
 (a) Animal
 (b) Papers
 (c) Birds
 (d) Books
Ans : (b) Papers
33. Anne Frank started writing diary as she had no –
 (a) Friend
 (b) Siblings
 (c) Family members
 (d) Toy
Ans : (a) Friend
34. There were near about _____ people in her family.
 (a) 25
 (b) 5
 (c) 30
 (d) 10
Ans : (c) 30
35. Anne Frank had sister _____ years old.
 (a) 16
 (b) 10
 (c) 15
 (d) 12
Ans : (a) 16
36. Margot was the name of Anne's –
 (a) Aunt
 (b) Mother
 (c) Sister
 (d) Diary
Ans : (c) Sister
37. Both the sisters were born in Frankfurt, _____.
 (a) Germany
 (b) Italy
 (c) Japan
 (d) China
Ans : (a) Germany
38. Anne Frank was born on 12th June,
 (a) 1930
 (b) 1929
 (c) 1931
 (d) 1933
Ans : (b) 1929
39. In the year _____ her father emigrated to Holland.
 (a) 1920
 (b) 1929
 (c) 1931
 (d) 1933
Ans : (d) 1933
40. Edith Hollander Frank is the name of Anne's –
 (a) Mother
 (b) Grand mother
 (c) Sister
 (d) Aunt
Ans : (a) Mother
41. Margot and Anne went to Holland in the month of _____ and _____ consistently.
 (a) August, December
 (b) December, February
 (c) November, December
 (d) March, May
Ans : (b) December, February
42. In the summer of 1941 _____ had an operation.
 (a) Grandfather
 (b) Margot
 (c) Grandmother
 (d) Father
Ans : (c) Grandmother
43. Anne studied till _____ standard in his first school of Holland.
 (a) Sixth
 (b) Fourth
 (c) Fifth
 (d) Third
Ans : (a) Sixth
44. Mrs. _____ was the headmistress of Anne's first school.
 (a) Sink
 (b) Smith
 (c) Kuperus
 (d) Thomson
Ans : (c) Kuperus
45. Grandma died in January, _____.
 (a) 1945
 (b) 1941
 (c) 1940
 (d) 1942
Ans : (d) 1942

46. Anne Frank started writing diary on _____, 1942.
 (a) 25th January
 (b) 20th June
 (c) 20th May
 (d) 21st June
Ans : (b) 20th June
47. The centre class was waiting for their upcoming.
 (a) Result
 (b) Annual concert
 (c) Football match
 (d) Examination
Ans : (a) Result
48. Name of Anne's school friend was –
 (a) R.N
 (b) Kitty
 (c) G.N.
 (d) N.N.
Ans : (c) G.N.
49. Anne Frank had a doubt only in the result of one subject i.e. –
 (a) Maths
 (b) History
 (c) Geography
 (d) Hindi
Ans : (a) Maths.
50. There were _____ teachers in Anne's school.
 (a) Ten
 (b) Seven
 (c) Nine
 (d) Five
Ans : (c) Nine.
51. Anne got _____ as a punishment from her maths teacher.
 (a) Extra homework
 (b) Parents call
 (c) Scolding
 (d) Rewrite the chapter
Ans : (a) Extra homework.
52. The topic of the essay given by the teacher to Anne was –
 (a) My work
 (b) Chatter box
 (c) Discipline
 (d) Myself
Ans : (b) Chatterbox.
53. The third assignment given by Mr. Kessing to Anne was an essay on –
 (a) Chatterbox
 (b) Quack Quack Mistress chart
 (c) Incurrible chatterbox
 (d) Quack Quack Quack said mister chatterbox
Ans : (d) Quack Quack Quack said mister chatterbox.
54. Sanne, Anne's friend was very good in –
 (a) Poetry
 (b) Hand writing
 (c) Essay writing
 (d) Story writing
Ans : (a) Poetry.
55. At her third assignment Anne wrote a poem about –
 (a) Parrot
 (b) A family of sparrow
 (c) A duck family
 (d) Herself
Ans : (c) A duck family.
56. The lesson is extracted from –
 (a) The diary
 (b) The diary of a young girl
 (c) The diary of Anne frank
 (d) The diary of a young girl
Ans : (b) The diary of a young girl.
57. The name of the maths teacher of Anne frank was –
 (a) Mr. Kessing
 (b) Mr. Smith
 (c) Mr. Arnold
 (d) Mr. Kaperus
Ans : (a) Mr. Kessing.
58. Who was Anne's true friend?
 (a) Her pen 'kitty'
 (b) Her cat 'kitty'
 (c) Her diary 'kitty'
 (d) None of these
Ans : (c) Her diary 'kitty'
59. What do most people do in their diary?
 (a) About their hobby
 (b) Write facts
 (c) Write their happiest moment
 (d) None of these
Ans : (b) Write facts

60. When was Anne's born?

- (a) On 12th June, 1929
- (b) On 12th June, 1930
- (c) On 12th June, 1931
- (d) On 12th June, 1932

Ans : (a) On 12th June, 1929

61. Who was Mr. Keesing?

- (a) Anne's Father
- (b) Anne's Maths teacher
- (c) Anne's Uncle
- (d) None of these

Ans : (b) Anne's Maths teacher

62. What is a student's trait?

- (a) Walking
- (b) Talking
- (c) Running
- (d) Studying

Ans : (b) Talking

63. The word 'plunked down' means:

- (a) put down knowingly
- (b) put down in a casual way
- (c) put down without effort
- (d) pull down in a way

Ans : (b) put down in a casual way

64. Anne's father was thirty six year old when:

- (a) he got married
- (b) he had a job
- (c) he was jailed
- (d) he fought a war

Ans : (a) he got married

65. Mr. Keesing had assigned to Anne the task of:

- (a) drawing a scene
- (b) collecting stamps
- (c) painting a glass
- (d) writing an essay

Ans : (d) writing an essay

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CHAPTER 13

The Hundred Dresses 1

INTRODUCTION

The Story “The Hundred Dresses I” is written by Eleanor Estes. It is based on the real experiences of the writer about a girl who is teased by her classmates. This girl was Wanda who always claims for having one hundred dresses. Her classmates always made fun of her. As her claim was in contradiction to the fact that she always came to school wearing the same dress. Her classmates assumed her name to be funny. Her name was not common, because she came to an American town as a Polish immigrant with her family. The truth about her hundred dresses revealed when she submitted her hundred different drawings in a drawing competition. They were the same hundred dresses that she used to describe often. All of those dresses were extremely beautiful.

CHARACTERS

1. **Wanda Petronski** - She is a quiet, socially outcast student who sits at the back of Room 13 until she stops coming to school. Wanda is the child of Polish immigrants and lives far from the school in an impoverished area called Boggins Heights. She never laughs, though she sometimes twists her mouth into a crooked smile. She wears the same faded blue dress to school every day, though she claims to own one hundred dresses at home.
2. **Peggy** - She is the most popular girl in school. She has pretty auburn curls, and is confident and talented. Peggy instigates the “hundred dresses game,” in which she teases Wanda.
3. **Maddie** - The book’s protagonist, is Peggy’s best friend. Maddie feels guilty for standing by and letting Peggy tease Wanda. Maddie herself is poor; she secretly wears Peggy’s hand-me-down dresses.
4. **Miss Mason** - She is the teacher in Room Thirteen.
5. **Bill Byron** - He sits in the seat behind Wanda. He has long legs, and likes to amuse other students in Room 13.
6. **Willy Bounce** - She is a student in Room 13. His surname is compared to Wanda Petronski’s; both are considered humorous, but for different reasons.
7. **Old Man Svenson** - Svenson is an old man who lives near Wanda and her family in Boggins Heights. He lives alone with a cat and dog, and dresses all in yellow. Children walk quickly when passing his house.
8. **Cecile** - She is a student in Room 13. She dresses in fine clothes and practices ballet. On the day the hundred dresses game begins, schoolgirls gather around Cecile to admire her new red dress.
9. **Jake Petronski** - He is Wanda’s brother. To make money, he comes to school early to work as the janitor’s assistant.

WORD MEANINGS

1. Nudge - a gentle push
2. Assembled - gather together in one place for a common purpose
3. Drizzling - rain lightly
4. Exaggerated - overemphasise
5. Gasp - catch one’s breath with an open mouth, owing to pain or astonishment.
6. Mistreated - to treat someone badly
7. Scarcely - hardly; barely
8. Shuddered - shake, tremble
9. Absent-mindedly - without making much
10. Accord - wish
11. Account - detail
12. Admiration - respect and warm approval
13. Announce - declare
14. Blonde hair - golden hair
15. Brilliant - shining
16. Census - counting of people
17. Courteous - polite, respectful
18. Crooked sort - awkward
19. Cruel - unkind
20. Dazzling - extremely impressive, beautiful, or skilful
21. Discriminated - made discrimination
22. Disguise - to give a different appearance to conceal its identity
23. Eagerly - with eagerness
24. Embarrassed - ashamed
25. Encyclopedia - book dealing with all branches of knowledge
26. Enduring - long lasting
27. Ethnicity - pertaining to race
28. Exactly - correctly
29. Exquisite - beautiful
30. Greeted - welcomed
31. Hang right - fit properly
32. Hitching - catching
33. Hopscotch - a kind of game
34. Hurried - quick
35. Identified - recognised
36. Incredulously - showing unwillingness to believe
37. Inseparable - that which cannot be separated
38. Invented - discovered

39. Ironed - pressed with iron
40. Judge - assessed
41. Lavish - gorgeous
42. Ledge - shelf
43. Mocking - making fun of
44. Murmured - say something in a low or distinct voice
45. Notable - famous
46. Obviously - apparently
47. Occurred - took place
48. Peals of laughter - loud laughter
49. Possessions - wealth/things kept
50. Pretended - not genuine
51. Protected - saved
52. Rarely - very seldom
53. Rough - undisciplined
54. Sash - scarf
55. Scuffling of feet - creating noise by thumping shoes
56. Shrieks - scream
57. Stolidly - calm, dependable, and showing little emotion and animation
58. Suburbs - outskirts of the city
59. Surrounded - encircled
60. Target - a person chosen for attack
61. Teasing - bothering
62. Treat - behave with
63. Trimmings - decoration
64. Velvet - a kind of cloth
65. Windowsill - ledge or sill forming the bottom part of a window

SUMMARY

Wanda Petronski's Seat

It was Monday. Wanda Petronski was not in her seat. Nobody including Peggy and Madeline saw her absence. They started all the fun. Wanda' used to sit in the next to the last seat in the last row. It was in Room 13. She sat in the corner of the room. Rough boys usually sat there. There was the most noise of the feet when some fun occurred.

More about Wanda

Wanda was a very quiet girl. She rarely said something. No one had ever heard her laugh out loud. She used to sit there. No one knew why. It was because she came from Boggins Heights. Her feet had mud on them.

When they thought of Wanda

The students thought of Wanda only outside the school hours. They waited for her to have fun with her going to or coming from home. Wanda did not come to school on Tuesday also.

Of Peggy and Maddie

On Wednesday Peggy and Maddie thought of Wanda. They sat in the front. They got good marks. Peggy was the most popular in school. She was pretty and had curly hair. Maddie was her closest friend. They wanted to have fun with Wanda. So they got late. Due to this they saw that Wanda was absent.

Of other children

Most of the children in that room didn't have names like that of Wanda. They had American names like Thomas, Smith or Allen. There was a boy named, Willie Bounce. People thought that he was funny. But he was not funny like Wanda Petronski.

Wanda and the other children in school

Wanda didn't have any friends. She always wore a faded blue loose dress. It was clean. But it looked as if it had never been ironed. A lot of girls talked to Wanda. They surrounded her in the school yard. She stood looking at them playing hopscotch.

Girls make fun of Wanda

Peggy would make fun of Wanda. She would ask her how many dresses she had in her almirah. Wanda would say 'A hundred'. Then all the girls would stop playing and listen. The girls would ask if they were of silk or velvet. Wanda would reply in positive. They would further ask Wanda how many pairs of shoes she had. She would say 'sixty pairs'. Then they would laugh and laugh.

More of Peggy

Peggy was not cruel. She protected small children from bullies. If somebody asked her if she didn't behave cruelly with Wanda she would reply differently. She would say why Wanda had spoken of her hundred dresses. She would say that Wanda was not an ordinary person. Her name suggested that. But the girls never made Wanda cry.

Of Maddie

Maddie felt it bad that they had been bothering Wanda like that. It was because like Wanda she herself was poor. But she neither lived in Boggins Heights nor had a funny name like that of Wanda.

Maddie's feelings about Wanda

When Peggy asked Wanda those questions, Maddie would feel bad. She would study the marbles in her hand. But she did not feel sorry for Wanda. She wished Peggy stop asking Wanda about dresses. She was Peggy's closest friend.

Maddie's desire for Peggy

That day both Peggy and Maddie were late to school. Maddie was glad that Wanda was not made fun of. She was working out her arithmetic problems. She lacked courage to ask Peggy stop making fun of Wanda. So she wanted to write Peggy a note about it.

Maddie pictures herself being made fun of

Maddie started writing that note to Peggy. Suddenly she shook. She pictured herself in the school yard as a new target for Peggy and the girls. Peggy might ask her about her dress. She would say that it was one of Peggy's old ones. Her mother had trimmed it so that no one would recognise it.

Maddie's thought

Maddie wished Peggy stopped making fun of Wanda. Maddie tore the note into pieces. She was Peggy's best friend. Peggy was the most liked girl in the whole room. She thought Peggy would not do anything that was

really wrong.

Maddie thinks of Wanda

Maddie thought of Wanda then. She hardly said anything to anybody. She only spoke of the hundred dresses. Maddie remembered her telling about one of her dresses, pale blue with coloured trimmings.

Maddie's thought about the drawing contest

After that Maddie started thinking who would win the drawing and colour contest. She thought Peggy would win the girls' medal. She drew better than anyone else in the room. They would all know about that the next day.

In the school the next day

The next day it drizzled. Peggy and Maddie did not wait for Wanda. They did not want to be late to school. They entered the classroom. There were drawings and drawings all over the room. They were in bright colours.

Winners announced

The class had assembled. Miss Mason announced the winners. Jack Beggles had won for the boys. He had sketched an outboard motor. The drawing was displayed in room 12. As for the girls Wanda was the winner of the girls' medal. But Wanda was absent that day. Miss Mason asked the children to look at Wanda's beautiful drawing.

Reaction of Peggy and Maddie to Wanda's drawings

Seeing the drawing, the children clapped their hands in joy. The boys whistled with fingers in their mouths. They were not interested in dresses. Maddie whispered to Peggy to look at the blue dress. Wanda had told them about it earlier. Peggy referred to the green one also. She added that she had thought she could draw.

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MESSAGE

Through the story, the author gives the message that one should never be judged on the basis of their looks or economic conditions as in the end, it's the talent and potential of an individual that matters. The story also conveys that we should not hurt or ridicule others simply because they are different from us. Mutual respect and love are the only things that can help us live in harmony. We should not only abstain from making others miserable but should also speak up boldly whenever we see any wrong being done. Life must be lived cordially and this lesson should be instilled right at school.

EXTRACT BASED QUESTIONS

1. Read the extract given below and answer the

questions that follow:

She always wore a faded blue dress that didn't hang right. It was clean, but it looked as though it had never been ironed properly. She didn't have any friends, but a lot of girls talked to her. Sometimes, they surrounded her in the school yard as she stood watching the little girls play hopscotch on the worn hard ground. "Wanda," Peggy would say in a most courteous manner, as though she were talking to Miss Mason. "Wanda," she'd say, giving one of her friends a nudge, "tell us. How many dresses did you say you had hanging up in your closet?"

i The 'most courteous manner' here means that Peggy was

- on her best behaviour.
- teasing Wanda.
- trying to impress Wanda.
- respectful to Wanda.

Ans : (b) teasing Wanda.

ii Peggy gave her friend a nudge because

- she wanted to push her away from the scene.
- she disliked her friend being distracted then.
- she was teasing Wanda and wanted her to make others pay attention.
- she was teasing Wanda and didn't want anyone her miss the 'fun'.

Ans : (d) she was teasing Wanda and didn't want anyone her miss the 'fun'.

iii Pick the option having the words that do not loosely match the word, 'closet', from those given.

- wardrobe
- loft
- cabinet
- cupboard
- porch
- cellar

(a) 1, 3 and 4

(b) 3, 4 and 5

(c) 1, 2 and 6

(d) 2, 5 and 6

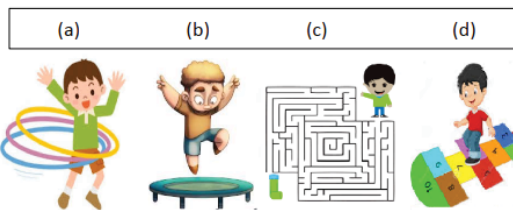
Ans : (a) 1, 3 and 4

iv Why was Wanda's answer to Peggy's question always the same? Pick the least probable reason. This was so because she knew that

- she was being picked on and it was probably her defence.
- confessing the truth would probably worsen the situation.
- she didn't know how else to get out of that situation.
- sticking to an unexpected answer would get her the attention she needed.

Ans : (d) sticking to an unexpected answer would get her the attention she needed.

- v Regarding Wanda being teased, Miss Mason was
- in denial that such behaviour was possible by her students.
 - aware, but didn't want to discuss it with the students.
 - unaware that the students were frequently teasing Wanda.
 - of the belief that such behaviour was a normal part of growing up.
- Ans :** (c) unaware that the students were frequently teasing Wanda.
- vi Which of the following images showcase 'hopscotch'?



Ans : (d)

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

"In the opinion of the judges, any one of the drawings is worthy of winning the prize. I am very happy to say that Wanda Petronski is the winner of the girls' medal. Unfortunately, Wanda has been absent from school for some days and is not here to receive the applause that is due to her. Let us hope she will be back tomorrow. Now class, you may file around the room quietly and look at her exquisite drawings."

- i Pick the statement that is true, according to the information given in the extract.
- Wanda won the prize because she had submitted a variety of entries.
 - Wanda would have still won the prize even if she had submitted just one entry.
 - Wanda won the prize because the majority of judges were women.
 - Wanda would have still won the prize if she had drawn something else.
- Ans :** (b) Wanda would have still won the prize even if she had submitted just one entry.
- ii Miss Mason says, "I am very happy to ...". Which phrase does not replace the underlined phrase correctly from those given below?
- It gives me great pleasure to...
 - I am sure you'll be surprised to...
 - I am delighted to...
 - It fills me with joy to...
- Ans :** (b) I am sure you'll be surprised to...
- iii When the teacher wants them to 'file around',

she wants the students to

- put the files in their proper places.
- gather around her table to discuss the designs.
- file the designs properly in their folders.
- walk in a line to admire the designs.

Ans : (d) walk in a line to admire the designs.

- iv Pick the sentence that does not use 'due to' in the same sense as in the given extract.

- She was disappointed due to their rude behaviour.
- We must give our colleagues the vacation due to them.
- I have some extra money due to me this month from my friend.
- You have an apology due to your parents.

Ans : (a) She was disappointed due to their rude behaviour.

- v The teacher refers to Wanda's designs as 'exquisite' because

- each one of the hundred designs was different.
- each one of them was very beautiful.
- each of them was a copy of the latest fashion trend.
- each one had the same colour theme as the other.

Ans : (b) each one of them was very beautiful.

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

Thinking about Wanda and her hundred dresses all lined up in the closet, Maddie began to wonder who was going to win the drawing and colouring contest. For girls, this contest consisted of designing dresses and for boys, of designing motorboats. Probably Peggy would win the girl's medal. Peggy drew better than anyone else in the room. At least, that's what everybody thought. She could copy a picture in a magazine or some film star's head so that you could almost tell who it was. Oh, Maddie was sure Peggy would win. Well, tomorrow the teacher was going to announce the winners. Then they'd know.

- i For girls, this contest consisted of:

- designing motorboats
- designing dresses
- designing sceneries
- designing forests

Ans : (b) designing dresses

- ii According to the class, the girl who would win it was:

- Maddie
- Peggy
- Wanda
- C.N.

Ans : (b) Peggy

iii Maddie thought Peggy was sure to win it because:

- (a) she had setting with teacher
- (b) she was teacher's relative
- (c) she drew worse than others
- (d) she drew better than others

Ans : (d) she drew better than others

iv Names of the classmates of Wanda are:

- (a) Jacques, John
- (b) Peggy, C.M.
- (c) Maddie Peggy
- (d) Maddie Jerk

Ans : (c) Maddie Peggy

v The noun form of 'win' is:

- (a) winable
- (c) winning
- (b) winably
- (d) winner

Ans : (d) winner

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

Wanda Petronski. Most of the children in Room Thirteen didn't have names like They had namesy to say, like Thomas, Smith or Allen. There was one boy Bounce, Willie Bounce, and people thought that was funny, but not funny in the same that Petronski was. Wanda didn't have any friends. She came to school alone and home alone. She always wore a faded blue dress that didn't hang right. It was clean looked as though it had never been ironed properly. She did not have any friends, but of girls talked to her.

i Wanda had a peculiar and uncommon name which:

- (a) her classmates Found beautiful
- (b) her classmates Found unusual
- (c) was not found actually
- (d) was unnatural

Ans : (b) her classmates Found unusual

ii Wanda always used to wear:

- (a) a faded white dress
- (b) a faded yellow dress
- (c) a faded red dress
- (d) a faded blue dress

Ans : (d) a faded blue dress

iii The noun form of 'funny' is:

- (a) funnier
- (b) fantastic
- (c) fun
- (d) funnily

Ans : (c) fun

iv The peculiarity about Wanda's dress was that:

- (a) it could not suit her
- (b) it did not fit her properly
- (c) it was unfit for her
- (d) it costed too much

Ans : (b) it did not fit her properly

v The dress Wanda used to wear looked as though:

- (a) it was from generation back
- (b) it was discarded one
- (c) it had never been washed
- (d) it had never been ironed properly

Ans : (d) it had never been ironed properly

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

Wanda did not sit there because she was rough arid noisy. On the contrary, she was very quiet and rarely said anything at all. And nobody had ever heard her laugh out loud. Sometimes she twisted her mouth into a crooked sort of smile, but that was all. Nobody knew exactly why Wanda sat in that seat, unless it was because she came all the way from Boggins Heights and her feet were unusually caked with dry mud. But no one really thought much about Wanda Petronski, once she sat in the comer of the room.

i Wanda sat in that corner of the room which:

- (a) had a carpet on the floor
- (b) had a velvety bench
- (c) had a cosy comer
- (d) had the most mud and dirt on the floor

Ans : (d) had the most mud and dirt on the floor

ii Wanda was a very quiet girl who:

- (a) rarely had an angry mood
- (b) rarely said anything at all
- (c) rarely laughed
- (d) rarely had a gossip

Ans : (b) rarely said any thing at all

iii Wanda sat among rough and noisy boys because:

- (a) her feet were awkward
- (b) her feet were full of wet mud
- (c) her feet were caked with the dry mud
- (d) her feet had no socks

Ans : (c) her feet were caked with the dry mud

iv The word 'unusually' means:

- (a) strangely
- (b) clearly
- (c) definitely
- (d) sparsely

Ans : (a) strangely

- v Wanda twisted her mouth sometimes into:
- a childish tone
 - a crooked sort of impatience
 - a crooked sort of anger
 - a crooked sort of smile
- Ans :** (d) a crooked sort of smile

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

“As for the girls”, she said, “although just one or two sketches were submitted by most, one girl - and Room Thirteen should be proud of her - this one girl actually drew one hundred designs - all different and all beautiful In the opinion of the judges. Any one of the drawings is worthy or winning the prize. I am very happy to say that Wanda Petronski is the winner of the girl’s medal. Unfortunately, Wanda has been absent from school for some days and is not here to receive the applause that is due to her. Let us hope she will be back tomorrow. Now class, you may file around the room quietly and look at her exquisite drawings.”

- i “She” here refers to:
- Class teacher
 - Wanda
 - Peggy
 - Maddie
- Ans :** (a) Class teacher
- ii Among girls the winner of the contest was:
- Rozy
 - Maddie
 - Peggy
 - Wanda
- Ans :** (d) Wanda
- iii Wanda Petronski had drawn:
- one hundred fifty designs
 - one hundred twenty designs
 - one hundred designs
 - one hundred ten designs
- Ans :** (b) one hundred twenty designs
- iv The word ‘exquisite’ means:
- extremely ugly
 - extremely beautiful and well-made
 - extremely foolish
 - extremely innocent
- Ans :** (b) extremely beautiful and well-made
- v Wanda was being taught in:
- Room Twelve
 - Room Fourteen
 - Room Thirteen
 - Room Seventeen
- Ans :** (c) Room Thirteen

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

As for Maddie, this business of asking Wanda every

day how many dresses and how many hats, and how many this and that she had was bothering her. Maddie was poor herself. She usually wore some body’s hand-me-down clothes. Thank goodness, she didn’t live up on Boggins Heights or have a funny name. Sometimes, when Peggy was asking Wanda those questions in that mocking polite voice, Maddie felt embarrassed and studied the marbles in the palm of her hand, rolling them round and saying nothing herself.

- i Maddie used to wear old clothes because:
- she had a universal one
 - she never wants others
 - she liked them
 - she was poor
- Ans :** (d) she was poor
- ii What bothered Maddie the most was the:
- asking of queries
 - asking of notations
 - asking of questions by classmates
 - asking of whereabouts by teachers
- Ans :** (c) asking of questions by classmates
- iii Maddie would feel ashamed herself when:
- Wanda asked Peggy those questions about her dress
 - Peggy asked Wanda those questions about her dress
 - Keesing asked Peggy those questions about her dress
 - Wanda asked Keesing those questions about her dress
- Ans :** (b) Peggy asked Wanda those questions about her dress
- iv The old discarded clothes, given to someone were:
- hand-me-down clothes
 - designer clothes
 - costly clothes
 - non-sticky clothes
- Ans :** (a) hand-me-down clothes
- v The word ‘embarrassed’ means:
- laughed
 - cherished
 - focussed
 - ashamed
- Ans :** (d) ashamed

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

But on Wednesday, Peggy and Maddie, who sat down front with other children who got good marks and who didn’t track in a whole lot of mud, did notice that Wanda wasn’t there. Peggy was the most popular girl in school. She was pretty, she had many pretty clothes and her hair was curly. Maddie was her closest friend. The reason Peggy and Maddie

noticed Wanda's absence was because Wanda had made them late to school. They had waited and waited for Wanda, to have some fun with her, and she just hadn't come. They often waited for Wanda Petronski - to have fun with her.

i The names of Wanda's classmates are:

- (a) Peggy and Klerk
- (b) Maddie and John
- (c) John and Kierk
- (d) Peggy and Maddie

Ans : (d) Peggy and Maddie

ii Peggy and Maddie sat in front seats with children who:

- (a) got less marks
- (b) got a few marks
- (c) got good marks
- (d) got negative marks

Ans : (c) got good marks

iii Maddie was her closest friend. 'Her' here refers to:

- (a) Klerk
- (b) Peggy
- (c) C.N.
- (d) Jacques

Ans : (b) Peggy

iv Peggy and Maddie got late to the school because:

- (a) they had been waiting for Wanda
- (b) they had been loitering
- (c) they had been talking on road
- (d) they had been late

Ans : (a) they had been waiting for Wanda

v The antonym of 'pretty' is:

- (a) beautiful
- (b) gentle
- (c) smart
- (d) ugly

Ans : (d) ugly

3. Where in the classroom does Wanda sit?

- (a) end corner
- (b) middle
- (c) front
- (d) rotational

Ans : (a) end corner

4. Why did Wanda used to sit there?

- (a) she didn't score very good marks
- (b) her feet were filled with dirt and mud
- (c) her friends sat there
- (d) no one really knows

Ans : (d) no one really knows

5. Which classroom did they all sit in?

- (a) Room fifteen
- (b) Room thirteen
- (c) Room twelve
- (d) Room eleven

Ans : (b) Room thirteen

6. Who was the most popular girl in school?

- (a) Wanda
- (b) Maddie
- (c) Peggy
- (d) all of them

Ans : (c) Peggy

7. Why did "they" wait for Wanda?

- (a) they were friends
- (b) to make fun of her
- (c) they cared about her
- (d) they missed her

Ans : (b) to make fun of her

8. How would you describe Wanda's dress?

- (a) faded blue
- (b) not ironed properly
- (c) clean
- (d) all of the above

Ans : (d) all of the above

9. What tells you that Peggy wasn't cruel?

- (a) protected small children from bullies
- (b) couldn't stand animals getting mistreated
- (c) did not make Wanda cry
- (d) all of the above

Ans : (d) all of the above

10. Why was Peggy's game bothering Maddie?

- (a) she cared about Wanda
- (b) Peggy was harsh on Wanda
- (c) she feared she'd be next to get teased
- (d) all of the above

Ans : (c) she feared she'd be next to get teased

MULTIPLE CHOICE QUESTIONS

1. Who is the author of "The Hundred Dresses I"?

- (a) Liam O' Flaherty
- (b) Frederick Forsyth
- (c) Roal Dahl
- (d) El Bsor Ester

Ans : (d) El Bsor Ester

2. Who were the two best friends?

- (a) Peggy, Maddie
- (b) Wanda, Peggy
- (c) Maddie, Wanda
- (d) Willie, Wanda

Ans : (a) Peggy, Maddie

11. How many shoes did Wanda say she had?
 (a) 50
 (b) 100
 (c) 10
 (d) 60
Ans : (d) 60
12. Why was Maddie glad even when she was late for school?
 (a) she didn't want to attend the class
 (b) they could not make fun of Wanda
 (c) she liked going late
 (d) both a and c
Ans : (b) they could not make fun of Wanda
13. What reason did Maddie give herself to justify teasing Wanda?
 (a) Wanda used to lie about her dresses
 (b) Wanda deserved it
 (c) Peggy was the best liked girl and couldn't do anything wrong
 (d) both a and b
Ans : (c) Peggy was the best liked girl and couldn't do anything wrong
14. Why did Maddie not write to Peggy in the first place?
 (a) She was afraid she'd be next to get teased
 (b) She thought Peggy was right in teasing Wanda
 (c) She did not really care
 (d) She realised Wanda deserved it
Ans : (a) She was afraid she'd be next to get teased
15. What did the drawing and colouring contest mean for the girls and boys?
 (a) designing dresses and motorboats
 (b) designing interiors and bikes
 (c) designing dresses and bikes
 (d) designing interiors and motorboats
Ans : (a) designing dresses and motorboats
16. Where did they used to wait for Wanda?
 (a) Bakers street
 (b) Boggins Heights
 (c) Boggins street
 (d) Oliver street
Ans : (d) Oliver street
17. Who did Maddie think would win the contest?
 (a) Wanda
 (b) Maddie
 (c) Peggy
 (d) None of the above
Ans : (c) Peggy
18. What was the room covered with?
 (a) drawings of girls
 (b) drawings of boys
 (c) 100 drawings of Wanda
 (d) All of the above
Ans : (d) All of the above
19. Why did Peggy say "and I thought I could draw"?
 (a) she'd won the medal always
 (b) Wanda's drawings were amazing
 (c) she thought Wanda could draw better
 (d) All of the above
Ans : (d) All of the above
20. Miss Mason said, "look at her exquisite drawings". What is the meaning of "Exquisite"?
 (a) luxurious
 (b) neatly made
 (c) superior
 (d) extremely beautiful and well-made
Ans : (d) extremely beautiful and well-made
21. What was Maddie's full name?
 (a) Madgeline
 (b) Madeline
 (c) Maddeline
 (d) Madger
Ans : (b) Madeline
22. Who won the drawing contest?
 (a) Peggy
 (b) Wanda
 (c) Maddie
 (d) None of them
Ans : (b) Wanda
23. How many drawings did Wanda draw?
 (a) 100
 (b) 10
 (c) 50
 (d) 150
Ans : (a) 100

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24. How many dresses did Wanda say were lined up in her closet?
 (a) 100
 (b) 40
 (c) 50
 (d) 60
Ans : (a) 100

25. What was Wanda's full name?
 (a) Wanda Polenski
 (b) Wanda Petronski
 (c) Wanda Patrick
 (d) Wanda Polish
Ans : (b) Wanda Petronski
26. Why does Wanda say that she has a hundred dresses?
 (a) Because she has.
 (b) To counter other girls.
 (c) She loves to rant.
 (d) None of these
Ans : (b) To counter other girls.
27. How other girls treat Wanda?
 (a) She doesn't make fun of Wanda.
 (b) She like Wanda a lot.
 (c) She hated Wanda a lot.
 (d) None of these
Ans : (a) She doesn't make fun of Wanda.
28. Why does Maddie stand by and not do anything?
 (a) Because she was herself victim
 (b) Because she doesn't have courage
 (c) Because she doesn't want to
 (d) None of these
Ans : (b) Because she doesn't have courage
29. Who secretly disliked how Wanda was being treated?
 (a) Peggy
 (b) Cecile
 (c) Maddie
 (d) Jake
Ans : (c) Maddie
30. Who lived in Boggins Heights?
 (a) Maddie
 (b) Peggy
 (c) Wanda
 (d) Cecile
Ans : (c) Wanda
31. Who won the drawing contest for boys at school?
 (a) Jake
 (b) Maddie
 (c) Wanda
 (d) Michael
Ans : (a) Jake
32. How is Wanda seen as different by the other girls?
 (a) Because of her nature
 (b) Because of her tasks
 (c) Because of her origin and dress
 (d) None of these
Ans : (c) Because of her origin and dress
33. How is Maddie different from Peggy?
 (a) She doesn't make fun of Wanda.
 (b) She like Wanda a lot.
 (c) She hated Wanda a lot.
 (d) None of these
Ans : (a) She doesn't make fun of Wanda.
34. What does Miss Mason think of Wanda's drawing?
 (a) Exquisite
 (b) Ugly
 (c) Average
 (d) None of these
Ans : (a) Exquisite
35. Why did Wanda used to sit there?
 (a) she didn't score very good marks
 (b) her feet were filled with dirt and mud
 (c) her friends sat there
 (d) no one really knows
Ans : (d) no one really knows

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36. The story is about a girl, named _____.

- (a) Peggy
 (b) Ananda
 (c) Wanda petronski
 (d) Mandeline
Ans : (c) Wanda Petronski

37. The story starts on –

- (a) Monday
 (b) Sunday
 (c) Friday
 (d) Wednesday
Ans : (a) Monday

38. Wanda used to sit in the _____ row.

- (a) First
 (b) Last
 (c) Middle
 (d) Second
Ans : (b) Last

39. It was a casual guess that Wanda preferred to set at the last safety the last row to hide her.

- (a) Dirty shoes
 (b) Bad handwriting
 (c) Dirty dress
 (d) Self confidence
Ans : (a) Dirty shoes

40. Wanda had her _____ in Boggins heights.
 (a) School
 (b) Office
 (c) House
 (d) Shop
Ans : (c) House
41. _____ Was the most popular girl in the school.
 (a) Amanda
 (b) Peggy
 (c) Wanda
 (d) Maddic
Ans : (b) Peggy
42. _____ had a curly hair.
 (a) Wanda
 (b) Maddic
 (c) Amanda
 (d) Peggy
Ans : (d) Peggy
43. Wanda had faded _____ dress.
 (a) Blue
 (b) Brown
 (c) Red
 (d) Yellow
Ans : (a) Blue
44. Little girls used to play _____ on the hard school.
 (a) Hadudu
 (b) Hopscotch
 (c) Cricket
 (d) Kabadi
Ans : (b) Hopscotch
45. _____ asked Wanda about the number of dresses she had in her closet.
 (a) Smith
 (b) Mason
 (c) Alien
 (d) Peggy
Ans : (d) Peggy
46. Wanda said that she had dresses made by _____.
 (a) Cotton and silk
 (b) Velvet and Rayon
 (c) Velvet and silk
 (d) Silk and Rayon
Ans : (c) Velvet and silk
47. _____ was not a cruel girl as she was portrayed here.
 (a) Wanda
 (b) Maddic
 (c) Amanda
 (d) Peggy
Ans : (d) Peggy
48. _____ was much sympathetic towards Wanda.
 (a) Peggy
 (b) Amanda
 (c) Maddic
 (d) Maths teachers
Ans : (c) Maddic
49. Maddic was wearing the dress of –
 (a) Peggy
 (b) Smith
 (c) Wanda
 (d) Madson
Ans : (c) Maddic
50. Wearing her green dress with red sash, Wanda would look like a –
 (a) Apple tree
 (b) Christmas tree
 (c) Water melon
 (d) Cherry forest
Ans : (b) Christmas tree
51. For girls the drawing and coloring contest consisted of –
 (a) Designing copy
 (b) Designing motorboats
 (c) Designing shoes
 (d) Designing dresses
Ans : (d) Designing dresses
52. _____ was going announce the result of painting competition.
 (a) Miss Watson
 (b) Miss Mason
 (c) Miss William
 (d) Miss Smith
Ans : (b) Miss Mason
53. _____ won the first price among the boys.
 (a) Jack Beggles
 (b) Adison
 (c) Smith
 (d) Watson Willy
Ans : (a) Jack beggles

54. Painting of all the boys were displayed in room no –

- (a) 10
- (b) 12
- (c) 09
- (d) 11

Ans : (b) 12

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CHAPTER 14

The Hundred Dresses 2

INTRODUCTION

The Story “The Hundred Dresses II” is written by Eleanor Estes. In continuation of the previous chapter, “The Hundred Dresses II” discloses the fact that why Wanda Petronski had been absent from the school. The Petronski family decided to shift to a big city where no one would care about their uncommon name. The whole class along with the teacher got shocked by this news. On hearing the note, Maddie and Peggy both were worried as they understood that they would never get a chance to apologize for all the teasing that they had done. Both the girls got to know that Wanda liked them a lot. Due to this Wanda had dedicated one of the hundred dresses based on drawings to each one of them.

CHARACTERS

1. Wanda - She is the girl who is at the centre of the story but is absent from the scene where the story takes place. She is absent from the class and the story because of all the bullying and harassing she has to face in the school. Being different from everyone else she regularly becomes a butt of jokes. Even after being through so much she turns out to be such a sweet and good soul that she gifts her drawings of Peggy and Maddie in beautiful dresses to them for Christmas.
2. Peggy - She was the most famous girl of the school and she was very talented. In spite of teasing Wanda often, she was not mean from heart. After seeing Wanda’s drawings, she realized that Wanda was more talented than her. When Wanda was leaving, Peggy was stuck with guilt. She later learnt the lesson that bullying and teasing others is not right.
3. Maddie - She is the best friend of Peggy who was also involved in teasing. She was guilty too for teasing Wanda and decided would never tease anyone again.
4. Miss Mason - She is the teacher in Room 13. Though she initially doesn’t notice Wanda’s absence, Miss Mason expresses regret when Wanda’s father moves his family to the city, where they are less likely to encounter prejudice.
5. Jan Petronski - Jan is Wanda and Jake’s Polish father. Jan writes a letter to Miss Mason to inform her that he is moving his family to the city, a more multicultural environment where his children won’t encounter abuse because of their Polish surname.

WORD MEANINGS

1. Circling - moving around
2. Monitor - an official
3. Shuffling of feet - sound of movement of feet
4. Still - without movement, motionless
5. Quiet - silence
6. Expectant - eager
7. Glasses - spectacles
8. Deliberately - intentionally
9. Manner - style, method
10. Closely - carefully
11. No more holler Pollack - no teasing
12. Took off - removed
13. Wiped - cleaned
14. Purposely - knowingly
15. Deliberately - intentionally
16. Thoughtlessness - carelessness, without empathy
17. Could not put mind - could not concentrate
18. Sick feeling in the stomach - disturbed, upset
19. Closet - cupboard
20. Stood by - supported
21. Mean - selfish
22. To put in someone’s shoes - imagine to be in someone’s situation
23. Stole a Glance - took a quick short look
24. Glowed - felt very happy
25. Forbidding air - disagreeable, prohibited
26. Drizzly - rainy weather
27. Damp - wet
28. Dismal - dull, sad
29. Gruffly - roughly, abruptly
30. Had the sense - had wisdom
31. Dumb - fool
32. Pick on somebody - tease somebody
33. Wisps - strands, bunches
34. Here and there - everywhere, spread
35. Sparse - small
36. Shabby - not looking nice
37. Not a sign of life - nobody lived there
38. Make amends - to correct a mistake
39. Besides - additionally
40. Contest - competition
41. Turn-over in head - to think repeatedly
42. Stand by - support
43. Glowing - shining
44. Picking on someone - teasing some one
45. Speak up - to oppose
46. Gifted - talented
47. Wreath - circular decoration

48. Holly - type of green coloured grass
49. Grocery store - general store
50. Candy - toffee
51. Cornucopia - decoration in the form of a horn
52. Tight lipped - one who does not speak
53. Polish - from Poland
54. Shabby - ugly
55. Came alive - started looking beautiful
56. Blurred - not clear, made hazy
57. Gazed - looked
58. Hastily - quickly
59. Intently - carefully
60. Vivid - bright, clear
61. Scarcely - hardly, barely
62. Clattered - walked with sounds of footsteps
63. Stolidly - calmly, without any feelings

SUMMARY

Miss Mason reads Wanda's father's letter

The class was circling the room. A notice from the principal's office came. Miss Mason read it and clapped her hands. She announced that she had a letter from Wanda's father. She would read that before the class.

Letter read out

Miss Mason got ready to read the letter. All the students also got ready to listen. Wanda's father wrote in the letter. He wrote that Wanda and Jake won't come to the school any more. They were moving away to a big city. No more silly jokes. No more funny names.

Reaction to the letter

There was a deep silence. Miss Mason understood. She told that no one will hurt anyone's feelings. It was because his or her name was long. What had happened was bad. She asked them to think about that.

Maddie's reaction at personal level

Maddie could not put her mind to work even in the first period. It was true that she never enjoyed Peggy's asking Wanda about hundred dresses. She had said nothing. She stood silently. But that was also bad. She was a coward. Peggy never thought that they were mean.

Maddie's decision

Maddie wondered if she could do something. She wished she could tell Wanda that she hadn't meant to insult her. She looked at Peggy. Maddie decided to do something. She would find out Wanda Petronski. She and Peggy would climb the Heights. They would tell Wanda that she had won the contest.

Peggy's mind about Wanda

The school was over. In the afternoon Peggy told Maddie casually to go to Wanda's house. Peggy told Maddie that she never called her a foreigner. She never thought that Wanda could sense being made fun of. She thought that Wanda was too dumb.

Maddie's mind about Wanda

Maddie said nothing. She hoped they would find Wanda. She wanted to tell her that they were sorry. She would

tell her not to move away to another place.

Wanda's house reached

At last Peggy and Maddie reached Wanda's house in the Heights. The house looked shabby but clean. It reminded Maddie of Wanda's one dress. There was no sign of life there. Peggy knocked on the door. But there was no response. The Petronski had gone. How could they regret ?

Peggy's thoughts about Wanda

Peggy told Maddie that they couldn't do anything then. When she asked Wanda about her dress, she had been getting good ideas about her drawings. She might not have won the contest without that.

Maddie at night

Maddie thought about this idea of Peggy. That night she could not sleep. She thought of Wanda, her dress and her house. She thought and thought. At last she reached an important conclusion. She decided to say something if anyone made fun of the other before her. She could lose Peggy's friendship for that. She would never make anybody unhappy.

Peggy and Maddie write a letter to Wanda

On Saturday Maddie was with Peggy. They were writing a letter to Wanda. It was just a friendly letter. They praised Wanda's drawings. They had meant to say that they were sorry. They mailed the letter to Boggins Heights.

No reply from Wanda

There came no reply from Wanda to that letter. Peggy had begun to forget it. Maddie tried to sleep making speeches about Wanda.

Wanda's letter to Miss Mason

It was Christmas time. On the last day of school Miss Mason showed the class a letter from Wanda. It was addressed to her. Miss Mason read out the letter to the class.

About Wanda's letter

Wanda wrote to Miss Mason to tell the girls that they could keep those hundred dresses. In her new house they had a hundred new ones. She wanted Peggy to have the drawing of the green dress with the red trimming. Maddie could have the blue one. She wished Merry Christmas to all.

Reaction of Peggy to it

On way home Maddie and Peggy held their drawings very carefully. All the houses had been decorated beautifully. The air smelled like Christmas. Light reflected different colours on the snow. Peggy told that Wanda's letter showed that she had got their letter. She liked the place. She also liked them. She had a different way to show that.

About the drawing given to Maddie

Maddie thought differently. She felt sad that she won't see Wanda again. She couldn't ever really make things right between them. She pinned the drawing in the bedroom. She looked at it and said nothing. She felt

Wanda had been nice to her. She had tears in her eyes. She studied the drawing carefully. She noticed the face and head of the drawing. It looked like her own head and mouth. Wanda had drawn it for her. She ran to Peggy to tell all this.

Maddie and Peggy together

Maddie told Peggy that Wanda had drawn the drawing for her. Actually she had drawn both of them in her drawings. Peggy told Maddie that she did not say that Wanda had liked them, anyway. Maddie agreed. She had tears when she thought of Wanda looking at the laughing girls. There were a hundred of them there.

MESSAGE

In continuation of the previous chapter, the story also conveys a beautiful message of compassion and forgiveness. Wanda is a victim of bullying, still she pardons those who harass her. Her magnanimity brings a deep sense of realisation in Peggy and Maddie who resolve never to indulge in such senseless actions again. We can learn from this story that discrimination and bullying are the social evils which should be banished from our society and the children specially should be made aware of the consequences of it on the victim's psyche so that it is something that they don't follow themselves and stop it if they see it happen in front of them.

EXTRACT BASED QUESTIONS

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

Dear Teacher

My Wanda will not come to your school anymore. Jake also. Now we move away to big city. No more holler 'Pollack'. No more ask why funny name. Plenty of funny names in the city.

Yours truly,
Jan Petronski

- i Jan's tone in the writing of the letter is not
- distressing.
 - spiteful.
 - hurt.
 - painful.
- Ans :** (b) spiteful.
- ii What, according to the letter, was the primary reason that prompted Mr Petronski to take the decision to move to a big city?
- His wish to achieve success in the big city.
 - His urge to join his relatives who mostly lived in the big city.
 - His anxiety over their poverty in the small city.
 - His agony about his children being viewed as 'outsiders' by their schoolmates.
- Ans :** (d) His agony about his children being viewed as 'outsiders' by their schoolmates.

iii The dictionary says the following about migration.

Migration involves the movement of people (birds, fish etc.) from one place to another with intentions of settling, permanently or temporarily, at a new location (geographic region).

Which of the following options incorrectly uses 'migration'?

- After gold was found in the uninhabited region, there was a migration to that area.
- Bears sleep through winters. This migration helps bears to use their stored energy much more slowly.
- There was a mass migration of youngsters to the tagged locale, to assist the cause for charity.
- Scientists have studied the migration of fish over long distances in the river

Ans : (b) Bears sleep through winters. This migration helps bears to use their stored energy much more slowly.

iv The phrase 'Pollack' reveals a discrimination on the basis of

- race.
- gender.
- religion.
- wealth.

Ans : (a) race.

v The line "Plenty of funny names in the city" suggests that the city

- is a melting pot of people from different parts of the world.
- has foreign people willing to give opportunities to the poor.
- is a safe haven for immigrants if they have funny names.
- has a special status for all who are willing to be funny.

Ans : (a) is a melting pot of people from different parts of the world.

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

Weeks went by and still Wanda did not answer. Peggy had begun to forget the whole business, and Maddie put herself to sleep at night making speeches about Wanda, defending her from great crowds of girls who were trying to tease her with, "How many dresses have you got?" And before Wanda could press her lips together in a tight line, the way she did before answering, Maddie would cry out, "Stop!"

i Which primary feelings of Maddie does the

extract reveal?

- (a) guilt, regret and righteousness
- (b) guilt and shame
- (c) shame, regret and courage
- (d) courage and righteousness

Ans : (c) shame, regret and courage

ii Which of the following is most likely to be a part of Maddie's speech?

- (a) Stop! I think it's about time we asked her a new question. This is not fun anymore. How about her faded dress?
- (b) Stop! Don't you know that I'm the one who had to lead in Peggy's absence? This is unacceptable.
- (c) Stop! How dare you all join in without Peggy's permission? Don't you know she'd be angry?
- (d) Stop! Aren't you all ashamed of yourself? Why do you trouble her? She means no harm to anyone.

Ans : (a) Stop! I think it's about time we asked her a new question. This is not fun anymore. How about her faded dress?

iii Choose the declaration which is likely to be received with the pressing of lips together in a tight line.

(2) Hello mom, just wanted to inform you that I have qualified for the final round of malkhamb.

(3) Hello mom, just wanted to inform you that Dad would be taking me for the music class today.

(1) Hello mom, just wanted to inform you that I forget to do my Biology H.W. yesterday & have been given a diary note for you to sign.

(4) Hello mom, just wanted to inform you that my online class for English has been rescheduled.

- (a) Option 1
- (b) Option 2
- (c) Option 3
- (d) Option 4

Ans : (a) Option 1

iv Pick the option with a cause-effect relation, with reference to the given extract.

- (a) Wanda's absence – Peggy missing Wanda
- (b) Maddie's need to make amends – Confessing publicly
- (c) Wanda's absence – Maddie's need to make amends
- (d) Peggy teasing Wanda – Maddie's stand against it

Ans : (c) Wanda's absence – Maddie's need to

make amends

v Wanda didn't reply to the letter for weeks. Pick the option that does not supply a possible reason for this, from those given below.

- (a) The letter took more than a couple of weeks reaching her as it didn't have an address and needed to be forwarded.
- (b) She needed time to forgive Maddie and Peggy and think her reply through.
- (c) Peggy had second thoughts after mailing the letter and reclaimed it from the post office, to mail weeks later.
- (d) She was occupied with settling in at the new school in the city.

Ans : (c) Peggy had second thoughts after mailing the letter and reclaimed it from the post office, to mail weeks later.

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

Tears blurred her eyes and she gazed for a long time at the picture. Then hastily she rubbed her eyes and studied it intently. The colours in the dress were so vivid that she had scarcely noticed the face and head of the drawing. But it looked like her, Maddie it really looked like her own mouth. Why it really looked like her own self! Wanda had really drawn this for her. Excitedly, she ran over to Peggy's.

i 'She' here refers to:

- (a) Peggy
- (b) Wanda
- (c) Maddie
- (d) None

Ans : (c) Maddie

ii When she looked carefully at the drawing:

- (a) she wept
- (b) she cried
- (c) she laughed
- (d) she became mute

Ans : (a) she wept

iii Maddie found that the face and head of the drawing:

- (a) just looked like teacher
- (b) just looked like her
- (c) just looked like Peggy
- (d) just looked like a statue

Ans : (b) just looked like her

iv The word 'intently' means:

- (a) intended
- (b) intentionally
- (c) attention
- (d) attentively

Ans : (d) attentively

- v Maddie ran excitedly over to:
- Peggy
 - Maddie's cousin
 - Wanda
 - Miss Mason
- Ans :** (a) Peggy

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

Wisps of old grass stick up here and there along the pathway like thin kittens. The house and its sparse little yard looked shabby but clean. It reminded Maddie of Wanda's one dress, her Faded blue cotton dress, shabby but clean. There was not a sign of life about the house. Peggy knocked firmly on the door; but there was no answer. She and Maddie went around to the backyard and knocked there. Still there was no answer. There was no doubt about it. The Petronskis were gone. How could they ever make amends?

- i 'The house' here refers to:
- Tolstoy Villa
 - Boggin Villa
 - Boggins Heights
 - Nun Heights
- Ans :** (c) Boggins Heights
- ii Peggy knocked firmly on the door, but:
- no body opened it
 - there was no answer
 - there was a dog's bark
 - none of the above
- Ans :** (b) there was no answer
- iii The two girls those went around to the backyard were:
- lia and Peggy
 - Peggy and Jacques
 - Maddie and Jacques
 - Peggy and Maddie
- Ans :** (d) Peggy and Maddie
- iv The word 'wisps' means:
- straws
 - branches
 - plants
 - wasps
- Ans :** (a) straws
- v Straws of old grass stuck up along the pathways like:
- thin calves
 - thin puppy
 - thin kittens
 - thin cubs
- Ans :** (c) thin kittens

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

The first period was a study period. Maddie tried

to prepare her lessons, but she could not put her mind on her work. She had a very sick feeling in the bottom of her stomach. True, she had not enjoyed listening to Peggy ask Wanda how many dresses she had in her closet but she had said nothing. She had stood by silently, and that was just as bad as what Peggy had done. Worse. She was a coward. At least Peggy had not considered they were being mean but she, Maddie, had thought they were doing wrong. She could put herself in Wanda's shoes.

- i Maddie could not prepare her lessons because:
- she was writing an essay
 - she was thinking about Wanda
 - she was painting a picture
 - she was reading her book
- Ans :** (b) she was thinking about Wanda
- ii Peggy had asked Wanda how many dresses she had:
- in her closet
 - in her bag
 - in her house
 - in her drawer
- Ans :** (a) in her closet
- iii Peggy's cowardly act was to:
- read by silently
 - pay attention to
 - stand by silently
 - none of the above
- Ans :** (c) stand by silently
- iv The phrase 'put her mind' means:
- use without thinking
 - throw her action
 - did patiently
 - pay attention to
- Ans :** (d) pay attention to
- v Moddie, Peggy and other girl were doing:
- wrong to Wanda
 - right to Wanda
 - unnecessarily to the class
 - a sum of mathematics
- Ans :** (a) wrong to Wanda

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

On the way home from school Maddie and Peggy held their drawings very carefully. All the houses had wreaths and holly in the windows. Outside the grocery store, hundreds of Christmas trees were stacked, and in the window, candy peppermint sticks and cornucopias of shiny transparent paper were strung. The air smelled like Christmas and light shining everywhere reflected different colours on the snow.

- i Peggy and Maddie were holding drawings made

by:

- (a) Mason
- (b) Wanda
- (c) Jerkns
- (d) Jacques

Ans : (b) Wanda

ii Light shining everywhere was reflecting:

- (a) different images of water
- (b) differen shapes on the snow
- (c) different triangles on the snow
- (d) different colours on the snow

Ans : (d) different colours on the snow

iii The word 'cornucopias' here means:

- (a) decorative paintings
- (b) decorative containers
- (c) decorative chairs
- (d) decorative designs

Ans : (b) decorative containers

iv Christmas trees were stacked outside the:

- (a) kirana store
- (b) pastry store
- (c) grocery store
- (d) bangle store

Ans : (c) grocery store

v The festival here being discussed is:

- (a) Valentine Day
- (b) New Year
- (c) Christmas
- (d) Lohri

Ans : (c) Christmas

i 'She' here refers to:

- (a) Peggy
- (b) Wanda
- (c) Smiley
- (d) Maddie

Ans : (d) Maddie

ii Two girls were writing a friendly letter to Wanda. They were:

- (a) Maddie and Smiley
- (b) Peggy and Smiley
- (c) Peggy and Maddie
- (d) Jacques and Peggy

Ans : (c) Peggy and Maddie

iii Through the letter they told Wanda that:

- (a) she had won the contest
- (b) she had lost the contest
- (c) she had been refused
- (d) her designs were rejected

Ans : (a) she had won the contest

iv Noun form of 'contest' is:

- (a) contested
- (b) contestant
- (c) context
- (d) contextual

Ans : (b) contestant

v The contested among girls was about the drawing of:

- (a) mounds
- (b) dresses
- (c) motor boats
- (d) mountains

Ans : (b) dresses

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

If only she could tell Wanda she hadn't meant to hurt her feelings. She turned around and stole a glance at Peggy, but Peggy did not look up. She seemed to be studying hard. Well whether Peggy felt badly or not, she, Maddie, had to do something. She had to find Wench Petronski. May be she had not yet moved away. May be Peggy would climb the height with her, and they would tell Wanda she had won the contest, that they thought she was smart and the hundred dresses were beautiful.

i 'She' here refers to:

- (a) Peggy
- (b) Wanda
- (c) Klerk
- (d) Maddie

Ans : (d) Maddie

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

If she ever heard anybody picking on someone because they were funny looking or because they had strange names, she'd speak up. Even if it meant losing Peggy's friendship. She had no way of making things right with Wanda, but from now on she would never make anybody else that unhappy again. On Saturday Maddie spent the afternoon with Peggy. They were writing a letter to Wanda Petrologist. It was just a friendly letter telling about the contest and telling Wanda she had won. They told her how pretty her drawings were. And they asked her if she liked where she was living and if she likes here new teacher.

- ii When she stealthily looked at Peggy:
- (a) she was playing with beads
 - (b) she was doing sums
 - (c) she was studying seriously
 - (d) she was designing
- Ans :** (c) she was studying seriously

- iii Maddie wished to tell Wanda that:
- (a) she had lost the contest
 - (b) she had won the contest
 - (c) she had been refused
 - (d) her designs had been rejected
- Ans :** (b) she had won the contest

- iv The phrase 'looked secretly' means:
- (a) stole a stool
 - (b) stole a nib
 - (c) stole a pen
 - (d) stole a glance
- Ans :** (d) stole a glance
- v The contest among the girl was to design:
- (a) dresses
 - (b) motorboats
 - (c) nature
 - (d) pollution
- Ans :** (a) dresses

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

While the class was circling the room, the monitor from the principal's office brought Miss Mason a note. Miss Mason read it several times and studied it thoughtfully for a while. Then she clapped her hands. "Attention, class. Everyone back to their seat." When the shuffling of feet had stopped and the room 'was still and quiet, Miss Mason said, "I have a letter from Wanda's father that I want to read to you." Miss Mason stood there a moment and the silence in the room grew tense and expectant. The teacher adjusted her glasses slowly and deliberately. Her manner indicated that what was coming this letter from Wanda's father was a matter of great importance. Everybody listened closely as Miss Mason read the brief note.

- i The monitor brought a note for Miss Mason from:
- (a) Director's office
 - (b) Wanda's office
 - (c) Maddie's office
 - (d) Principal's office
- Ans :** (d) Principal's office
- ii After reading the note she asked the students:
- (a) to go to open ground
 - (b) to go to assembly
 - (c) to go to their seats
 - (d) to go to library
- Ans :** (c) to go to their seats

- iii Wanda's father had sent the letter, which:
- (a) was read to the class
 - (b) was sent to principal
 - (c) was redirected to Wanda
 - (d) was put into dustbin
- Ans :** (a) was read to the class

- iv The word 'tense' means:
- (a) offended
 - (b) strained
 - (c) paid
 - (d) obtained
- Ans :** (b) strained

- v Miss Mason's manner indicated that the contents of the letter:
- (a) were of great folly
 - (b) were not readable
 - (c) were of great importance
 - (d) were above expectation
- Ans :** (c) were of great importance

MULTIPLE CHOICE QUESTIONS

1. Who wrote the letter received by Miss Mason?
 - (a) Wanda
 - (b) Wanda's mother
 - (c) Wanda's father
 - (d) Wanda's brother

Ans : (c) Wanda's father
2. What did the letter convey?
 - (a) Wanda wasn't well
 - (b) Wanda won't be attending school
 - (c) they have moved to the big city
 - (d) both b and c

Ans : (d) both b and c
3. what else was mentioned in the letter?
 - (a) her drawings
 - (b) her medal
 - (c) the school
 - (d) her funny name

Ans : (d) her funny name
4. How did Miss Mason feel about whatever happened with Wanda?
 - (a) unfortunate
 - (b) sad
 - (c) cruel
 - (d) both a and b

Ans : (d) both a and b
5. How would you describe Miss Mason's feelings

- towards the class?
 (a) Angry
 (b) Upset
 (c) Happy
 (d) Cheerful
Ans : (b) Upset
6. What was just as bad as what Peggy had done?
 (a) Maddie staying silent while Peggy teased Wanda
 (b) Maddie not stopping Peggy
 (c) Maddie teasing Wanda
 (d) None of the above
Ans : (a) Maddie staying silent while Peggy teased Wanda
7. What did Maddie think of herself after the letter was read out loud?
 (a) Grateful
 (b) Lucky
 (c) Hero
 (d) Coward
Ans : (d) Coward
8. “So Peggy had the same idea! Maddie glowed” What was the idea?
 (a) To tease Wanda one more time
 (b) To go and look for Wanda at Boggins Height
 (c) To apologise to Wanda
 (d) Both b and c
Ans : (d) Both b and c
9. What was Maddie reminded of by the Petronski’s house?
 (a) how they teased her
 (b) how she could stop all of it
 (c) Wanda’s drawings
 (d) Wanda’s dress; unironed but clean
Ans : (d) Wanda’s dress; unironed but clean
10. What excuses does Peggy think of for her behaviour?
 (a) Wanda didn’t know she was being made fun of
 (b) she got the idea of hundred drawings only when Peggy asked her
 (c) None of these
 (d) Both a and b
Ans : (d) Both a and b
11. What important decision does Maddie take?
 (a) Unfriending Peggy
 (b) visiting Wanda
 (c) stop others from bullying
 (d) all of the above
Ans : (c) stop others from bullying
12. How did they contact Wanda?
 (a) Letter
 (b) Phone call
 (c) Email
 (d) They visited her
Ans : (a) Letter
13. What did they write in the letter?
 (a) apology
 (b) Her drawings and that she won
 (c) asked about new city
 (d) both b and c
Ans : (d) both b and c
14. Why did they think Wanda wouldn’t reply?
 (a) she didn’t know how to read
 (b) she didn’t know how to write
 (c) She must’ve been sad and angry
 (d) all of the above
Ans : (c) She must’ve been sad and angry
15. Who was more anxious for a reply?
 (a) Maddie
 (b) Peggy
 (c) Miss Mason
 (d) All of them
Ans : (a) Maddie
16. What did Maddie notice in the drawings?
 (a) Wanda drew their faces
 (b) they were beautiful
 (c) Wanda wrote notes for them
 (d) all of the above
Ans : (a) Wanda drew their faces
17. What was the tone of Wanda’s reply?
 (a) Friendly
 (b) Angry
 (c) ungrateful
 (d) hatred
Ans : (a) Friendly
18. What do you mean by “picking on someone”?
 (a) Unfairly criticising them
 (b) Taking something from them
 (c) Taking them somewhere
 (d) None of the above
Ans : (a) Unfairly criticising them

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19. What was Maddie's reaction on receiving the drawing?
 (a) sad
 (b) happy
 (c) excited
 (d) neutral
Ans : (a) sad
20. What did Peggy infer from the drawing?
 (a) Wanda was a good artist
 (b) Wanda liked them
 (c) Wanda hated them
 (d) Both a and b
Ans : (b) Wanda liked them
21. What was the description of the house which Maddie thought to be Wanda's house?
 (a) Little white house
 (b) Big white house
 (c) Small green cottage
 (d) Tiny Red hut
Ans : (a) Little white house
22. The grass along the pathway to Wanda's house looked like _____
 (a) puppies
 (b) snakes
 (c) kittens
 (d) monkeys
Ans : (c) kittens
23. Wanda's house was _____
 (a) on a cliff
 (b) on top of a hill
 (c) by the river
 (d) in the forest
Ans : (b) on top of a hill
24. What was used to decorate the classroom on Christmas?
 (a) bells
 (b) tree
 (c) both a and b
 (d) None of the above
Ans : (c) both a and b
25. What was the colour of the dress in Peggy's drawing?
 (a) red
 (b) green
 (c) blue
 (d) white
Ans : (b) green
26. Who felt herself coward after Wanda left the school?
 (a) Peggy
 (b) Maddie
 (c) Miss Petronski
 (d) Miss Mason
Ans : (b) Maddie
27. What were Maddie's thoughts as they go to Boggins Heights?
 (a) tell her nobody would make fun of her name.
 (b) tell that her nature was very rude.
 (c) tell that she was ugly
 (d) None of these
Ans : (a) tell her nobody would make fun of her name.
28. What did Mr. Petronski's letter say?
 (a) his daughter would not come to school any more.
 (b) to appreciate the school.
 (c) regarding poor performance of his child.
 (d) None of these
Ans : (a) his daughter would not come to school any more.
29. Who was Miss Mason?
 (a) Maths Teacher
 (b) English Teacher
 (c) Class Teacher
 (d) Principal
Ans : (c) Class Teacher
30. What was Maddie's reaction on receiving the drawing?
 (a) sad
 (b) happy
 (c) excited
 (d) neutral
Ans : (a) sad
31. what else was mentioned in the letter?
 (a) her drawings
 (b) her medal
 (c) the school
 (d) her funny name
Ans : (d) her funny name
32. Who wrote the letter received by Miss Mason?
 (a) Wanda
 (b) Wanda's mother
 (c) Wanda's father
 (d) Wanda's brother
Ans : (c) Wanda's father

33. Maddie found that the face and head of the drawing:
- just looked like teacher
 - just looked like her
 - just looked like Peggy
 - just looked like a statue
- Ans :** (b) just looked like her
34. Which comments hurt the feelings of Wanda?
- About her nature
 - About her house
 - About her dress
 - About her Father
- Ans :** (c) About her dress
35. Maddie ran excitedly over to:
- Peggy
 - Maddie's cousin
 - Wanda
 - Miss Mason
- Ans :** (a) Peggy
36. What was Miss Mason reaction when she came to know that the class had been making fun of Wanda?
- she started laughing
 - she started crying
 - she was unhappy and upset
 - None of these
- Ans :** (c) she was unhappy and upset
37. The two girls those went around to the backyard were:
- Lia and Peggy
 - Peggy and Jacques
 - Maddie and Jacques
 - Peggy and Maddie
- Ans :** (d) Peggy and Maddie
38. Straws of old grass stuck up along the pathways like:
- thin calves
 - thin puppy
 - thin kittens
 - thin cubs
- Ans :** (c) thin kittens
39. Peggy had asked Wanda how many dresses she had -----.
- in her closet
 - in her bag
 - in her house
 - in her drawer
- Ans :** (a) in her closet
40. Two girls were writing a friendly letter to Wanda. They were:
- Maddie and Smiley
 - Peggy and Smiley
 - Peggy and Maddie
 - Jacques and Peggy
- Ans :** (c) Peggy and Maddie
41. Through the letter they told Wanda that:
- she had won the contest
 - she had lost the contest
 - she had been refused
 - her designs were rejected
- Ans :** (a) she had won the contest
42. How did the girls know that Wanda liked them even though they had teased her?
- She offered them all the hundred dresses
 - She offered them tea.
 - She offered them a house
 - None of these
- Ans :** (a) She offered them all the hundred dresses
43. What did the girls write to Wanda?
- about her rude behaviour
 - about the contest
 - about a new dress
 - about new teacher
- Ans :** (b) about the contest
44. What could Maddie not do in the first period?
- Failed to complete her homework
 - Failed to concentrate on studies.
 - Failed to recover her textbook.
 - None of these
- Ans :** (b) Failed to concentrate on studies.
45. What excuses does Peggy think of for her behaviour?
- Wanda didn't know she was being made fun of
 - she got the idea of hundred drawings only when Peggy asked her
 - Both a and b
 - None of these
- Ans :** (c) Both a and b
46. What did the letter convey?
- Wanda wasn't well
 - Wanda won't be attending school
 - they have moved to the big city
 - both b and c
- Ans :** (d) both b and c

47. _____ brought the note for Miss Mason from the principal's office.
 (a) Class monitor
 (b) Office clerk
 (c) Peggy
 (d) Maddie
Ans : (a) Class monitor
48. Jake was the name of –
 (a) Wanda's father
 (b) Wanda's sibling
 (c) Wanda's pet
 (d) Wanda's mother
Ans : (b) Wanda's sibling
49. Wanda's family had to leave the city as –
 (a) Both the children were doing worst in
 (b) The father got transfer order
 (c) Mother got sick
 (d) Their names were being mocked
Ans : (d) Their names were being mocked
50. It was the month of _____ when the Petronski family decided to leave the city.
 (a) November
 (b) August
 (c) December
 (d) July
Ans : (a) November
51. Who suggested to visit the house of Wanda?
 (a) Maddie
 (b) Miss Mason
 (c) Peggy
 (d) Smith
Ans : (c) Peggy
52. The color of the house of Wanda was –
 (a) White
 (b) Yellow
 (c) Blue
 (d) Green
Ans : (a) White
53. Who decided she'd never let anyone make fun of others?
 (a) Mason
 (b) Maddie
 (c) Peggy
 (d) Wanda
Ans : (b) Maddie
54. On _____ Maddie and Peggy wrote a letter to Wanda –
 (a) Saturday
 (b) Friday
 (c) Sunday
 (d) Monday
Ans : (a) Saturday
55. The two girls signed the letter with _____.
 (a) P and M
 (b) y
 (c) Unknown
 (d) x
Ans : (d) x
56. The class teacher got a letter before _____ holidays.
 (a) Durga Puja
 (b) Christmas
 (c) Summer
 (d) Diwali
Ans : (b) Christmas
57. Wanda wanted to give the _____ color dress to Peggy.
 (a) Blue
 (b) Red
 (c) Green
 (d) White
Ans : (c) Green
58. Wanda requested Maddie to take the _____ color dress for Christmas.
 (a) Blue
 (b) Red
 (c) Green
 (d) White
Ans : (a) Blue
59. _____ were stocked with Christmas trees, candy etc.
 (a) Grocery stores
 (b) White
 (c) Pink
 (d) Red
Ans : (a) Grocery stores

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60. Maddic pinned her drawing over a torn place in the _____ flowered wall paper in the bedroom.

- (a) Yellow
- (b) White
- (c) Pink
- (d) Red

Ans : (c) Pink

61. Wanda actually drew the face of _____ with that blue colored dress.

- (a) Wanda
- (b) Maddic
- (c) Little girl
- (d) Peggy

Ans : (b) Maddic

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INTRODUCTION

The poem “Dust of Snow” is written by American poet Robert Frost. It is a simple and short poem, yet with a deeper and larger meaning. The poet explains how an act as petty as experiencing snow on one’s body can brighten one’s day up.

EXPLANATION

Stanza 1

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Word Meaning :

1. Shook - shake
2. Hemlock - a poisonous tree with small white flowers

Explanation :

The poem is set in a scene where the poet is in a bad mood and is walking by a tree, a hemlock tree. Hemlock tree is a poisonous tree. As he passes by, a crow happens to throw some snow dust on him. Whether it falls on his head or shoulders is unknown as there is no specific mention in the poem. Also, the readers are left in doubt about the bird’s specific action. Whether the crow was landing, shivering with cold, re adjusting itself on the branch or taking off, it happened to send some particles of snow upon the author. Here, the two agents of nature, the hemlock tree and the crow are signifiers of sadness and gloom just like the poet’s mood was in the opening scene.

Stanza 2

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Word Meaning :

1. Rued - held in regret

Explanation :

For reasons unknown, the author was having a terrible day. But the falling of the snow on his head lifted his mood instantly. He had already spent his day in a bad mood but the rest of it was saved by the crow and the hemlock tree. Generally, hemlock tree and crow are used for negative references but the poet used them beautifully to portray that inauspicious things can bring joy and happiness too. One must not take things for granted and

should be open and accept whichever way the nature chooses to bless us.

LITERARY DEVICES

1. **Rhyme Scheme** - abab cdcd
2. **Alliteration** - the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. The instances of alliteration are as follows:
Has given my heart
And saved some part
3. **Inversion** - when the structure of a sentence is changed by the poet to create rhyme, this poetic license is called inversion. In stanza 1, inversion can be seen.
4. **Assonance** - the prominence of a vowel sound throughout a line is called assonance. In stanza 1, line 2 - “Shook down on me” - ‘o’ sound is prominent.
5. **Enjambment** - when the same sentence continues to the next line without the use of any punctuation marks, it is called enjambment. It has been used throughout the poem.
6. **Symbolism** - Both crow and the hemlock tree represent sorrow. Frost has used both the negative creatures (crow and the hemlock tree) as the carriers of positivism and strength that transformed his day for the better. By not using birds like sparrow and nightingale and trees like maple, oak or a pine, the poet has tried to break down all the preconceived notions we have about certain agents of nature. He has tried to make us understand that we see the world not as how it is, but as how we want to see it. Thus, the crow sitting and a hemlock tree together made his day better.

SUMMARY

This poem tells that even a simple moment has a large significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood.

The poet says that once he was in a sad, depressive mood and was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow i.e., small particles of snow that remain on the surface after the snowfall, on the poet. This simple action changed

the poet's mood. He realized that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilize the rest of the day.

MESSAGE

The poem conveys the message that one should never be desperate and hopeless. There is always scope for a change. The message of the poem is put into words by Robert Frost:

“Always, always a larger significance...
A little thing touches a larger thing.”

EXTRACT BASED QUESTIONS

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

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

- i Of the many symbols the hemlock tree represents, choose the one that Frost drew upon in all likelihood, for this poem.

Symbol of

- longevity.
- togetherness.
- healing.
- protection.

Ans : (c) healing.

- ii Choose the option that lists the possible feelings of the poet prior to the experience shared in the poem.

- reassured
- disappointed
- curious
- demotivated
- thankful
- disheartened
- impulsive

- 1, 3 & 7
- 2, 4 & 6
- 5 & 7
- 1 & 3

Ans : (b) 2, 4 & 6

- iii Identify the option that does not use the word

‘rue’ correctly.

- The film was a disaster and he rued his decision to act in it.
- I am sure she rued the day she listened to a fortune-teller.
- It wasn't long before I rued my disobedience and my deceit.
- Others finally rue the one who is dishonest and heartless.

Ans : (d) Others finally rue the one who is dishonest and heartless.

- iv Synecdoche is a poetic device that uses a part to represent the whole. E.g. That's a great set of wheels! (Set of wheels has been used for car.) Pick an example of synecdoche from the poem.

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

Ans : (a) Has given my heart/A change of mood

- v Choose the option showing the reason not corresponding with "... a crow / Shook down on me / The dust of snow".

- The crow's landing on the branch of the tree.
- The shivering of the crow, due to the cold.
- The readjustment of position of the crow on the branch.
- The cawing of the crow hidden in the foliage.

Ans : (d) The cawing of the crow hidden in the foliage.

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

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

- i Who composed the above lines?

- John Berryman
- Carolyn Wells
- Leslie Norris
- Robert Frost

Ans : (d) Robert Frost

- ii A dust of snow was dropped by

- a cloud
- a crow
- a monkey
- a squirrel

Ans : (b) a crow

iii The way' means

- (a) method
- (b) route
- (c) base
- (d) lesson

Ans : (a) method**iv** From where was snow dropped?

- (a) from a pipai tree
- (b) from a neem tree
- (c) from a hemlock tree
- (d) from a rose plant

Ans : (c) from a hemlock tree**v** Why is the poet upset in the poem Dust of Snow?

- (a) For he had lost his money
- (b) For his girlfriend had cheated on him
- (c) For he was sacked from the job
- (d) None of these

Ans : (d) None of these**3. Read the extract given below and answer the questions that follow:**

Has given my heart
A change of mood
And saved some part
Of the day I rued

i Who composed the above lines?

- (a) Adrience Rich
- (b) Robert Frost
- (c) Robin Klein
- (d) Walt Whitman

Ans : (b) Robert Frost**ii** The poet was in a

- (a) pleasant mood
- (b) playful mood
- (c) rough mood
- (d) sad mood

Ans : (b) playful mood**iii** What changes the mood of the poet in Dust of Snow?

- (a) Falling of snow particles on the poet
- (b) Falling of leaves on the poet
- (c) Falling of dust on the poet
- (d) All of these

iv The word 'rued' means

- (a) held
- (b) repented
- (c) accepted
- (d) rejected

Ans : (c) accepted**v** What has the poet saved?

- (a) some part of the day
- (b) some money
- (c) some poetry
- (d) some part of a book

Ans : (a) some part of the day**4. Read the extract given below and answer the questions that follow:**

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

i Name the poem

- (a) Fire and Ice
- (b) The Ball Poem
- (c) A Tiger in the Zoo
- (d) Dust of Snow

Ans : (d) Dust of Snow**ii** Which literary device has been used throughout the poem?

- (a) Simile
- (b) Personification
- (c) Alliteration
- (d) Enjambment

Ans : (d) Enjambment**iii** Where is the poet sitting in the poem Dust of Snow?

- (a) Under a laburnum tree
- (b) Under a hemlock tree
- (c) Under a peepal tree
- (d) None of these

Ans : (b) Under a hemlock tree**iv** What makes the fine particles of snow fall from the tree?

- (a) Frog
- (b) Crow
- (c) Snake
- (d) Goldfinch

Ans : (b) Crow**v** What is a hemlock tree?

- (a) A poisonous tree with white flowers
- (b) A poisonous tree with yellow flowers
- (c) A poisonous tree with red flowers
- (d) A poisonous tree with brown flowers

Ans : (a) A poisonous tree with white flowers**vi** What is the rhyme scheme of first stanza of "Dust and Snow"?

- (a) ABBA
- (b) ABAB
- (c) ABCA
- (d) ABCB

Ans : (b) ABAB**vii** Which literary device has been used in Shook

Down on Me?

- (a) Assonance
- (b) Personification
- (c) Alliteration
- (d) Enjambment

Ans : (a) Assonance

viii What do the words ‘Crow’ and ‘Hemlock’ represent in Dust of Snow?

- (a) Pessimism
- (b) Optimism
- (c) Mannerism
- (d) All of these

Ans : (a) Pessimism

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

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

i How does the poet feel now?

- (a) Ecstatic
- (b) Pessimistic
- (c) Reckless
- (d) Despondent

Ans : (a) Ecstatic

ii What does the poem Dust of Snow teach us?

- (a) Find natural reasons to stay happy
- (b) Do ill to others
- (c) Find a reason to hit the crow
- (d) All crows are cruel

Ans : (a) Find natural reasons to stay happy

iii Which poetic device has been used in ‘And saved some part’?

- (a) Assonance
- (b) Personification
- (c) Alliteration
- (d) Enjambment

Ans : (c) Alliteration

iv What does the word ‘Rued’ mean?

- (a) Feel happy
- (b) Feel remorse for
- (c) Feel ravishing
- (d) Feels on the top of the world

Ans : (b) Feel remorse for

v Which poetic device has been used in ‘Has given my heart’?

- (a) Assonance
- (b) Personification
- (c) Alliteration
- (d) Enjambment

Ans : (c) Alliteration

MULTIPLE CHOICE QUESTIONS

1. Who is the poet of the poem “Dust of Snow”?

- (a) Leslie Norris
- (b) Robert Frost
- (c) Carolyn Wells
- (d) Robin Klein

Ans : (b) Robert Frost

2. Why does the poet call it “dust of snow”?

- (a) snow particles were too tiny
- (b) they came over him like dust
- (c) they felt like dust
- (d) they looked like dust

Ans : (a) snow particles were too tiny

3. The poet says, “Of a day I had rued”. What is the meaning of “rued”?

- (a) ruined
- (b) held in regret
- (c) ruled
- (d) conquered

Ans : (b) held in regret

4. What uplifted his mood?

- (a) falling of snow on his shoulder
- (b) the crow
- (c) hemlock tree
- (d) all of the above

Ans : (a) falling of snow on his shoulder

5. What is the rhyme scheme of the poem?

- (a) baba cdcd
- (b) abab cdcd
- (c) abab cddc
- (d) abba cdcd

Ans : (b) abab cdcd

6. Name the poetic device used in the line “Has given my heart”

- (a) alliteration
- (b) metaphor
- (c) oxymoron
- (d) similie

Ans : (a) alliteration

7. Name the poetic device used in the line “And saved some part”

- (a) alliteration
- (b) metaphor
- (c) oxymoron
- (d) similie

Ans : (a) alliteration

8. What does “Dust of Snow” represent?
 (a) healing power of nature
 (b) particles of snow
 (c) cool weather
 (d) none of the above
Ans : (a) healing power of nature
9. What are the two negative creatures that Frost used as carriers of positivity?
 (a) snow, dust
 (b) hemlock tree, snow
 (c) snow, crow
 (d) hemlock tree, crow
Ans : (d) hemlock tree, crow
10. The crow and Hemlock tree symbolize _____
 (a) sorrow
 (b) happiness
 (c) celebration
 (d) death
Ans : (a) sorrow
11. How did the dust of snow affect the poet?
 (a) It made him energetic
 (b) It changed his mood
 (c) It made him superior
 (d) None of these
Ans : (b) It changed his mood
12. What was the mood of the poet in the beginning of the poem?
 (a) Sad mood
 (b) Happy mood
 (c) Confuse mood
 (d) None of these
Ans : (a) Sad mood
13. What did crow shake on the poet?
 (a) dust of tree
 (b) dust of garden
 (c) dust of snow
 (d) dust of land
Ans : (c) dust of snow
14. What did the poet think of the day before the dust of snow fell on him?
 (a) He was energetic
 (b) He was rude
 (c) He was lucky
 (d) His day was ruined.
Ans : (d) His day was ruined.
15. How does the poet’s mood get changed?
 (a) When he started running
 (b) When started laughing
 (c) When dust of snow fall on him
 (d) None of these
Ans : (c) When dust of snow fall on him
16. Whose part of the day has been saved?
 (a) Crow’s part of the day
 (b) Tree’s part of the day
 (c) Poet’s part of the day
 (d) None of these
Ans : (c) Poet’s part of the day
17. Where was the crow?
 (a) Peepal Tree
 (b) Hemlock Tree
 (c) Deodar Cedar
 (d) Banyan Tree
Ans : (b) Hemlock Tree
18. What was saved for the poet?
 (a) crow
 (b) tree
 (c) some part of the day
 (d) snow
Ans : (c) some part of the day
19. What does crow generally symbolise?
 (a) Happiness
 (b) Good fortune
 (c) Bad omen
 (d) Life
Ans : (c) Bad omen
20. what fell on the poet?
 (a) dust of snow
 (b) dust of crow
 (c) dust of rain
 (d) dust of tree
Ans : (a) dust of snow
21. The dust of snow falls on the part from the
 (a) Coconut tree
 (b) Shade of a house
 (c) Hemlock tree
 (d) Sky
Ans : (c) Hemlock tree
22. Snow dust falls on the poet because of the
 (a) Bad weather
 (b) Snowfall
 (c) Crow
 (d) Rough wind
Ans : (c) Crow

23. Hemlock is a –
 (a) Poisonous tree
 (b) Cottage
 (c) None of a bird
 (d) Snowfall
Ans : (a) Poisonous tree
24. The poet is in a –
 (a) Cheerful mood
 (b) Pleasant mood
 (c) Gloomy mood
 (d) Marry mood
Ans : (c) Gloomy mood
25. _____ has lifted the mood of the poet.
 (a) View of Hemlock tree
 (b) The falling snow
 (c) The environment
 (d) The sound by crow
Ans : (b) The falling snow
26. Here the rest of the day of the poet was saved by –
 (a) Winself
 (b) Snow
 (c) Weather
 (d) Crow and Hemlock tree
Ans : (d) Crow and Hemlock tree
27. The poet stood under which tree?
 (a) Pine
 (b) Hemlock
 (c) Fir
 (d) Goldilock
Ans : (b) Hemlock
28. What fell on the poet ?
 (a) hailstones
 (b) raindrops
 (c) leaves
 (d) snow
Ans : (d) snow
29. What happened when the dust of snow fell on the poet?
 (a) The poet became angry
 (b) The poet's mood changed
 (c) The poet's coat got wet.
 (d) The poet moved away from the tree.
Ans : (b) The poet's mood changed
30. The crow is generally considered as
 (a) a sign of good luck
 (b) a naughty bird
 (c) a friend of man
 (d) a sign of bad luck
Ans : (d) a sign of bad luck
31. The hemlock tree is cosidered to be
 (a) a medicinal plant
 (b) a poisnous plant
 (c) a holy plant
 (d) a rare plant
Ans : (b) a poisnous plant
32. The poem is set on a?
 (a) hot summer day
 (b) pleasant spring day
 (c) cold wintry day
 (d) dry autumn day
Ans : (c) cold wintry day
33. Robert Frost was a famous poet.
 (a) British
 (b) Russian
 (c) Indian
 (d) American
Ans : (d) American
34. The fall of snow flakes on the poet made him realize that
 (a) That it is winter
 (b) That the whole day is wasted.
 (c) That the whole day is not wasted
 (d) That crow is a symbol of ill omen
Ans : (c) That the whole day is not wasted
35. How many lines are there in the poem "Dust of snow"?
 (a) 9
 (b) 8
 (c) 2
 (d) 1
Ans : (b) 8
36. The poem "Dust of Snow" has how many stanzas?
 (a) 9
 (b) 8
 (c) 2
 (d) 1
Ans : (c) 2

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37. Which symbol has not been used in the poem?

- (a) hemlock
- (b) crow
- (c) road
- (d) snow

Ans : (c) road

38. In this line of the poem “of the day I had rued”, the word rued means-

- (a) forgotten
- (b) bitterly regretted
- (c) happily passed
- (d) not liked

Ans : (b) bitterly regretted

39. The message of the poem is

- (a) Stay away from Hemlock trees
- (b) Stay away from crows.
- (c) Nature heals us no matter how bad our day was.
- (d) We must save nature .

Ans : (c) Nature heals us no matter how bad our day was.

40. Which word in the first stanza rhymes with crow?

- (a) tree
- (b) me
- (c) hemlock
- (d) snow

Ans : (d) snow

41. By the end of the poem, the poet’s mood changed from

- (a) sad mood to angry mood
- (b) happy mood toto sad mood.
- (c) sad mood to happy mood
- (d) angry mood to sad mood

Ans : (c) sad mood to happy mood

42. Who shook down the hemlock tree?

- (a) a crow
- (b) a cuckoo
- (c) a mynah
- (d) a squirrel

Ans : (a) a crow

43. Dust of snow means

- (a) big particles of snow
- (b) tiny particles of snow
- (c) Snow that has become dirty.
- (d) small drops of rain and mist.

Ans : (b) tiny particles of snow

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CHAPTER 16

Fire and Ice

INTRODUCTION

The poem “Fire and Ice” is written by Robert Frost. It expresses the profound idea that the world would end in either of two ways, either by ice or fire. Both the components are compared with self-destructing human emotions: hatred and desire. The poem, very artistically, underpins the philosophy that we let our emotions rule us and if don't control them they will surely destroy everything around us. Similarly, he thinks fire and ice, both are just as competent in bringing the world to a catastrophic end.

EXPLANATION

Stanza 1

“Some say the world will end in fire
Some say in ice.
From what I tasted of desire
I hold with those who favour fire”

Word Meaning :

1. Desire – A strong feeling to have something.
2. Favour – Approval, support

Explanation :

In these lines the poet discusses about the possibilities by which the world will come to an end. One such possibility is the world ending in flames of fire. The poet compares the fire with human passion and desire. He also says that he is quite familiar with this concept of desire.

He also knows about the capability of desire which can be produced in human being. The poet frankly confesses that he agrees with those who believe that the world will be burnt to ash. He brings about the idea that human being let their emotions rule them and the consequence of unmonitored longing is chaos.

Stanza 2

“But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice

Word Meaning :

1. Perish – die
2. Suffice – be sufficient

Explanation :

In these lines the poet waves off the first option of fire and says that if the world has to expire twice, ice would be equally competent in ending it. He brings about a

contrast between ‘ice’ and ‘hatred’. He says that hatred is also an emotion he is familiar with and that he knows what kind of danger can arise from hatred. Though slow and steady, it has the same effect that desire has on us. So if given an option between fire and ice, ice would be just as destructive as fire to destroy the world.

LITERARY DEVICES

1. **Alliteration** – Repetition of a consonant sound at the start of two or more closely placed words. The Sound of ‘f’ in favour fire’, ‘w’ in world will’.
2. **Personification** – It is to give human qualities to inanimate objects. In this poem, ‘fire’ and ‘ice’ are capable of destructions. Thus the poet personifies fire and ice by giving them mind and Power to destroy anything.
3. **Enjambment** – It is defined as the thought or clause that does not come to an end at a line break, rather it moves over to the next line. For example,
‘From what I’ve tasted of desire
I hold with those who favour fire’

SUMMARY

In this poem the poet tells us about the two possibilities by which the world will come to an end. Some says that the world will end in fire. The poet says that he is in favour of those people who say that the world will end in fire. This is because he has seen the effect and result of uncontrolled and unending desires over the life of human beings. He finds that human evil desires are similar to the fire in its nature. So this fire of desire may become someday a big reason for the destruction of the world.

On the other hand, the second belief in this regard says that ice is also equally efficient in the destruction of the world. Here the poet compares the nature of ice with hatred and ignorance. As ice can make the body numb with its prolonged contact, similarly the hatred can also give the numbness to our mind and thoughts. Therefore it can make us insensitive and cruel. Such cruelty towards humanity can also bring the world to its end. The poet says that if the world will be given another chance for destruction than it will surely due to ice like hatred. The poem is revolving around the theme that human emotions has the power of destruction and it has two forms; fire of desire and ice of hatred.

MESSAGE

Fire and Ice symbolism has a message that is often

ignored. It wants to convey the destructive nature of human emotions and how it can take us to such extremes. Notice that for both the emotions, the poet mentions that he has tasted both the fiery desire and ice-cold hatred. He says that these emotions might seem harmless, but they can fester and turn us into someone who does not care about anyone or anything.

It is on us to keep things under control. These human emotions make us humans and we cannot discard them completely, but we have to keep them under control. We cannot let them take hold of us, or the whole world will come to an end' either from fire or from ice or even both.

EXTRACT BASED QUESTIONS

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

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

- i Choose the correct statement about the given poem.
- Fire and ice are images—they help the readers visualise the power of nature over man.
 - Fire and ice are symbols—not of natural disasters, but of humanity's ability to create disasters of its own.
 - Fire and ice are elements—not of Nature but man-made and possess the ability to create havoc for mankind.
 - Fire and ice are agents—they change the thinking of mankind from negative to positive and bring harmony.

Ans : (b) Fire and ice are symbols—not of natural disasters, but of humanity's ability to create disasters of its own.

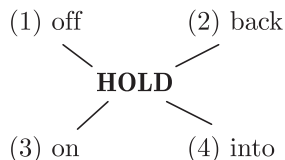
- ii Select the option that correctly classifies the connotations for fire and ice, as suggested in the poem.
- rage
 - violence
 - indifference
 - hate
 - greed
- Fire- 3,4; Ice- 1,2,5
 - Fire- 2, 5; Ice-1,3,4
 - Fire-1,3,5; Ice- 2, 4
 - Fire- 1,2,4; Ice- 3,5

Ans : (d) Fire- 1,2,4; Ice- 3,5

- iii The poem is a _____, put across by the poet.
- powerful warning
 - heart-felt apology
 - earnest appeal
 - vengeful threat

Ans : (a) powerful warning

- iv The poet uses the phrasal verb - hold with. Choose the option that does not indicate a valid phrasal verb.



- option 1
- option 2
- option 3
- option 4

Ans : (d) option 4

- v Pick the option that is not true about the poet according to the extract.

The poet

- is inclined to believe that the world would most likely end with fire.
- has heard divided opinions about the way the world would end in all likelihood.
- preaches love and kindness to combat the spread of hate among all.
- declares the power of ice to be as destructive as that of fire.

Ans : (c) preaches love and kindness to combat the spread of hate among all.

- vi Identify the most likely tone of the poet in the lines-

'To say that for destruction ice/Is also great'.

- sarcastic
- serious
- amused
- celebratory

Ans : (a) sarcastic

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

Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.

- i Name the poem?
- Dust of Snow
 - Fire and Ice
 - A Tiger in the Zoo
 - The Ball Poem

Ans : (b) Fire and Ice

- ii** Who is the poet of Fire and Ice?
 (a) Adrienne Rich
 (b) Pablo Neruda
 (c) Robert Frost
 (d) Stephen Spender
Ans : (c) Robert Frost
- iii** Which literary device has been used in 'I hold with those who favour fire' ?
 (a) Simile
 (b) Assonance
 (c) Alliteration
 (d) Enjambment
Ans : (b) Assonance
- iv** How many predictions does the poet make for the ending of the world?
 (a) One
 (b) Two
 (c) Three
 (d) Four
Ans : (b) Two
- v** What does 'Fire' symbolise according to the poet?
 (a) Desire
 (b) Avarice
 (c) Greed
 (d) All of these
Ans : (d) All of these
- vi** What is the rhyme scheme of first stanza in Fire and Ice?
 (a) ABAB
 (b) ABAA
 (c) ABBA
 (d) ABBB
Ans : (b) ABAA
- vii** Which literary device has been used in the first two lines of Fire and Ice?
 (a) Assonance
 (b) Anaphora
 (c) Alliteration
 (d) Enjambment
Ans : (b) Anaphora
- ii** What does Ice symbolise in Fire and Ice according to the poet?
 (a) Love
 (b) Hatred
 (c) Well-being
 (d) None of these
Ans : (b) Hatred
- iii** Which literary device has been used in 'But if it had to perish twice' ?
 (a) Simile
 (b) Personification
 (c) Alliteration
 (d) Enjambment
Ans : (b) Personification
- iv** What does the word 'Suffice' mean?
 (a) To answer
 (b) To do
 (c) To serve
 (d) All of these
Ans : (d) All of these
- v** By what is human ruled over according to the poet?
 (a) His emotions
 (b) His Boss
 (c) His extra marital affairs
 (d) All of these
Ans : (a) His emotions
- vi** What is the rhyme scheme of second stanza in Fire and Ice?
 (a) ABAB
 (b) ABAA
 (c) ABBA
 (d) ABBB
Ans : (b) ABAA

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

But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great And would suffice.

- i** What does the word 'Perish' mean?
 (a) Expire
 (b) Pass away
 (c) Disappear
 (d) All of these
Ans : (d) All of these

MULTIPLE CHOICE QUESTIONS

- Who is the poet of the poem "Fire and Ice"?
 (a) Leslie Norris
 (b) Robert Frost
 (c) Carolyn Wells
 (d) Robin Klein
Ans : (b) Robert Frost
- What does the poet compare fire with?
 (a) hatred
 (b) desire
 (c) hot
 (d) both a and c
Ans : (b) desire

3. What is the meaning of “perish”?
 (a) bloom
 (b) rise
 (c) die
 (d) glow
Ans : (c) die
4. What would suffice if the world were to perish twice?
 (a) ice
 (b) fire
 (c) hatred
 (d) both a and b
Ans : (d) both a and b
5. What would be a better option to end the earth?
 (a) fire
 (b) ice
 (c) both are equally competent
 (d) none of these
Ans : (c) both are equally competent
6. What is the rhyming scheme of the poem?
 (a) abaa bcbcb
 (b) aaba bcbcb
 (c) aaab bcbcb
 (d) abab bcbcb
Ans : (a) abaa bcbcb
7. Name the poetic device used in the line “I hold with those who favour fire”
 (a) Assonance
 (b) Alliteration
 (c) Both a and b
 (d) None of these
Ans : (c) Both a and b
8. Name the poetic device used in the line “Some say the world will end in fire”
 (a) Metaphor
 (b) Imagery
 (c) Alliteration
 (d) Oxymoron
Ans : (b) Imagery
9. Name the poetic device used in the line “To say that for destruction ice is also great”
 (a) Metaphor
 (b) Imagery
 (c) Alliteration
 (d) Oxymoron
Ans : (b) Imagery
10. Where has he used personification?
 (a) fire
 (b) ice
 (c) earth
 (d) both a and b
Ans : (d) both a and b
11. Why do some people say that the world will end in ice?
 (a) because love among people is increasing fast.
 (b) because hatred among people is increasing fast.
 (c) because lust among people is increasing fast.
 (d) None of these
Ans : (b) because hatred among people is increasing fast.
12. What is ‘Ice’ a symbol of?
 (a) Lust
 (b) Love
 (c) Desire
 (d) Hatred
Ans : (d) Hatred
13. What is ‘fire’ a symbol of?
 (a) love and new desires
 (b) lust and endless desires
 (c) love and beginning of a new thing.
 (d) Revolution
Ans : (b) lust and endless desires
14. What will the world end in?
 (a) Fire and Ice
 (b) Fire
 (c) Ice
 (d) None of the above
Ans : (a) Fire and Ice
15. What will fire do to the world?
 (a) put the world to an end.
 (b) put the world to a new beginning.
 (c) make the world developed
 (d) None of the above
Ans : (a) put the world to an end.

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16. The world may end either in fire or in –
 (a) Ice
 (b) Rain
 (c) Storm
 (d) Earthquake
Ans : (a) Ice
17. The poet favours the –
 (a) Nothing
 (b) Ice
 (c) Fire
 (d) Storm
Ans : (c) Fire
18. _____ is the better option if the world had to perish.
 (a) Fire
 (b) Ice
 (c) Storm
 (d) Rain
Ans : (b) Ice
19. _____ is the better option to destroy the world.
 (a) Rain
 (b) Storm
 (c) Fire
 (d) Ice
Ans : (d) Ice
20. The poet brings about the contrast between the ice and _____ through this poem.
 (a) Slow Hatred
 (b) Destruction
 (c) Love
 (d) Fire
Ans : (a) Slow Hatred
21. The destruction procedure is slow through
 (a) Fire
 (b) Storm
 (c) Ice
 (d) Rain
Ans : (c) Ice
22. The cause of man's destruction is
 (a) family
 (b) gold
 (c) lust
 (d) money
Ans : (c) lust
23. If the world is to perish twice, the poet favours
 (a) atom bomb
 (b) water
 (c) ice
 (d) fire
Ans : (d) fire
24. What enough to destroy the world is
 (a) dictatorship
 (b) affection
 (c) love
 (d) hatred
Ans : (d) hatred
25. What does violent desire refer to in this poem?
 (a) fire
 (b) ice
 (c) None of the above
 (d) both a and b
Ans : (a) fire
26. According to Robert frost, what will end one day
 (a) Fire
 (b) Ice
 (c) Both a and b
 (d) the world
Ans : (d) the world
27. Can hatred destroy the world?
 (a) Yes
 (b) No
 (c) May be
 (d) may not be
Ans : (a) Yes
28. What is the Meaning of 'desire'?
 (a) Favour
 (b) Repulsion
 (c) Quest
 (d) wish
Ans : (d) wish
29. What does the poet want to Convey through this poem?
 (a) We should not be greedy
 (b) all humans should check their desires and hatred
 (c) restrain our desires and love fellow beings
 (d) both a and c
Ans : (d) both a and c

30. What do some people say ?
- (a) they believe that this existing world will end in fire
 - (b) they believe that this existing world will end in moon light
 - (c) they believe that this existing world will end in sun light
 - (d) they believe that this existing world will end in darkness
- Ans :** (a) they believe that this existing world will end in fire

31. What do the other say?
- (a) they believe that the world will end in water
 - (b) they believe that the world will end in Flames
 - (c) they believe that the world will end Frozen to Ice
 - (d) they believe that the world will end in Sea
- Ans :** (c) they believe that the world will end Frozen to Ice

32. Whom does the poet support?
- (a) the poet stands with those who believe that this existing world will end in fire
 - (b) the poet stands with those who believe that this existing world will end in Moon light
 - (c) the poet stands with those who believe that existing world will end sun light
 - (d) The poet stands with those who believe that this existing world will end in darkness
- Ans :** (a) the poet stands with those who believe that this existing world will end in fire

33. What has the poet tasted?
- (a) the poet has tasted the fruit juice
 - (b) the poet has tasted the sadness
 - (c) the poet has tasted the passion and pangs of love and desire
 - (d) None of these
- Ans :** (c) the poet has tasted the passion and pangs of love and desire

34. Both, “fire and Ice” will be enough for _____.
- (a) Humanity
 - (b) Nature
 - (c) Destruction
 - (d) all living beings
- Ans :** (c) Destruction

35. Both the elements mentioned in the poem have one similarly what is this similarity?
- (a) they both are very important
 - (b) they both are friends to humans
 - (c) they both can end the world
 - (d) all of these
- Ans :** (c) they both can end the world

36. which word is opposite to ‘adequate’
- (a) fire
 - (b) desire
 - (c) Perish
 - (d) Inadequate

Ans : (d) Inadequate

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CHAPTER 17

A Tiger in the Zoo

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INTRODUCTION

The poem "A Tiger in the Zoo" is written by Leslie Norris. It explains the agony and helplessness of a caged tiger that lives in a zoo. The poet explains what his life could be if he had been a free animal. The poet has tried to explain about the condition of animals that are caged by human beings for their own fun.

EXPLANATION

Stanza 1

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

Word Meaning :

1. Stalks: follows
2. Vivid: bright coloured
3. Pads: paws of tiger
4. Rage: anger

Explanation :

Here the poet says that the tiger that is confined in the zoo moves around in the cage under his bright coloured skin. He further says that the tiger can take only a few steps because the cage is small and it is not easy to move in it. One cannot hear his footsteps because he has very soft feet, like velvet because of which there is no sound of the tiger's footsteps. The tiger tries to control his anger by quietly walking in the limited area of his cage. He is angry because he is not free.

Stanza 2

He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

Word Meaning :

1. Lurking: To be hidden as to wait for your prey

Explanation :

The poet says that if this tiger was free, he would have hid himself behind the long grass near the water bodies so that he could easily catch a deer in order to have it as its food. Basically, the poet wants to say that the actual life of a tiger is to live in jungle where he could catch his prey and eat it but the tiger in the cage can not do so.

Stanza 3

tiger with white fangs

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!

Word Meaning :

1. Snarling: warning sounds made by animals
2. Baring: uncovered
3. Fangs: Sharp tooth of animals

Explanation :

The poet says that if the tiger would have been free, he would have snarled around the houses located at the outskirts of the forest. He would terrorise people with his sharp tooth and claws. This would create fear among the people living in the villages.

Stanza 4

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

Word Meaning :

1. Concrete: building made of bricks, cement, sand and water

Explanation :

Now the poet comes to the reality of the tiger that is inside the cage. He says that the tiger is confined in a strong cell which is made of strong building material. He further says that as the tiger is behind bars, so his ferociousness is also behind the bars. He just stalks in the cage. He never tries to terrorise the visitors because his power is restricted by the cage. Therefore, he never tries to terrorise the visitors as he cannot attack them.

Stanza 5

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

Word Meaning :

1. Patrolling: to guard, to vigil

Explanation :

The poet says that in the night, the tiger hears the sounds of the patrolling cars. Patrolling cars are the vehicles of police which are used to guard at night. So, in the night the tiger hears the sounds of these cars. He then stares at the shining stars with his shining eyes. The poet wants to say that the tiger is sad and as he is confined in the cage, so, he cannot do anything. Therefore, he stares at the stars in the night and tries to divert his thoughts towards them.

LITERARY DEVICES

1. **Personification** – the tiger is personified, e.g. ‘he stalks’
2. **Enjambment** – line continues to next line without any punctuation mark, e.g. sliding through long grass.....deer pass
3. **Oxymoron** – use of adjectives opposite in meaning (quiet rage)
4. **Alliteration** – use of sound ‘p’ in ‘plump pass’
5. **Imagery** – the poet has tried to create an image of tiger’s activities (lurking in shadow)
6. **Onomatopoeia** – use of sound words e.g. snarling.

SUMMARY

This poem contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poem provides a contrast in the mood and environment of a tiger when he is in the zoo and a tiger when he is in the forest. In the zoo, he has no freedom. He is kept in a cemented cell behind the bars. He feels angry, frustrated and helpless. This reminds him of his natural habitat, his hiding and sliding in the long grass near the water hole and pouncing upon the fat deer, the way he terrorised the villagers, displaying his sharp teeth and claws.

At night in the zoo he hears the sounds of patrolling cars. The tiger in the zoo appears helpless as to be a mere show-piece and source of entertainment to people. The poet wants to convey that it is cruel to keep wild animals in small enclosures of the zoo, away from their natural habitat. They feel angry, helpless and unhappy in the cage. He pays no attention to the visitors who came to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

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MESSAGE

In the poem “A Tiger in the Zoo”, the poet is conveying an important message that wild animals should be in their natural habitat.

EXTRACT BASED QUESTIONS

1. **Read the extract given below and answer the questions that follow:**

He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

- i According to the extract, the poet wishes for the tiger to be ‘sliding’ through the foliage as this

would

- (a) assist in keeping the prey unsuspecting of the predator’s sound.
- (b) aid in camouflaging the presence of the predator before it rushes in.
- (c) help the predator pounce on the prey comfortably without getting tired.
- (d) Support the predator’s vision as it eyes its prey.

Ans : (a) assist in keeping the prey unsuspecting of the predator’s sound.

- ii Which fact does not connect with the significance of the water hole for the tiger?

- (a) Many tigers chase prey into the water and holds the victim’s head under water until it drowns.
- (b) Prey feed in the water on water-lilies, and often wander into the middle of the water hole, where they are vulnerable and easy for the tiger to kill.
- (c) Prey that has quenched its thirst ensures consumption of hydrated meat for the tiger.
- (d) Chasing the panicked prey from shallow to deep water where the tiger grabs it.

Ans : (c) Prey that has quenched its thirst ensures consumption of hydrated meat for the tiger.

- iii Pick the option that does not use ‘lurking’ correctly to fill in the blank.

- (a) The thug was _____ in the alley late evening, for unsuspecting passers-by.
- (b) The hyena was _____ in its den after a good meal.
- (c) The detective cautioned her team about the _____ dangers likely to impact the case.
- (d) The prejudices _____ beneath the surface create misunderstandings.

Ans : (b) The hyena was _____ in its den after a good meal.

- iv ‘Shadow’ here, refers to the shadow of

- (a) the tiger.
- (b) long grass.
- (c) water hole.
- (d) deer

Ans : (b) long grass.

- v Pick the phrase that does not suggest that the forest in the extract is lush.

- (a) long grass
- (b) the water hole
- (c) plump deer
- (d) lurking in shadow

Ans : (d) lurking in shadow

2. **Read the extract given below and answer the questions that follow:**

But he’s locked in a concrete cell,

His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.
He hears the last voice at night,
The patrolling cars, ...

i Choose the image that best describes the condition of the tiger based on the given extract.



(1)



(2)



(3)



(4)

- (a) Option (1)
- (b) Option (2)
- (c) Option (3)
- (d) Option (4)

Ans : (b) Option (2)

ii Which option correctly lists the reason for the tiger 'stalking the length of his cage'?

- (a) Animals tend to cover large distances and burn a lot of their energy by hunting for prey, in their natural habitat. Zoos deprive them of such stimulation and they are restless and bored.
- (b) Animals are scared of visitors gazing at them in their unnatural surroundings. Zoos are places where animals are far removed from the privacy of their natural habitat.
- (c) Animals dislike human noises in the city and react to them aggressively. Zoos are often located in cities or outskirts.
- (d) Animals require human love and care and miss this when in captivity. Zoos are places where they walk around mechanically to attract human attention.

Ans : (a) Animals tend to cover large distances and burn a lot of their energy by hunting for prey, in their natural habitat. Zoos deprive them of such stimulation and they are restless and

bored.

iii Which option identifies a patrolling car correctly?



(1)



(2)



(3)



(4)

- (a) Option 1
- (b) Option 2
- (c) Option 3
- (d) Option 4

Ans : (b) Option 2

iv The main contrasting idea suggested by the extract is that of

- (a) strength and weakness.
- (b) nature and culture.
- (c) beasts and mortals.
- (d) confinement and freedom.

Ans : (d) confinement and freedom.

v Choose the option listing the most likely reason for the tiger to ignore visitors, according to the extract.

- (a) He is scared of their constant stares.
- (b) The visitors don't provide him with any food.
- (c) He knows that none would help him out of captivity.
- (d) The visitors don't speak to him kindly.

Ans : (c) He knows that none would help him out of captivity.

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

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

i Name the poem?

- (a) Dust of Snow
- (b) Fire and Ice
- (c) A Tiger in the Zoo
- (d) The Ball Poem

Ans : (c) A Tiger in the Zoo

- ii Who is the poet of “A Tiger in the Zoo”?
- (a) Adrienne Rich
 (b) Pablo Neruda
 (c) Robert Frost
 (d) Leslie Norris
Ans : (d) Leslie Norris

- iii Which literary device has been used in ‘In his quiet rage’?
- (a) Oxymoron
 (b) Assonance
 (c) Alliteration
 (d) Enjambment
Ans : (a) Oxymoron

- iv What is the rhyme scheme the first stanza in the poem ‘A Tiger in the Zoo’?
- (a) ABCB
 (b) ABCC
 (c) ABAB
 (d) ABBB
Ans : (a) ABCB

- v What does the word ‘Vivid’ mean?
- (a) Clear
 (b) Intense
 (c) Bright
 (d) All of these
Ans : (d) All of these

- vi What does the poem ‘A Tiger in the Zoo’ explain?
- (a) That animals must be kept in zoo
 (b) That animals must be hunted
 (c) That animal should not be caged but let free in their natural habitat
 (d) All of these
Ans : (c) That animal should not be caged but let free in their natural habitat

- vii What does the word ‘Stalk’ mean?
- (a) Walk stiffly
 (b) Walk lazily
 (c) Walk haphazardly
 (d) All of these
Ans : (a) Walk stiffly

- viii Which literary device has been used in ‘On pads of velvet quiet’?
- (a) Assonance
 (b) Anaphora
 (c) Metaphor
 (d) Enjambment
Ans : (c) Metaphor

- ix Who has been caged in a zoo in the poem ‘A

- Tiger in the Zoo’?
- (a) Lion
 (b) Tiger
 (c) Swine
 (d) Cat
Ans : (b) Tiger

4. **Read the extract given below and answer the questions that follow:**

He should be lurking in shadow,
 Sliding through long grass
 Near the water hole
 Where plump deer pass.

- i Who is ‘He’ in the first line?
- (a) Tiger
 (b) Lion
 (c) Cat
 (d) Swine
Ans : (a) Tiger

- ii What does the word ‘Lurking’ mean?
- (a) Spending time in one place doing nothing
 (b) Exciting
 (c) Intimidating
 (d) None of these
Ans : (a) Spending time in one place doing nothing

- iii What is the rhyme scheme of the second stanza in the poem ‘A Tiger in the Zoo’?
- (a) ABBB
 (b) ABCC
 (c) ABAB
 (d) ABCB
Ans : (d) ABCB

- iv Find out the synonym of the word ‘Plump’ from the following?
- (a) Skinny
 (b) Fat
 (c) Energetic
 (d) None of these
Ans : (b) Fat

- v Which literary device has been used in ‘He should be lurking in shadow’?
- (a) Assonance
 (b) Anaphora
 (c) Metaphor
 (d) Personification
Ans : (d) Personification

- vi Which literary device has been used in ‘Where plump deer pass’?
- (a) Assonance
 (b) Anaphora
 (c) Metaphor
 (d) Alliteration
Ans : (d) Alliteration

vii What does the poet see in the cage at the zoo?

- (a) Tiger
- (b) Lion
- (c) Cat
- (d) Swine

Ans : (a) Tiger

viii What is the presence of the tiger necessary in his natural habitat?

- (a) For maintaining the food chain
- (b) For killing of innocent animals
- (c) For ruling the forests
- (d) All of these

Ans : (a) For maintaining the food chain

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

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!

i What does the word 'Snarling' mean?

- (a) Uttering in an angry tone
- (b) Uttering in a soft tone
- (c) Uttering in a ravishing tone
- (d) None of these

Ans : (a) Uttering in an angry tone

ii What should the tiger do according to the poet?

- (a) Reside in his natural habitat
- (b) Reside in the cage
- (c) Reside in people's heart
- (d) All of these

Ans : (a) Reside in his natural habitat

iii Which literary device has been used in 'Terrorising the village'?

- (a) Assonance
- (b) Metonymy
- (c) Metaphor
- (d) Alliteration

Ans : (b) Metonymy

iv What does the word 'Baring' mean?

- (a) Opening
- (b) Hiding
- (c) Residing
- (d) Colliding

Ans : (a) Opening

v What should be done with the tiger according to the poet?

- (a) Left free to destroy people's home
- (b) Left free to destroy people's fields
- (c) Left free to destroy people's shops
- (d) None of these

Ans : (d) None of these

6. Read the extract given below and answer the

questions that follow:

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

i Which literary device has been used in 'In a concrete cell' and 'Behind bars'?

- (a) Assonance
- (b) Metonymy
- (c) Metaphor
- (d) Alliteration

Ans : (d) Alliteration

ii What does the tiger show while walking in the cage?

- (a) His Claws
- (b) His teeth
- (c) His attitude
- (d) None of these

Ans : (d) None of these

iii What does the poet mean by 'His strength behind bars'?

- (a) That tiger is powerful and has multiple powers
- (b) That tiger is weak and has nothing to do
- (c) That tiger is brave but afraid of visitors
- (d) None of these

Ans : (a) That tiger is powerful and has multiple powers

iv What does the tiger do with the visitors who come to see him?

- (a) Ignores them
- (b) Embraces them
- (c) Attacks them
- (d) Lambastes them

Ans : (a) Ignores them

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

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

i What does the tiger hear at night?

- (a) Noise of People
- (b) Noise of Patrolling cars
- (c) Noise of other animals
- (d) No noise

Ans : (b) Noise of Patrolling cars

ii What does the word 'Patrolling' mean?

- (a) Looking down
- (b) Watching over
- (c) Counting on
- (d) None of these

Ans : (b) Watching over

iii What does the tiger stare at?

- (a) Brilliant people
- (b) Brilliant celebrities
- (c) Brilliant visitors
- (d) Brilliant stars

Ans : (d) Brilliant stars

iv Which literary device has been used through out the poem 'A Tiger in the Zoo'?

- (a) Assonance
- (b) Metonymy
- (c) Metaphor
- (d) Enjambment/Personification

Ans : (d) Enjambment/Personification

6. What described "tiger in a jungle"?

- (a) Locked in concrete cell
- (b) his strength behind bars
- (c) ignoring visitors
- (d) baring his white fangs

Ans : (d) baring his white fangs

7. At what does the tiger look at in night?

- (a) Patrolling cars
- (b) His House
- (c) Stars
- (d) All of the Above

Ans : (c) Stars

MULTIPLE CHOICE QUESTIONS

1. The poem draws a contrast between _____ and _____.

- (a) animals, human beings
- (b) tiger in a zoo, tiger in a forest
- (c) tiger in a zoo, humans
- (d) humans, tiger in forest

Ans : (b) tiger in a zoo, tiger in a forest

2. What has been personified in the poem?

- (a) tiger
- (b) forest
- (c) zoo
- (d) all of the above

Ans : (a) tiger

3. Name the poetic device used in the line "Baring his white fangs,his claws".

- (a) metaphor
- (b) assonance
- (c) Oxymoron
- (d) Consonance

Ans : (d) Consonance

4. Why should he be lurking in shadow?

- (a) out of fear
- (b) out of anger
- (c) to catch the deer
- (d) both a and b

Ans : (c) to catch the deer

5. What describes "tiger in a cell"?

- (a) Locked in concrete cell
- (b) snarling around houses
- (c) shadow, long grass
- (d) baring his white fangs

Ans : (a) Locked in concrete cell

8. How do the eyes of the tiger look?

- (a) Sad
- (b) brilliant
- (c) dark
- (d) Light

Ans : (b) brilliant

9. How does the caged tiger react to the visitors?

- (a) He ignores them
- (b) With a happy face
- (c) With a sad face
- (d) Proudly

Ans : (a) He ignores them

10. Who passes near the water hole?

- (a) Fat Pig
- (b) Fat Buffalo
- (c) Fat Deer
- (d) All of the Above

Ans : (c) Fat Deer

11. Where should the tiger hide to himself?

- (a) behind the tree
- (b) in the shadow
- (c) in the house
- (d) in the jungle

Ans : (b) in the shadow

12. The tiger has vivid means bright coloured

- (a) Skin
- (b) Eyes
- (c) Strips
- (d) Hair

Ans : (c) Strips

13. The tiger was moving in the –
 (a) Forest
 (b) Bushes
 (c) Cage
 (d) Locality
Ans : (c) Cage
14. The tiger should take few steps as the cage is too –
 (a) Big
 (b) Small
 (c) Moving
 (d) Not male for him
Ans : (b) Small
15. Name the poetic device used in the line “In his quiet rage”.
 (a) metaphor
 (b) assonance
 (c) Oxymoron
 (d) Consonance
Ans : (c) Oxymoron
16. Name the poetic device used in the line “He stalks in his vivid stripes”.
 (a) metaphor
 (b) assonance
 (c) Oxymoron
 (d) Consonance
Ans : (d) Consonance
17. By “ignoring visitors”, what is the poet trying to say?
 (a) tiger knows his power is restricted
 (b) there is no use of showing rage
 (c) he is less terrorising because of the cage
 (d) all of the above
Ans : (d) all of the above
18. Name the poetic device used in the line “On pads of velvet quiet”.
 (a) metaphor
 (b) assonance
 (c) Oxymoron
 (d) Consonance
Ans : (a) metaphor
19. The tiger has velvet like –
 (a) Paws
 (b) Nose
 (c) Body
 (d) Hair
Ans : (a) Paws
20. The tiger is angry because he –
 (a) is hungry
 (b) is ill
 (c) is bitten
 (d) is imprisoned
Ans : (d) is imprisoned
21. The free tiger could hide itself behind the
 (a) Banayan tree
 (b) Long grass
 (c) Cage
 (d) Big stone
Ans : (b) Long grass
22. Snarling means –
 (a) Buzzing sound in the jungle
 (b) Sound to make afraid the animals
 (c) Sound in the water bodies
 (d) Sound made by animal
Ans : (d) Sound made by animal
23. Pangs means –
 (a) Sharp tooth of animal
 (b) Paws of tiger
 (c) One kind of animal
 (d) White hair of the animal body
Ans : (a) Sharp tooth of animal.
24. The free tiger could snarled around the –
 (a) Zoo
 (b) Forest
 (c) Houses near the forest
 (d) City
Ans : (c) Houses near the forest
25. The free tiger would terrorise the village people by showing his –
 (a) Eyes
 (b) Black stripes
 (c) Tooth and claws
 (d) Huge body
Ans : (c) Tooth and claws
26. In reality the tiger is in the –
 (a) Circus tent
 (b) Jungle
 (c) Cave
 (d) Concrete cell
Ans : (d) Concrete cell
27. Along with the tiger his _____ is also confined

believed the cell.

- (a) Strength
- (b) Cuts
- (c) Wishes
- (d) Freedom

Ans : (a) Strength

28. At night the tiger hear the sound of –

- (a) A hunter
- (b) A patrolling car
- (c) An another tiger
- (d) A deer

Ans : (b) Patrolling car

29. At night the tiger imprisoned could only do of –

- (a) Moving inside the cage
- (b) Grambling
- (c) Eating his stored food
- (d) Staring the stars

Ans : (d) Staring the stars

30. The patrolling cars come to _____ at night.

- (a) Vigilate the zoo
- (b) Kill the tiger
- (c) Take the animals
- (d) Visit the place

Ans : (a) Vigilate the zoo

31. What sound does the tiger hear at night?

- (a) Patrolling cars
- (b) Flowing river
- (c) Truck Horn
- (d) All of the Above

Ans : (a) Patrolling cars

32. Where is the tiger's strength locked?

- (a) behind the jungle
- (b) behind the bars
- (c) behind his nature
- (d) None of these

Ans : (b) behind the bars

33. How should the tiger walk through the grass?

- (a) With great difficulty
- (b) With ease
- (c) With practice
- (d) None of these

Ans : (b) With ease

34. How does the tiger walk in the cage?

- (a) With sadness
- (b) With Happiness
- (c) With confusion
- (d) With pride

Ans : (d) With pride

35. How does the tiger feel in the cage?

- (a) he was in sad mood
- (b) he was in happy mood
- (c) he was in angry mood
- (d) he was in surprised

Ans : (c) he was in angry mood

36. What does a tiger have on his body?

- (a) spots
- (b) stripes
- (c) stars
- (d) all of the above

Ans : (b) stripes

37. How does a tiger feel in a cage?

- (a) happy
- (b) contented
- (c) free
- (d) angry

Ans : (d) angry

38. How are the pads of a tiger?

- (a) velvet
- (b) rough
- (c) hard
- (d) all of the above

Ans : (a) velvet

39. What does the tiger hunt near the water hole?

- (a) lions
- (b) elephants
- (c) deer
- (d) all of the above

Ans : (c) deer

40. Where do the tigers hunt the deer?

- (a) in the cage
- (b) near the water hole
- (c) near the cage
- (d) all of the above

Ans : (b) near the water hole

41. Where should the tiger be snarling?

- (a) at the jungle's edge
- (b) at the cage's edge
- (c) in the cage
- (d) all of the above

Ans : (a) at the jungle's edge

42. A tiger Is happy when _____.

- (a) he is in the cage
- (b) he is near the cage
- (c) he frightens the visitors
- (d) he is free in the forest

Ans : (d) he is free in the forest

43. What is 'brilliant' in the poem 'Tiger in the Zoo'?

- (a) the tiger's eyes
- (b) the stars
- (c) both a and b
- (d) none of these

Ans : (c) both a and b

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CHAPTER 18

The Ball Poem

INTRODUCTION

The poem “The Ball Poem” is written by John Berryman. This poem has described the reality of life which everyone has to face one day. He has touched the topic of how to stand up against the miseries and sorrows of life.

EXPLANATION

Stanza 1

What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over - there it is in the water!

Word Meaning :

1. Merrily - cheerful
2. Bouncing - jumping up and down

Explanation :

The poet is talking about a boy who has lost his ball. He wants to know about him and his reaction because he has lost his ball. Further, he asks himself what the boy would do after losing his ball. The poet has seen the ball going away from the boy. He says that the ball was cheerfully jumping up and down in the street. This means that when the ball skipped from the boy's hand it went into the street and later on, it fell into the nearby river.

Stanza 2

No use to say ‘O there are other balls’:
An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him;
A dime, another ball, is worthless. Now
He senses first responsibility

Word Meaning :

1. Grief - sorrow
2. Rigid - fixed
3. Trembling - shaking
4. Harbour - dock, port
5. Intrude - invader
6. Dime - 10 cents (U.S)
7. Worthless - valueless, useless

Explanation :

The poet says that there is no benefit of consoling the boy by saying that he will get another ball because he has other balls too. He says so because the boy is feeling very sad. He is completely surrounded by sorrow. He is

sad because all the memories of the childhood days went down the harbour with the ball. Here the poet says that the boy is very sad as the ball which has now gone into the water reminds him of those sweet memories, of the times when he owned it. This loss is unbearable for him and he is grief stricken. The poet says that he can't even tell the boy to take some money from him in order to buy another ball. He says so because the new ball will not bring the sense of belonging to the boy. Further, the poet says that the time has come for the boy to learn the responsibility of taking care of his things.

Stanza 3

In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external.
He is learning, well behind his desperate eyes,
The epistemology of loss, how to stand up
Knowing what every man must one day know
And most know many days, how to stand up.

Word Meaning :

1. Possessions - ownership
2. External - Here, things with which feelings are not attached
3. Desperate - hopeless
4. Epistemology - The Greek word episteme means 'knowledge'

Explanation :

Here the poet says that the boy has to learn that in this materialistic world, many of his belongings will be lost. He personifies the ball as his belongings, be it the worldly things or the relationships he is in possession of. So, he says that he has to learn to live without them no matter what. He says no one can buy back such things for him. The poet said so because according to him money can't buy you everything. If it does buy you some materialistic thing, still, it will not be able to buy the sense of belongingness. He says that the boy is learning how to stand up against the sense of lost things. This means that the boy is trying to learn the real truth of life which states that you have to accept the miseries of life and stand up again. This is the truth which everyone has to learn in his or her life. The harsh truth of standing up against the odd miseries of life that everyone has to bear.

LITERARY DEVICES

1. **Personification** - It is a figure of speech which shows attribution of a personal nature or human characteristics to something non-human. In the poem, the poet describes ball merrily bouncing down the street. Merry means happy. It is a human characteristic which is given to the ball.
2. **Metaphor** - It is a literary device in which a word or phrase is symbolically applied to a thing to which it is not literally applicable. In the poem, poet says, "balls will be lost always". Balls here symbolise possessions which we lose. It also refers to the childhood which if lost never comes back.
3. **Apoptrophe** - It is a literary device in which a person is addressed who is either dead or physically not present. In the poem, the poet says, "balls will be lost always, little boy". The boy is physically not present with the poet.
4. **Repetition** - It is a literary device in which a word or phrase is repeated two or more times. In the poem the poet repeats the word "what" two lines. "what, what is he to do?".
5. **Alliteration** - It is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. e.g. "who has lost his ball", "what, what is he to do?", "no one buys a ball back", "the deep and dark floor of harbour", "move my mind and my heart move with all that move me".
6. **Enjambment** - It is the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza. e.g. "I saw it go merrily, down the street"
7. **Symbolism** - It is the use of symbols to represent ideas or qualities. In the poem, ball and balls represent childhood, possessions and even the father of poet.

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SUMMARY

A boy who was playing with his ball, lost it when it went down from the street and then into the water. The poet is watching the boy who is very much upset after losing the ball. The poet feels that it is no use to say that there are other balls and as such the loss is not important enough to worry about. The poet feels that he should not interfere or enter a situation where he is not welcome and buy another ball for the boy as it costs a little money.

But the poet feels that when the boy will grow up, this experience of learning from losing something and coping with the losses by himself will help him a lot. There are bound to be losses, by himself or because of others and nobody might be helpful. Then, during his later years, he will be firm and strong to make up or face the losses because he will recall the loss of his ball and how he reacted and learnt. This understanding of the nature of loss will help him what to do when losses occur. It will also help him to be self-reliant and stand up on his feet.

MESSAGE

The message of the poem "The Ball Poem" is that we get things in our life which become a part of our lives. We feel that they will always remain with us. Thus we form an attachment with them. However a day comes when the thing is no more with us. At such a situation, we feel depressed and hopeless. According to the poet, losing our possessions is a harsh reality of our life on earth. We cannot get away from it. Hence we have to face such a situation and then try to move on.

EXTRACT BASED QUESTIONS

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

What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over- there it is in the water!

- i The extract suggests that the poet is
 - (a) an onlooker observing
 - (b) a parent recounting the incident
 - (c) the boy talking about himself
 - (d) imagining the incident

Ans : (a) an onlooker observing
- ii The poet seems to have indicated the merry bouncing of the ball to
 - (a) create a sense of rhythm in these lines.
 - (b) support the happiness of the experience of playing.
 - (c) contrast with the dejected feeling of the boy.
 - (d) indicate the cheerful mood of the boy.

Ans : (c) contrast with the dejected feeling of the boy.

- iii Choose the situation that corresponds to the emotion behind the exclamation mark in the poem.

(1)

Hey! Hey! That's no way to dispose off the garbage. Have you no community sense? Please but it in the bin.

(2)

I knew it! I knew he'll fare well in his auditions for 'Young Chef'. Now, we prepare for the semi-finals.

(3)

I don't know where I've placed my ID-card. Let me check the bag once more. Ah, finally!

(4)

I've been trying to call mom for the past 20 minutes and can't get through. I don't know how... Aarrgh! Again!

- (a) option 1
 - (b) option 2
 - (c) option 3
 - (d) option 4
- Ans :** (c) option 3

- iv The poem begins with a question. Based on your reading of the poem, the speaker
- (a) wants the boy to answer the question.
 - (b) expects the passers-by to respond.
 - (c) is looking for answers in a self-help book.
 - (d) is thinking to himself.
- Ans :** (c) is looking for answers in a self-help book.

- v Alliteration is a literary device that occurs with the same letter or sound at the beginning of adjacent or closely connected words. Pick the option that showcases an example of alliteration from the extract.
- (a) What is the boy now
 - (b) who has lost his ball
 - (c) I saw it go
 - (d) and then/ Merrily over
- Ans :** (b) who has lost his ball

2. Read the extract given below and answer the questions that follow:
 An ultimate shaking grief fixes the boy
 As he stands rigid, trembling, staring down
 All his young days into the harbour where
 His ball went. I would not intrude on him;

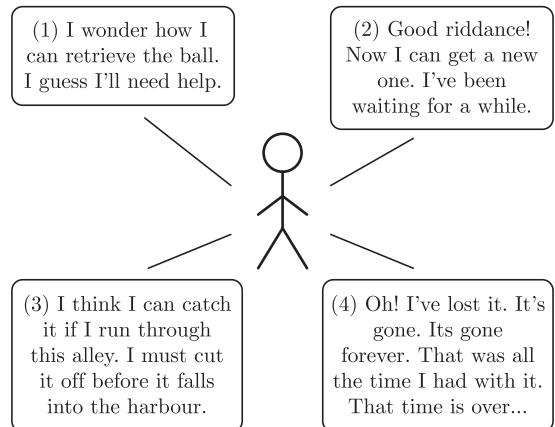
- i The poet uses the word 'ultimate' to describe the boy's reaction. Pick the meaning that does not display what,

'ultimate' means in the context given.

- (a) consequent
 - (b) final
 - (c) conclusive
 - (d) fateful
- Ans :** (c) conclusive

- ii The boy is very young in this poem. As a mature, balanced grown-up, he might look back and think that his reaction of 'ultimate shaking grief' was
1. disproportionate to the loss.
 2. pretension to procure a new toy.
 3. according to his exposure and experience then.
 4. a reaction to the failure of retrieving the toy.
 5. justified and similar to what it would be currently.
- (a) 5 and 2
 - (b) 1 and 3
 - (c) 2 and 4
 - (d) 3 and 5
- Ans :** (b) 1 and 3

- iii Pick the option that lists the boy's thoughts, matching with the line-As he stands rigid, trembling, staring down.



- (a) Option 1
 - (b) Option 2
 - (c) Option 3
 - (d) Option 4
- Ans :** (d) Option 4

- iv Why does the speaker choose not to intrude? This is so because the poet
- (a) knows that it would embarrass the boy in his moment of grief.
 - (b) feels that it's important that the boy learn an important life lesson, undisturbed.
 - (c) realises that he doesn't have sufficient funds to purchase a new ball for the boy.
 - (d) Experiences a sense of distress himself, by looking at the boy's condition.
- Ans :** (b) feels that it's important that the boy learn an important life lesson, undisturbed.

- v Choose the option that lists the meaning of 'harbour' as used in the extract.

Noun:

1. a place on the coast where ships may moor in shelter.
2. a place of refuge.

Verb:

3. keep (a thought or feeling, typically a negative one) in one's mind, especially secretly.
4. shelter or hide (a criminal or wanted person).

(a) Option 1

(b) Option 2

(c) Option 3

(d) Option 4

Ans : (a) Option 1

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

What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over - there it is in the water!

- i Name the poem?

- (a) Dust of Snow
- (b) Fire and Ice
- (c) A Tiger in the Zoo
- (d) The Ball Poem

Ans : (d) The Ball Poem

- ii Who is the poet of The Ball Poem?

- (a) Adrienne Rich
- (b) John Berryman
- (c) Robert Frost
- (d) Leslie Norris

Ans : (b) John Berryman

- iii Which literary device has been used in 'Merrily bouncing'?

- (a) Oxymoron
- (b) Assonance
- (c) Alliteration
- (d) Personification

Ans : (d) Personification

- iv What has the boy lost?

- (a) Car
- (b) Toy
- (c) Ball
- (d) All of these

Ans : (c) Ball

- v What does the word 'Merrily' mean?

- (a) Sadly
- (b) Happily
- (c) Cryingly
- (d) Forcibly

Ans : (b) Happily

- vi What is the poem 'The Ball Poem' all about?

(a) The sudden victory of our precious possessions

(b) The sudden loss of our precious possessions

(c) The sudden achievement of our precious possessions

(d) Both a and c

Ans : (b) The sudden loss of our precious possessions

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

No use to say 'O there are other balls':

An ultimate shaking grief fixes the boy

As he stands rigid, trembling, staring down

All his young days into the harbour where

- i Why is there no need to say about other balls according to the poet?

(a) For the child wants the same one he lost

(b) For the child wants the different one from he lost

(c) For the child is no longer interested in that ball

(d) None of these

Ans : (a) For the child wants the same one he lost

- ii Why is the boy grieved in 'The Ball Poem'?

(a) For he has lost his childhood

(b) For he has lost his youth

(c) For he has lost his adolescence

(d) None of these

Ans : (d) None of these

- iii What does the word 'Rigid' mean?

(a) Unchanging

(b) Moving

(c) Flexible

(d) All of these

Ans : (a) Unchanging

- iv What does the ball represent in 'The Ball Poem'?

(a) Lost childhood

(b) Lost time

(c) Lost possessions

(d) All of these

Ans : (d) All of these

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

His ball went. I would not intrude on him;

A dime, another ball, is worthless. Now

He senses first responsibility

In a world of possessions. People will take

Balls, balls will be lost always, little boy.

- i** Who is 'I' in the first line?
 (a) Child
 (b) Child's father
 (c) Poet
 (d) None of these
Ans : (c) Poet
- ii** What does the word 'Intrude' mean?
 (a) To enter with permission
 (b) To enter without permission
 (c) To enter someone's heart without permission
 (d) None of these
Ans : (b) To enter without permission
- iii** What does the poet not want to intrude on the child?
 (a) For he knows the child is manner less
 (b) For he knows it is futile to convince him
 (c) For the child is adamant to take other balls
 (d) None of these
Ans : (b) For he knows it is futile to convince him
- iv** What is the poet trying to make the child understand?
 (a) That he should forget the ball and stand up for future
 (b) That he should keep on remembering the ball
 (c) That he should worry about other balls
 (d) None of these
Ans : (a) That he should forget the ball and stand up for future
- 6.** Read the extract given below and answer the questions that follow:
 And no one buys a ball back. Money is external.
 He is learning, well behind his desperate eyes,
 The epistemology of loss, how to stand up
 Knowing what every man must one day know
 And most know many days, how to stand up.
- i** What is epistemology?
 (a) The philosophical theory of knowledge
 (b) The philosophical theory of work
 (c) The philosophical theory of behaviours
 (d) None of these
Ans : (a) The philosophical theory of knowledge
- ii** What piece of advice is being given to the child by the poet?
 (a) To concentrate on other balls
 (b) To jump into the water
 (c) To stand up again after forgetting that ball
 (d) All of these
Ans : (c) To stand up again after forgetting that ball
- iii** What is the poet trying to tell us in this poem?
 (a) That age once lost can't be regained
 (b) That ball once lost can't be regained
 (c) That all the balls are useless
 (d) None of these
Ans : (a) That age once lost can't be regained
- iv** Which literary device has been used in 'No one buys a ball back' ?
 (a) Oxymoron
 (b) Assonance
 (c) Alliteration
 (d) Personification
Ans : (c) Alliteration
- v** Why does the poet say 'Money is external' ?
 (a) He means money can buy everything
 (b) He means money can't buy everything
 (c) He means money can buy everything except balls
 (d) None of these
Ans : (b) He means money can't buy everything

MULTIPLE CHOICE QUESTIONS

- Who is the poet of the poem 'The Ball Poem' ?
 (a) Sylvia Plath
 (b) W.B Yeats
 (c) Robert Frost
 (d) John Berryman.
Ans : (d) John Berryman.
- What is the boy playing with?
 (a) bat
 (b) ball
 (c) car
 (d) bus
Ans : (b) ball
- Where does the ball go?
 (a) drain
 (b) well
 (c) house
 (d) water
Ans : (d) water
- What does a ball cost?
 (a) 5 dimes
 (b) 10 dimes
 (c) 1 dime
 (d) 4 dimes
Ans : (c) 1 dime

5. How does the child react at the loss?
 (a) stands rigid
 (b) trembles
 (c) stares
 (d) all of them
Ans : (d) all of them
6. According to the poet, what is the child learning?
 (a) to bear loss
 (b) to take care of things
 (c) to be responsible
 (d) to be careful
Ans : (a) to bear loss
7. Does the poet condole the boy?
 (a) can't say
 (b) yes
 (c) no
 (d) All of them
Ans : (c) no
8. Why does the poet decide not to condole the boy?
 (a) He is busy
 (b) He is indifferent
 (c) It will be of no use
 (d) He is happy
Ans : (c) It will be of no use
9. Name the literary device used in "Merrily bouncing, down the street, and then Merrily over - there it is in the water!"
 (a) Metaphor
 (b) Simile
 (c) Alliteration
 (d) Anaphora
Ans : (d) Anaphora
10. Name the literary device used in "And no one buys a ball back."
 (a) Metaphor
 (b) Simile
 (c) Alliteration
 (d) Anaphora
Ans : (c) Alliteration
11. Why are the boy's eyes desperate?
 (a) Because he has lost his ball.
 (b) Because he has lost his money.
 (c) Because he has lost his gloves
 (d) None of these
Ans : (a) Because he has lost his ball.
12. What does 'in the world of possessions' means?
 (a) Love
 (b) Lust
 (c) Materialistic things
 (d) None of these
Ans : (c) Materialistic things
13. Where was the boy staring down?
 (a) the sea
 (b) the ocean
 (c) the harbour
 (d) the lake
Ans : (c) the harbour
14. Who would not intrude the boy?
 (a) The Ball
 (b) The Poet
 (c) The Gloves
 (d) None of these
Ans : (b) The Poet
15. Why is money called external?
 (a) We need to earn money through hard-worker.
 (b) We can replace the lost things with its help.
 (c) It is made from artificial way.
 (d) None of these
Ans : (b) We can replace the lost things with its help.
16. What was the reaction of the boy at the loss of his ball?
 (a) Sad
 (b) Confused
 (c) Happy
 (d) None of these
Ans : (a) Sad
17. What has the boy lost in the water?
 (a) his ball
 (b) his bat
 (c) his wicket
 (d) his gloves
Ans : (a) his ball
18. Later the ball went into the –
 (a) Garden
 (b) River
 (c) Street
 (d) House
Ans : (b) River

19. The boy lost his ball at the –

- (a) Street
- (b) Water
- (c) Forest
- (d) Garden

Ans : (a) Street

20. Here the ball symbolizes _____ in the poem.

- (a) Hope
- (b) Simple toy for play
- (c) Dreams
- (d) Memories of childhood

Ans : (c) Memories of childhood

21. Now the boy should understand the responsibility of _____ of his things.

- (a) Taking care
- (b) Giving value
- (c) Loving
- (d) Giving worth

Ans : (a) Taking care

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CHAPTER 19

A Triumph of Surgery

INTRODUCTION

The Story “A Triumph of Surgery” is written by James Herriot. It is about a small dog Tricki who is pampered a lot by his rich mistress, Mrs. Pumphrey. He (Tricki) falls sick as a result of being overfed and is cured by Mr. Herriot, a veterinarian, at his surgery.

WORD MEANINGS

1. Bloating - swollen; excessive in size.
2. Bloodshot - inflamed or tinged with blood.
3. Tottering - moving in a feeble or unsteady way.
4. Tweed - a rough-surfaced woollen cloth.
5. Harness - a set of straps and fittings.
6. Bouts - a short period of intense activity of a specified type.
7. Roused - made active or excited.
8. Gasping - catching one's breath with an open mouth.
9. Surged - moved suddenly and powerfully forward or upward.
10. Whimper - make a series of low, feeble sounds expressive of fear, pain, or unhappiness.
11. Trotted - ran at a moderate pace with short steps.
12. Slopped - spilt over the edge of a container, typically as a result of careless handling.
13. Jostling - pushing or bumping against someone roughly, typically in a crowd.
14. Rapid - happening in a short time or at a great rate.
15. Scrimmages - confused struggle or fights.
16. Bowled over - pushed and made to fall on the ground.
17. Dodged - avoided
18. Reverently - with deep and solemn respect.
19. Chauffeur - a person employed to drive a private or hired car.
20. Hurtling - moving or causing to move at a high speed, typically in an uncontrolled manner.
21. Leap - jump to a great height.
22. Startled - felt sudden shock or alarm.

CHARACTERS

1. **Mrs. Pumphrey** - Mrs. Pumphrey is a wealthy single woman. She is very much attached to her dog, Tricki. She is very loving but weak at heart.
2. **James Herriot** - James is a veterinary surgeon who proves to be a capable doctor and a wise individual. He is an animal lover and a caring guardian.
3. **Tricki** - Tricki is a lazy and fat dog who loves food. He is very fond of his owner. He turns out to be energetic and lively after recovering from his illness.

SUMMARY

Tricki's illness

The narrator of the story is Mr. Herriot. He is a veterinary surgeon. He was really worried about the dog. Its name was Tricki. He was shocked to see it with its mistress. It had become hugely fat. Its eyes had become red. Its tongue came out from its jaws. It was in a state of disease.

Tricki's mistress made Tricki ill

The mistress of the dog was Mrs. Pumphrey. She told Mr. Herriot that the dog seemed to have no energy. So she gave it more malt and cod liver oil and a bowl of Horlicks. She also gave it some cream cakes and chocolates despite Herriot's refusal. It was a rich diet.

Herriot's warning to Mrs. Pumphrey

Herriot looked at the dog again. Its big trouble was that it had become greedy. It did not refuse food. Herriot asked Mrs. Pumphrey if she had been giving the dog plenty of exercise. She said she had not. Herriot warned her. If she didn't cut its food and gave it more physical exercise, it would be really ill. She said that he was right. But it was difficult for her.

Tricki to be in hospital

Within next few days Mrs. Pumphrey told Herriot that Tricki didn't eat anything. It refused to eat even its favourite dishes. It spent all its time lying panting. The narrator had made his plans in advance. He suggested that Tricki should be hospitalised for about a fortnight. The lady almost became unconscious. She was sure that it would die if he did not see it.

Tricki in hospital

The narrator took the dog in his car. Mrs. Pumphrey gave Tricki's belongings like bed, cushions, toys, various bowls, coats etc. At the hospital Tricki looked down at other dogs. They sniffed around it and ignored it.

Tricki's Treatment

The narrator kept an eye on Tricki for two days. He gave it plenty of water but no food. On the third day, it started whimpering on seeing other dogs. It followed them down the garden. Later that day other dogs had their food. When they had finished, Tricki walked round the bowls. He also licked them. It meant he was hungry. It was given some food.

Tricki shows improvement

Tricki started to show progress. It was given no medicinal treatment. It ran about with the dogs all day.

It discovered the joy of being with other dogs. Meanwhile Mrs. Pumphrey continued ringing regularly. She asked various questions about Tricki. But the narrator told her that the dog was out of danger.

When Tricki becomes all right

Mrs. Pumphrey started to bring round fresh eggs to build up Tricki’s strength. The narrator began giving Tricki wine before and during the meal. The dog began to drink brandy also. Tricki now had one extra egg in the morning. It had wine at noon and brandy in the evening. After a fortnight, the narrator rang her up saying the dog was all right.

Mrs. Pumphrey comes to take Tricki home

Mrs. Pumphrey arrived at the narrator’s Surgery in a big car. She asked him if the dog was better. The narrator told her that the dog was fine. He would bring it to her. When Tricki saw its mistress, it ran into Mrs. Pumphrey’s lap. It began licking her face and barking.

Tricki’s cure - a triumph of Surgery

The narrator helped the driver to bring out Tricki’s various things. These were Tricki’s beds, toys, cushions, coats and bowls. They had not been used. As the car moved away, Mrs. Pumphrey leaned out of the window. Tears shone in her eyes. Her lips trembled. She told the narrator that it was a triumph of surgery.

MESSAGE

This story conveys the message that excess of anything is not good. Exercise is equally important for the well being along with nutritious food. Pampering spoils physical as well as mental health. Many kids get spoilt because they are unreasonably pampered by their parents. Mrs. Pumphrey can be related to an overindulgent mother who pampers Tricki like her own child, spoils him without thinking about the consequences and becomes the cause of his misery, unintentionally.

EXTRACT BASED QUESTIONS

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

The entire staff was roused and maids rushed in and out bringing his day bed, his night bed, favourite cushions, toys and rubber rings, breakfast bowl, lunch bowl, supper bowl. Realising that my car would never hold all the stuff, I started to drive away. As I moved off, Mrs Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looked in the mirror before I turned the corner of the drive; everybody was in tears. Out on the road, I glanced down at the pathetic little animal gasping on the seat by my side. I patted the head and Tricki made a brave effort to wag his tail. “Poor old lad,” I said. “You haven’t a kick in you but I think I know a cure for you.”

i What might the atmosphere of the household in

the above extract signify?

- (a) Mrs Pumphrey’s status in society reflected in Tricki’s lifestyle.
- (b) The staff’s love for Tricki, which matched that of Mrs. Pumphrey
- (c) The grand life of comforts and luxuries that Tricki enjoyed.
- (d) Mrs. Pumphrey’s indulgence and anxiety acted upon by the staff.

Ans : (d) Mrs. Pumphrey’s indulgence and anxiety acted upon by the staff.

ii Given below are emoticons reflecting various expressions and reactions.

Choose the option that correctly describes the narrator’s mindset in the given extract.



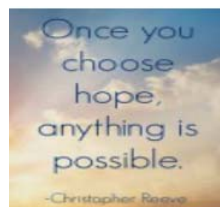
- (i)
- (ii)
- (iii)
- (iv)
- (v)

- (a) Options (i) and (iii)
- (b) Options (ii) and (iv)
- (c) Options (iii) and (v)
- (d) Options (ii) and (v)

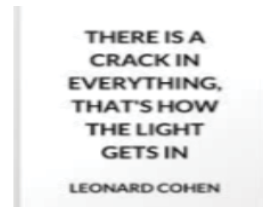
Ans : (b) Options (ii) and (iv)

iii Given below are some well-known quotes shared by the staff to console Mrs. Pumphrey, after Tricki’s departure.

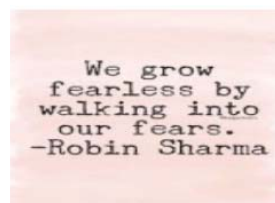
Choose the option that correctly identifies the quote that is not appropriate to the consolation offered.



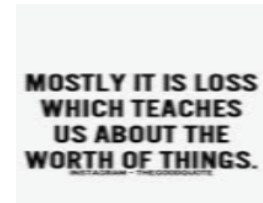
(i)



(ii)



(iii)



(iv)

- (a) Option (i)
 - (b) Option (ii)
 - (c) Option (iii)
 - (d) Option (iv)
- Ans : (d) Option (iv)

iv As the extract indicates, Mrs. Pumphrey indulged Tricki and bought him many things. Choose the option that best describes the kinds

of advertisement/s that seem likely to persuade Mrs. Pumphrey to buy something for Tricki.

- (i) Statistics Appeal – Such advertisements use facts and data to convince consumers to buy products.
- (ii) Scarcity Appeal – Such advertisements create a feeling of exclusivity and are often used to convince people to take advantage of a sale or limited period offer.
- (iii) Personal Appeal – Such advertisements focus on evoking emotions to convince consumers and often relate to family or other interpersonal interactions.
- (iv) Fear Appeal – Such advertisements focus on inspiring some kind of fear to convince consumers to take action in order to avoid certain negative or undesirable consequences.

(a) Options (i), (ii) and (iv)

(b) Options (iii) and (iv)

(c) Options (i), (iii) and (iv)

(d) Option (ii) only

Ans : (b) Options (iii) and (iv)

- v The narrator describes Tricki as a “pathetic little animal”. The use of the word ‘pathetic’ indicates that the narrator

(a) was very fond of Tricki.

(b) thought Tricki was contemptible.

(c) pitied Tricki’s condition.

(d) believed Tricki’s health was deteriorating.

Ans : (c) pitied Tricki’s condition.

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

He discovered the joys of being bowled over, tramped on and squashed every few minutes. He became an accepted member of the gang, an unlikely, silky little object among the shaggy crew, fighting like a tiger for his share at mealtimes and hunting rats in the old henhouse at night. He had never had such a time in his life. All the while, Mrs Pumphrey hovered anxiously in the background, ringing a dozen times a day for the latest bulletins.

- i Read the following statements, each of which describes the gist of the given extract.

Select the option that captures the essence of the extract correctly.

Statement I : It highlights the kind of comforts and luxuries that Tricki was used to at home.

Statement II : It brings out a contrast between Tricki and Mrs. Pumphrey’s state of being.

Statement III : It reflects that Tricki was happier at the surgery, and loved being with other dogs.

Statement IV : It shows Tricki’s journey with his

peers at the surgery, and documents his recovery.

(a) Statements I and II

(b) Statements III and IV

(c) Statements I and III

(d) Statements II and IV

Ans : (d) Statements II and IV

- ii What does the reference to Tricki as a “silky little object” signify?

(a) Tricki was a very small and rather pampered dog.

(b) Tricki was comfortably attired in fine silks and warm coats.

(c) Unlike the other dogs, Tricki had lived in the lap of luxury with care and grooming.

(d) The narrator’s mockery of Tricki’s life and treatment with Mrs. Pumphrey.

Ans : (c) Unlike the other dogs, Tricki had lived in the lap of luxury with care and grooming.

- iii Why does the narrator describe being “tramped on and squashed” as joys?

(a) To suggest the irony about the strange ways of dogs.

(b) To mention the simple pleasures of canine life.

(c) To compare it to Tricki’s earlier play-time at the house.

(d) To direct attention towards Tricki’s successful recovery.

Ans : (b) To mention the simple pleasures of canine life.

- iv “All the while, Mrs Pumphrey hovered anxiously in the background”.

Given below are different types of pet parenting styles described in Country Living, an e-magazine.

Choose the option that best reflects the kind of pet owner Mrs. Pumphrey was.

(i) Traffic Light pet owners have a healthy balance of rules and freedom and give clear and consistent signals for ‘yes’ and ‘no’.

(ii) Entranced pet owners have the best intentions, but as soon as their pet locks eyes with them and gives their command, they are at their pet’s beck and call.

(iii) The Goose pet owners go all-out in protecting their pet. They often limit their time away from their pet, especially puppies.

(iv) The Baggage Handler pet owners love being close to their pets and going on adventures together. They are always mindful of the pet’s comfort and security .

(a) Option (i)

(b) Option (ii)

(c) Option (iii)

(d) Option (iv)

Ans : (b) Option (ii)

v Pick the option that reveals Tricki's characteristics in the context of 'fighting like a tiger for his share at mealtimes and hunting rats in the old henhouse at night.'

1. selfish
2. happy
3. greedy
4. confident
5. sturdy
6. cruel

- (a) 2, 4 and 5
- (b) Only 2
- (c) 1 and 5
- (d) 3, 4 and 6

Ans : (a) 2, 4 and 5

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

I was really worried about Tricki this time. I had pulled up my car when I saw him in the street with his mistress and I was shocked at his appearance. He had become hugely fat, like a bloated sausage with a leg at each corner. His eyes, bloodshot and rheumy, stared straight ahead and his tongue lolled from his jaws.

i Name the chapter

- (a) A Triumph of Surgery
- (b) The Thief's Story
- (c) Footprints Without Feet
- (d) Animals

Ans : (a) A Triumph of Surgery

ii Who is the author of A Triumph of Surgery?

- (a) Amitav Ghosh
- (b) James Herriot
- (c) J.B. Priestley
- (d) A.J. Cronin

Ans : (b) James Herriot

iii Who was the mistress of Tricki?

- (a) Mrs. Packletide
- (b) Mrs. Fitzgerald
- (c) Mrs. Pearson
- (d) Mrs. Pumphrey

Ans : (d) Mrs. Pumphrey

iv Which literary device has been used in 'like a bloated sausage'?

- (a) Simile
- (b) Metaphor
- (c) Personification
- (d) Alliteration

Ans : (a) Simile

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

I looked down again at the little dog. That was the trouble. Tricki's only fault was greed. He had never been known to refuse food; he would tackle a meal at any hour of the day or night. And I wondered about

all the things Mrs. Pumphrey hadn't mentioned.

i Who is 'I' in the above lines?

- (a) A doctor
- (b) A shopkeeper
- (c) A Cloth merchant
- (d) A Fashion Designer

Ans : (a) A doctor

ii What had happened to Tricki in A Triumph of Surgery?

- (a) He had lost much weight
- (b) He had put on much weight
- (c) He had put off much weight
- (d) He had lost his partner

Ans : (b) He had put on much weight

iii What was responsible for Tricki's deteriorating health?

- (a) His overeating
- (b) Lack of exercise
- (c) Lack of physical movement
- (d) All of these

Ans : (d) All of these

iv Which does the word 'Tackle' mean?

- (a) Accept as a challenge
- (b) Take on
- (c) Undertake
- (d) All of these

Ans : (d) All of these

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

The entire staff was roused and maids rushed in and out bringing his day bed, his night bed, favourite cushions, toys and rubber rings, breakfast bowl, lunch bowl, supper bowl. Realising that my car would never hold all the stuff, I started to drive away. As I moved off, Mrs. Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looked in the mirror before I turned the corner of the drive; everybody was in tears.

i Why was everybody in tears?

- (a) For Tricki had died
- (b) For Tricki had fallen from the car
- (c) For Tricki was being sent to a doctor
- (d) For Tricki had refused to leave

Ans : (c) For Tricki was being sent to a doctor

ii Why was Tricki being driven away?

- (a) For improvement in his health
- (b) For degradation of his health
- (c) For his master had failed to pay off her debts
- (d) None of these

Ans : (a) For improvement in his health

- iii What does the word 'Despairing' mean?
- (a) Desperate
 (b) Hopeless
 (c) Despondent
 (d) All of these

Ans : (d) All of these

- iv Which literary device has been used in 'Rubber rings'?
- (a) Simile
 (b) Metaphor
 (c) Personification
 (d) Alliteration

Ans : (d) Alliteration

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

I made up a bed for him in a warm loose box next to the one where the other dogs slept. For two days I kept an eye on him, giving him no food but plenty of water. At the end of the second day he started to show some interest in his surroundings and of the third he began to whimper when he heard the dogs in the yard.

- i What does the word 'Whimper' mean?
- (a) Whine
 (b) Sit silently
 (c) Eat a lot
 (d) Barked at the humans

Ans : (a) Whine

- ii What was given to Tricki for eating?
- (a) A lot of food
 (b) A lot of meat
 (c) Nothing except water
 (d) All of these

Ans : (c) Nothing except water

- iii Where is Tricki residing now?
- (a) At Pumphrey's home
 (b) At doctor's home
 (c) At his servants' home
 (d) Alone in the kennel

Ans : (b) A doctor's home

- iv How long did it take Tricki to be normal?
- (a) 1 day
 (b) 2 days
 (c) 3 days
 (d) 4 days

Ans : (b) 2 days

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

From then on, his progress was rapid. He had no medicinal treatment of any kind but all day he ran about with the dogs, joining in their friendly scrimmages. He discovered the joys of being bowled over, tramped on and squashed every few minutes. He became an accepted member of the gang, an

unlikely, silky little object among the shaggy crew, fighting like a tiger for his share at mealtimes and hunting rats in the old henhouse at night. He had never had such a time in his life.

- i What does the word 'Scrimmages' mean?
- (a) Battle royals
 (b) melees
 (c) Fights
 (d) All of these

Ans : (d) All of these

- ii How did the other dogs behave with Tricki?
- (a) They refused to accept him as a member of the gang
 (b) They accepted him as a member of the gang
 (c) They behaved ruthlessly and injured him
 (d) None of these

Ans : (b) They accepted him as a member of the gang

- iii What did Tricki do in the henhouse?
- (a) Hunt cats
 (b) Hunt rats
 (c) Hunt dogs
 (d) Hunt lizards

Ans : (b) Hunt rats

- iv Which literary device has been used in 'like a Tiger'?
- (a) Simile
 (b) Metaphor
 (c) Personification
 (d) Alliteration

Ans : (a) Simile

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

I walked through the house into the garden. A mass of dogs was hurtling round and round the lawn and in their midst, ears flapping, tail waving, was the little golden figure of Tricki. In two weeks he had been transformed into a lithe, hard muscled animal; he was keeping up well with the pack, stretching out in great bounds, his chest almost brushing the ground.

- i What does the word 'Midst' mean?
- (a) In the corner of
 (b) In the side of
 (c) In front of
 (d) In the middle of

Ans : (d) In the middle of

- ii What made Tricki a lithe and hard-muscled?
- (a) His overeating
 (b) His overeating with bone-breaking exercise
 (c) His balanced eating with exercise
 (d) His staying with Mrs. Pumphrey

Ans : (c) His balanced eating with exercise

- iii What has been referred to 'The Pack' in this

extract?

- (a) Group of rats
- (b) Group of cats
- (c) Group of dogs
- (d) Group of wolves

Ans : (c) Group of dogs

iv What does the phrasal verb 'Keeping up well' mean?

- (a) Getting along well
- (b) Having a tussle with
- (c) Showing enmity to others
- (d) None of these

Ans : (a) Getting along well

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

During the excitement, I helped the chauffeur to bring out the beds, toys, cushions, coats and bowls, none of which had been used. As the car moved away, Mrs Pumphrey leaned out of the window. Tears shone in her eyes. Her lips trembled. "Oh, Mr Herriot," she cried, "how can I ever thank you? This is a triumph of surgery!"

i Who is a chauffeur?

- (a) A waiter at restaurant
- (b) A driver
- (c) A cook
- (d) A woodcutter

Ans : (b) A driver

ii What made Mrs. Pumphrey cry in the end?

- (a) Transformation of her body
- (b) Transformation of her pet
- (c) Transformation of her car
- (d) Transformation of her house

Ans : (b) Transformation of her pet

iii Why did Mrs. Pumphrey thank the doctor?

- (a) For making her pet fat
- (b) For making her pet slower
- (c) For making her pet eat more
- (d) None of these

Ans : (d) None of these

iv What does the word 'Triumph' mean in A Triumph of Surgery?

- (a) Defeat
- (b) Victory
- (c) Consolation
- (d) Failure

Ans : (b) Victory

MULTIPLE CHOICE QUESTIONS

1. Who is the author of the story "A Triumph of Surgery"?

- (a) James Herriot
- (b) Ruskin Bond
- (c) Robert Arthur
- (d) Victor Canning

Ans : (a) James Herriot

2. Who does "I" refer to in the story?

- (a) Tricky
- (b) Mrs. Pumphrey
- (c) Veterinary surgeon
- (d) none of the above

Ans : (c) Veterinary surgeon

3. What is the name of the veterinary surgeon?

- (a) Tricky
- (b) Mrs. Pumphrey
- (c) Hodgkin
- (d) Mr. Herriot

Ans : (d) Mr. Herriot

4. What problem does Mrs Pumphrey think Tricky has?

- (a) diarrhoea
- (b) malnutrition
- (c) allergies
- (d) all of the above

Ans : (b) malnutrition

5. Did Mrs Pumphrey cut down on sweets as was advised?

- (a) yes
- (b) no
- (c) only for a while
- (d) she was not advised anything like that

Ans : (c) only for a while

6. Who is Hodgkin?

- (a) dog owner
- (b) gardener
- (c) Veterinary surgeon
- (d) Dog

Ans : (b) gardener

7. What was the dog unable to play?

- (a) ring-throw
- (b) walk
- (c) hide and seek
- (d) all of the above

Ans : (a) ring-throw

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8. What did the doctor advise?
 (a) cut his food
 (b) give him more exercise
 (c) keep him on a very strict diet
 (d) all of the above
Ans : (d) all of the above
9. Was the narrator waiting for a call from Mrs Pumphrey?
 (a) no
 (b) yes
 (c) maybe
 (d) maybe not
Ans : (b) yes
10. What is the meaning of 'distraught'?
 (a) bend
 (b) worried
 (c) upset
 (d) both b and c
Ans : (d) both b and c
11. How was Tricki acting?
 (a) refusing to eat his favourite food
 (b) didn't go for walks
 (c) vomiting
 (d) all of the above
Ans : (d) all of the above
12. What was best according to the vet?
 (a) to take him to the hospital
 (b) to take him for a walk
 (c) to let him have sugar
 (d) both b and c
Ans : (a) to take him to the hospital
13. Why did the other dogs ignore Tricki?
 (a) he was an uninteresting object
 (b) he was ill
 (c) he was furious
 (d) all of the above
Ans : (a) he was an uninteresting object
14. For how many days he was given no food?
 (a) 1
 (b) 2
 (c) 3
 (d) 5
Ans : (b) 2
15. Who was Joe?
 (a) nurse
 (b) pug
 (c) greyhound
 (d) cat
Ans : (c) greyhound
16. What did the dogs know about food?
 (a) last ones will be liable to have competition for the leftover food
 (b) there was no competition
 (c) it wasn't good
 (d) it was the best part of the day
Ans : (a) last ones will be liable to have competition for the leftover food
17. What is the meaning of the word 'jostling'?
 (a) running
 (b) struggling
 (c) walking
 (d) none of the above
Ans : (b) struggling
18. What is the meaning of the word 'scrimmage'?
 (a) fight
 (b) play
 (c) run
 (d) none of the above
Ans : (a) fight
19. What does the narrator refer to Tricki as, in the group of other dogs?
 (a) silky little object
 (b) shaggy little object
 (c) he didn't say anything
 (d) none of the above
Ans : (a) silky little object
20. What is the meaning of the word 'convalescing'?
 (a) condescending
 (b) worsen
 (c) disappointing
 (d) recover
Ans : (d) recover
21. What did Mrs Pumphrey bring first?
 (a) Eggs
 (b) Brandy
 (c) Wine
 (d) None of these
Ans : (a) Eggs
22. How did the staff benefit from Mrs Pumphrey's

- overdoing?
 (a) breakfast with eggs
 (b) lunch with wine
 (c) dinner with brandy
 (d) all of the above
Ans : (d) all of the above
23. What made the narrator call Mrs Pumphrey after a fortnight?
 (a) Tricki got recovered
 (b) Tricki got unwell
 (c) he knew she is suffering
 (d) both a and c
Ans : (d) both a and c
24. "In two weeks he had been transformed into a lithe, hard-muscled animal" . What is the meaning of the word 'lithe'?
 (a) dirty
 (b) graceful
 (c) misbehaving
 (d) rude
Ans : (b) graceful
25. What did they use out of these?
 (a) toys
 (b) cushions
 (c) coats
 (d) none of the above
Ans : (d) none of the above
26. How would you describe Mrs. Pumphrey?
 (a) loving
 (b) over-doing
 (c) intelligent
 (d) rational
Ans : (b) over-doing
27. How would you describe the vet?
 (a) tactful
 (b) over-doing
 (c) careless
 (d) irrational
Ans : (a) tactful
28. Was Tricki happy on seeing Mrs. Pumphrey?
 (a) yes
 (b) No
 (c) maybe
 (d) she showed no emotions
Ans : (a) yes
29. Who do you blame for Tricki's illness?
 (a) Mrs. Pumphrey
 (b) Tricki
 (c) Herriot
 (d) Vet
Ans : (a) Mrs. Pumphrey
30. Why is the narrator tempted to keep Tricki as a permanent guest?
 (a) because he loved Tricki
 (b) he thought Mrs. Pumphrey wouldn't take good care of Tricki
 (c) they would lose all Luxuries like eggs, wine and brandy
 (d) none of the above
Ans : (c) they would lose all Luxuries like eggs, wine and brandy
31. What was Tricki's main fault?
 (a) fatness
 (b) inactivity
 (c) laziness
 (d) greed
Ans : (d) greed
32. Mrs Pumphrey was a very _____ Lady.
 (a) miser
 (b) poor
 (c) cruel
 (d) rich
Ans : (d) rich
33. What did Mrs Pumphrey think her dog is suffering from?
 (a) fever
 (b) malnutrition
 (c) stomach pain
 (d) footsore
Ans : (b) malnutrition
34. "I think I know a cure for you." Who is 'I' ?
 (a) Mrs Pumphrey
 (b) Mrs Pumphrey's husband
 (c) Mr Herriot
 (d) Mrs Pumphrey's servant
Ans : (c) Mr Herriot
35. What did the doctor give Tricki at his clinic?
 (a) many injections
 (b) medicines
 (c) no food for two days
 (d) only milk and chocolate
Ans : (c) no food for two days

36. Where did Mr Herriot take Tricki?
 (a) to his clinic
 (b) to Mrs Pumphrey's house
 (c) to a public hospital for vets
 (d) nowhere
Ans : (a) to his clinic
37. How did Tricki look?
 (a) very thin
 (b) like a bloated sausage
 (c) very smart
 (d) always ready to run
Ans : (b) like a bloated sausage
38. Who was Mrs Pumphrey worried about?
 (a) herself
 (b) her maid-servant
 (c) her dog Tricki
 (d) her son
Ans : (c) her dog Tricki
39. What did Mrs Pumphrey bring at first?
 (a) two dozen fresh eggs
 (b) four dozen fresh eggs
 (c) wine
 (d) both a and c
Ans : (b) four dozen fresh eggs
40. When Mr Herriot took Tricki to his clinic, Mrs Pumphrey was:
 (a) happy
 (b) excited
 (c) wailing
 (d) thanking the doctor
Ans : (c) wailing
41. "I think I know a cure for you." What is the 'cure'?
 (a) controlling Tricki's diet
 (b) giving him a surgery
 (c) giving injections
 (d) keeping under observation
Ans : (a) controlling Tricki's diet
42. What made the narrator call Mrs Pumphrey after a fortnight?
 (a) Tricki got recovered
 (b) Tricki got unwell
 (c) he knew she is suffering
 (d) both a and c
Ans : (d) both a and c
43. Tricki was a pet –
 (a) Dog
 (b) Wolf
 (c) Cat
 (d) Bear
Ans : (a) Dog
44. According to Mr. Herriot Tricki looked like a –
 (a) Wolf
 (b) Chicken roll
 (c) Sausage
 (d) Tiger
Ans : (c) Sausage
45. _____ was the owner of Tricki.
 (a) Mr. Herriot
 (b) Mrs. Pumphrey
 (c) Mrs. Herriot
 (d) Mr. Stephen
Ans : (b) Mrs. Pumphrey
46. The color of the eyes of Tricki was –
 (a) Black
 (b) Yellow
 (c) White
 (d) Red
Ans : (d) Red
47. Tricki's owner used to give a bowl of _____ apart from his regular diet along with malt and cod liver oil –
 (a) Milk
 (b) Horlicks
 (c) Water
 (d) Juice
Ans : (b) Horlicks
48. _____ and _____ were Tricki's favourite thing.
 (a) Rice and chicken
 (b) Cakes and chocolates
 (c) Kichdi and Fish
 (d) Cakes and cookies
Ans : (b) Cakes and chocolates
49. The narrator Mr. Herriot instructed Mrs. Pumphrey to cut down _____ from the diet of Tricki
 (a) Sweets
 (b) Meat
 (c) Milk
 (d) Rice
Ans : (a) Sweets
50. The reason behind the garden's not coming to take

Tricki out for playing was –

- (a) Fever
- (b) Cold
- (c) Lower back pain
- (d) Stomach pain

Ans : (c) Lower back pain

51. Tricki was wearing _____.

- (a) Coat
- (b) Jacket
- (c) Rain Coat
- (d) Pull over

Ans : (a) Coat

52. Mr. Herriot was a _____ by profession.

- (a) Business person
- (b) Service holder
- (c) Veterinary doctor
- (d) Banker

Ans : (c) Veterinary doctor

53. Mr. Herriot suggested Mrs. Pumphrey to get Tricki hospitalized and keep him under observation for _____ days.

- (a) 3
- (b) 15
- (c) 5
- (d) 20

Ans : (b) 15

54. Tricki was wrapped in a _____ while sending to the hospital.

- (a) Rain coat
- (b) Mat
- (c) Cotton
- (d) Blanket

Ans : (d) Blanket

55. Mr. Herriot made a bed for Tricki in a –

- (a) Warm box
- (b) Blanket
- (c) Warm hour
- (d) Cage

Ans : (a) Warm box

56. For the first two days Mr. Herriot kept Tricki just on –

- (a) Soup
- (b) Milk
- (c) Water
- (d) Juice

Ans : (c) Water

57. The name of the greyhound was –

- (a) Joe
- (b) Jack
- (c) Jiwi
- (d) Micky

Ans : (a) Joe

58. At the dinner Mr. Herriot should keep his eyes specially on –

- (a) Tricki
- (b) Joe
- (c) Titan
- (d) Tristan

Ans : (d) Tristan

59. At night Tricki used to go for hunting _____ with his other fellow dogs.

- (a) Rats
- (b) Hews
- (c) Cats
- (d) Birds

Ans : (a) Rats

60. For Tricki's fastest recovery Mrs Pumphrey started sending _____ daily.

- (a) One dozen egg
- (b) Three dozen eggs
- (c) Two dozen eggs
- (d) 5 eggs

Ans : (c) Two dozen eggs

61. To improve the quality of blood, Mrs Pumphrey started sending _____ for Tricki.

- (a) Milk
- (b) Code liver oil
- (c) Juice
- (d) Wine

Ans : (d) Wine

62. Meaning of chauffeur is –

- (a) Driver
- (b) Helicopter
- (c) Car
- (d) Dog

Ans : (a) Driver.

63. Was the narrator waiting for a call from Mrs Pumphrey?

- (a) no
- (b) yes
- (c) maybe
- (d) maybe not

Ans : (b) yes

64. What was the dog unable to play?
(a) ring-throw
(b) walk
(c) hide and seek
(d) all of the above
Ans : (a) ring-throw
65. Did Mrs Pumphrey cut down on sweets as was advised?
(a) yes
(b) no
(c) only for a while
(d) she was not advised anything like that
Ans : (c) only for a while
66. What was Tricki's real disease?
(a) stomach pain
(b) vomiting due to over-feeding
(c) cholera
(d) fever
Ans : (b) vomiting due to over-feeding
67. The dogs at the clinic took no interest in Tricki because he was:
(a) dull and boring
(b) not of their race
(c) of small size
(d) more powerful than them
Ans : (a) dull and boring
68. When Tricki was seriously ill, who did Mrs Pumphrey make a frantic call?
(a) to her son
(b) to her husband
(c) to a vet doctor Mr Herriot
(d) to her maid-servant
Ans : (c) to a vet doctor Mr Herriot
69. Tricki falls ill because
(a) he met an accident
(b) of bad weather
(c) he did not get proper food to eat
(d) his mistress overfed him
Ans : (d) his mistress overfed him
70. What was the name of Mrs Pumphrey's dog?
(a) Ben
(b) Tommy
(c) Tricki
(d) Jonny
Ans : (c) Tricki

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CHAPTER 20

The Thief's Story

INTRODUCTION

The story "The Thief's Story" is written by Ruskin Bond. The story is about a 15 year old thief who changes his name every month to stay ahead of the police and old employers. This time he kept his name Hari Singh. The other person in the story is a 25 year old writer named Anil. The thief meets Anil and asks him if he can work for him. The story unfolds on how the thief betrays Anil by committing a theft but retracts later on.

WORD MEANINGS

1. Lean - thin
2. Flattery - excessive and insincere praise
3. Modestly - in an unassuming manner; without vanity or arrogance.
4. Employers - a person or organization that employs people.
5. Grunting - make a low, short guttural sound.
6. Appealing - attractive or interesting.
7. Misjudged - form a wrong opinion or conclusion about.
8. Balcony - a platform enclosed by a wall or balustrade on the outside of a building, with access from an upper-floor window or door.
9. Terrible - extremely bad or serious.
10. Patted - touch quickly and gently with the flat of the hand.
11. Pleasant - giving a sense of happy satisfaction or enjoyment.
12. Supplies - a stock or amount of something supplied or available for use.
13. Fits and Starts - not working on something consistently
14. Borrow - take and use (something belonging to someone else) with the intention of returning it.
15. Lend - grant to (someone) the use of (something) on the understanding that it will be returned.
16. Queer - strange; odd.
17. Tuck - push, fold, or turn (the edges or ends of something, especially a garment or bedclothes) so as to hide or secure them.
18. Line of work - the principal activity in your life that you do to earn money
19. Beam - a ray or shaft of light.
20. Crept - move slowly and carefully in order to avoid being heard or noticed.
21. Drew - pull or drag
22. Sighed - emit a long, deep audible breath expressing

- sadness, relief, tiredness.
23. Startled - feeling or showing sudden shock or alarm.
24. Dashed - Quickly ran towards something
25. Carriages - any of the separate sections of a train that carry passengers.
26. Hesitated - pause in indecision before saying or doing something.
27. Deserted - (of a place) empty of people.
28. Curious - eager to know or learn something.
29. Robbed - take property unlawfully from (a person or place) by force or threat of force.
30. Maidan - a park
31. Drizzle - light rain falling in very fine drops.
32. Shelter - a place giving temporary protection from bad weather or danger.
33. Clock Tower - a tower, typically forming part of a church or civic building, with a large clock at the top.
34. Damp - slightly wet.
35. Hurried - done in a hurry; rushed.
36. Undetected - not detected or discovered.
37. Clouded - make or become less clear or transparent.

CHARACTERS

1. **Hari Singh** - He is a 15 year old, fair handed thief. He is keen on learning how to read and write. He is so experienced robber that he knows how different people will react when they are robbed.
2. **Anil** - He is a 25-year-old, tall and lean man. He earns his living by writing. He is a kind, simple and an easy-going person.

SUMMARY

Hari Singh Approaches Anil

Hari Singh approached Anil while he was watching a wrestling match, as he seemed to be an easy target to him. Hari used some flattering words to gain Anil's confidence and soon they started conversing. After a while, when Anil started to walk off, Hari followed him with his most appealing smile. He expressed his wish to work for Anil. But Anil bluntly expressed his inability to pay Hari. Hari questioned Anil if he could feed him. Anil agreed to feed Hari only if he knew how to cook. Hari said that he knew how to cook but this was a lie.

Anil Brings Hari to his Room

Anil took Hari to his room over Jumna Sweet Shop and let him occupy the balcony to sleep. Anil gave that night's meal to a stray dog because the meal cooked

by Hari was terrible. Anil had realised that Hari didn't know how to cook. He asked Hari to go off to sleep, but Hari hung around, giving his most appealing smile. Anil patted Hari's head and told him that he would teach him how to cook.

Anil teach Hari to read and write

Anil taught Hari to write his name and promised to teach him how to write whole sentences and to add numbers eventually. Hari was happy and grateful for this as he knew that he could achieve anything he wanted once he knew how to read and write like an educated man. He liked working for Anil. He started making tea in the morning and buying the day's supplies later. He used to make a profit of about a rupee on buying the day's supplies but knew that Anil didn't mind.

Hari had gained Anil's Trust

One evening Anil came back with a bundle of currency notes he had got from selling a book he had written to a publisher. He kept the money under the mattress and slept peacefully. Hari had been working for Anil for almost a month and he had gained Anil's trust. Hari saw the opportunity to rob Anil. It was not an easy task as he knew that Anil will be sad about the loss of money. He brushed away his thought and decided to execute the robbery the same night, as Anil would've otherwise wasted the money on his friends.

Hari Robbed Anil

Hari considered the situation and crawled up to the bed when Anil was asleep. He slid his hand under the mattress and drew the money out quietly. He rushed out of the room and began to run on the road. He had secured the money with the string of his pyjama. He was heading towards the railway station to catch 10:30 express to Lucknow as planned. He was elated when he counted the money on his way.

Hari didn't Board the Train

Hari reached the station just when the train was about to pick up speed. He could have managed to get into one of the carriages but something unexplainable stopped him. He was left behind on the station. He decided to leave the station and thought while walking through the bazaar about how would Anil feel when he would come to know about the theft. Hari had realised by then that he could not only cook the meals or go to the market to buy daily supplies, but he had also lost the chance to learn how to read and write. Due to these thoughts and his feeling of guilt, he decided to go back to Anil, if only for the sake of learning how to read and write.

Hari Kept The Money Back

Hari hurried towards the room. He opened the door cautiously so as not to wake Anil up. He quickly took out the currency notes which were damp because of the rain. He crept up to the bed and placed the notes under the mattress. After that, he went off to sleep in the balcony.

Anil Reacted Normally in the Morning

Hari woke up late in the morning. He found that Anil had already prepared tea. Anil gave a fifty rupee note

to Hari, telling him that he had earned some money by selling a book to a publisher and now he would pay him regularly. Hari was motivated but he could make out that Anil knew everything though he didn't say anything to him about it.

MESSAGE

The story "The Thief's Story" conveys the message that human values and relations are important in life and it can change a person. True values and kindness wins everyone's heart, even a thief's heart. Even a person's honesty can change an evil person and a person's life could be changed if he meets a mentor who could guide and help him to choose right path in life. The story conveys another beautiful message that we should not betray the trust reposed on us by a person. Once the trust of a person is lost, everything is lost. Kindness touches hearts and brings about a change in even in the worst person.

EXTRACT BASED QUESTIONS

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

Anil was watching a wrestling match when I approached him. He was about 25-- a tall, lean fellow -- and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence. 'You look a bit of a wrestler yourself,' I said. A little flattery helps in making friends.

- i** According to the extract, the young boy was watching the wrestling match because he
- had been invited there by the wrestlers.
 - was supposed to meet someone there.
 - was looking for simple people to dupe.
 - loved wrestling and followed it very closely.

Ans : (c) was looking for simple people to dupe.

- ii** 'I hadn't had much luck of late' means that the boy hadn't
- ever conned people successfully.
 - been successful in duping people lately.
 - understood the consequences of thievery till date.
 - considered the role of fate in deceiving others.

Ans : (b) been successful in duping people lately.

- iii** 'I might be able to get into the young man's confidence.'

Choose the option that does not display what

the statement means.

- (a) He wanted to win his trust.
- (b) He wanted him to share his thoughts without caution.
- (c) He wanted him to feel comfortable revealing more details about himself.
- (d) He wanted to be able to spend quality time with him.

Ans : (d) He wanted to be able to spend quality time with him.

- iv** Anil looked easy-going, kind and simple to the narrator.

Which of the given characteristics would not fit in with this description?

- (a) compassionate
- (b) suave
- (c) uncomplicated
- (d) carefree

Ans : (b) suave

- v** Based on the line, "A little flattery helps in making friends."

Choose the option that displays the quote closest in meaning.

- (a) Imitation is the best form of flattery; people generally understand that my comedy is not intended to hurt anybody
- (b) I know imitation is the highest form of flattery, but stealing one's identity is totally different.
- (c) Nothing is so great an example of bad manners as flattery. If you flatter all the company, you please none; If you flatter only one or two, you offend the rest.
- (d) One may define flattery as a base companionship which is most advantageous to the flatterer.

Ans : (d) One may define flattery as a base companionship which is most advantageous to the flatterer.

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

I think he knew I made a little money this way but he did not seem to mind. Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived, he would go out and celebrate. It seems he wrote for magazines - a queer way to make a living!

- i** Anil made money 'by fits and starts' means that he

- (a) deemed it fit to start investing money.
- (b) started earning money in the recent past.
- (c) received money intermittently.
- (d) put his money to use frequently.

Ans : (c) received money intermittently.

- ii** The information in the extract suggests that

Anil could be a

- (a) salaried professional
- (b) freelancer
- (c) business man
- (d) volunteer

Ans : (b) freelancer

- iii** If borrow :lend, then pick the odd pair from the options below

- (a) give :: take
- (b) lose :: find
- (c) hop :: skip
- (d) buy :: sell

Ans : (c) hop :: skip

- iv** The reference to making a little money 'this way' refers to a way that is viewed by most people as

- (a) sensible
- (b) inappropriate
- (c) charitable
- (d) Aggressive

Ans : (c) charitable

- v** Based on your understanding of Anil in the extract, choose the option that synchronises with his thinking.

- (a) So what if I don't have much money? Giving it to that person is important as they could do with a helping hand.
- (b) I better learn how to protect my money. I think I'm being looted.
- (c) I earn money with such tremendous effort. Where does it all go?
- (d) When I become rich, I can begin to help friends then. Right now, I will spend only on myself.

Ans : (a) So what if I don't have much money? Giving it to that person is important as they could do with a helping hand.

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

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand. Anil was watching a wrestling match when I approached him. He was about 25 a tall, lean fellow and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence. "You look a bit of a wrestler yourself" I said. A little flattery helps in making friends.

- i** Name the chapter

- (a) A Triumph of Surgery
- (b) The Thief's Story
- (c) Footprints Without Feet
- (d) Animals

Ans : (b) The Thief's Story

- ii Who is the author of "The Thief's Story"?
- (a) Ruskin Bond
 (b) James Herriot
 (c) J.B. Priestley
 (d) A.J. Cronin

Ans : (a) Ruskin Bond

- iii What was Anil by profession?
- (a) A wrestler
 (b) A teacher
 (c) A writer
 (d) A book seller

Ans : (c) A writer

- iv Which literary device has been used in 'You look a bit of a wrestler yourself'?
- (a) Simile
 (b) Metaphor
 (c) Personification
 (d) Alliteration

Ans : (b) Metaphor

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

He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

- i Who is 'He' in the above lines?
- (a) Hari Singh
 (b) Anil
 (c) Ruskin Bond
 (d) None of these
- Ans :** (b) Anil
- ii What kind of food was prepared by Hari Singh?
- (a) Palatable
 (b) Sumptuous
 (c) Toothsome
 (d) None of these
- Ans :** (d) None of these
- iii What does the word 'Stray' mean?
- (a) One who moves here and there aimlessly
 (b) One who barks aimlessly
 (c) One who bites aimlessly
 (d) None of these
- Ans :** (a) One who moves here and there aimlessly

- iv What was Hari Singh by profession?
- (a) A thief
 (b) A wrestler
 (c) A writer
 (d) A book seller

Ans : (a) A thief

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

And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work. Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money, he'll only waste it on his friends. After all, he doesn't even pay me.

- i Why was it difficult to rob a careless man according to Hari Singh?
- (a) For he gets angry
 (b) For he doesn't pay attention to
 (c) For he can pay attention to it
 (d) None of these
- Ans :** (b) For he doesn't pay attention to
- ii What reason did Hari Singh find for cheating on his host?
- (a) That he was not much worried about money
 (b) That he didn't pay him
 (c) That he would spend money on his friends
 (d) All of these
- Ans :** (d) All of these

- iii What does the speaker mean by 'Out of practice'?
- (a) That he was not used to stealing
 (b) That he was used to stealing
 (c) That he had not committed a stealth for a period of time
 (d) None of these
- Ans :** (c) That he had not committed a stealth for a period of time

- iv Which of the following adjectives describes Anil?
- (a) Trustworthy
 (b) Philanthropist
 (c) A good host
 (d) All of these
- Ans :** (d) All of these

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

My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

- i What was Hari Singh looking for?
- (a) Gold
 (b) Money
 (c) Shares
 (d) Key of Anil's Safe

Ans : (b) Money

- ii What does the word 'Startled' mean?
 (a) Astonished
 (b) Ravished
 (c) Perplexed
 (d) None of these

Ans : (a) Astonished

- iii Where did Hari Singh go after stealing the money?
 (a) Bus Stand
 (b) Railway Station
 (c) Metro Station
 (d) None of these

Ans : (b) Railway Station

- iv What does the phrasal verb 'Crawl Out' mean?
 (a) To run out quickly
 (b) To move out slowly
 (c) To move out hastily
 (d) To stay there for a while

Ans : (b) To move out slowly

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

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

- i What does the word 'Deserted' mean?
 (a) Abandoned
 (b) Stuffed with people
 (c) Crowded
 (d) Both b and c
Ans : (a) Abandoned
- ii What did Hari Singh notice at the station?
 (a) That his friends had gone
 (b) That the train had gone
 (c) That Anil had come to take his money back
 (d) That Anil had already been standing there
Ans : (b) That the train had gone
- iii Why did Hari Singh not want to turn up to his friends?
 (a) For they could make his work easier
 (b) For they could drop him to Anil's home
 (c) For they could leave him alone
 (d) For they could create more trouble than help
Ans : (d) For they could create more trouble than help

- iv What did Hari Singh decide to do?
 (a) To turn up to his friends
 (b) To turn up to Anil's home
 (c) To turn up to his mother's home
 (d) To wait at the railway station for another train.

Ans : (b) To turn up to Anil's home

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

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected. I opened the door quietly, then stood in the doorway, in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress, and slipped under it with the notes.

- i What did Hari Singh do with the money?
 (a) Deposited in his bank account
 (b) Handed in to his friends
 (c) Kept in Anil's safe stealthily
 (d) Kept it whence it was taken
Ans : (d) Kept it whence it was taken
- ii Why did Hari Singh keep the money under the mattress?
 (a) For he had realised his mistake
 (b) For he could be arrested by police
 (c) For he was afraid of being humiliated in front of people
 (d) For he had no guts to steal
Ans : (a) For he had realised his mistake
- iii What was more difficult for Hari Singh?
 (a) To return the money in the morning
 (b) To return the money in the evening
 (c) To return the money undetected
 (d) All of these
Ans : (c) To return the money undetected
- iv What was the mental state of Hari Singh?
 (a) Confident
 (b) Nervous
 (c) Perplexed
 (d) Both b and c
Ans : (d) Both b and c

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

"I made some money yesterday," he explained. "Now you'll be paid regularly." My spirits rose. But when I took the note, I saw it was still wet from the night's rain. "Today we'll start writing sentences," he said. He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

- i** Name the chapter
 (a) A Triumph of Surgery
 (b) The Thief's Story
 (c) Footprints Without Feet
 (d) Animals
Ans : (b) The Thief's Story
- ii** Who had made money?
 (a) Hari Singh
 (b) Anil
 (c) Ruskin Bond
 (d) None of these
Ans : (b) Anil
- iii** Why does the phrase 'My spirits rose' mean?
 (a) To feel sad
 (b) To feel happy
 (c) To regret
 (d) To apologise
Ans : (b) To feel happy
- iv** What did Anil plan to do with Hari Singh?
 (a) To hand him in to police
 (b) To beat him ruthlessly
 (c) To start teaching him
 (d) To abuse him publicly
Ans : (c) To start teaching him
4. What was Anil's age?
 (a) 15
 (b) 25
 (c) 20
 (d) none of the above
Ans : (b) 25
5. How has the narrator described Anil?
 (a) simple
 (b) kind
 (c) easy-going
 (d) all of the above
Ans : (d) all of the above
6. What was Anil doing when the boy met him?
 (a) cooking
 (b) watching a match
 (c) playing
 (d) writing an article
Ans : (b) watching a match
7. How did the narrator attempt at being friends with Anil?
 (a) flattering him
 (b) teasing him
 (c) introducing himself
 (d) none of the above
Ans : (a) flattering him

MULTIPLE CHOICE QUESTIONS

1. Who is the author of the story "The Thief's story"?
 (a) James Herriot
 (b) Ruskin Bond
 (c) Robert Arthur
 (d) Victor Canning
Ans : (b) Ruskin Bond
2. What is he "a fairly successful hand" at?
 (a) wrestling
 (b) stealing
 (c) deceiving
 (d) working hard
Ans : (b) stealing
3. What was the boy's age?
 (a) 15
 (b) 25
 (c) 20
 (d) none of the above
Ans : (a) 15
8. What did the boy ask Anil for?
 (a) to give him food
 (b) to employ him
 (c) to give him money
 (d) to teach him
Ans : (b) to employ him
9. How often did he change his name?
 (a) every day
 (b) every week
 (c) every month
 (d) every year
Ans : (c) every month
10. He changed his name in order to stay ahead of _____.
 (a) police
 (b) employers
 (c) both a and b
 (d) none of these
Ans : (c) both a and b

11. What name did he tell Anil?
 (a) Anil Singh
 (b) Hari Lal
 (c) Hari Singh
 (d) Anil Lal
Ans : (c) Hari Singh
12. What do you mean by the word “grunting”?
 (a) make a low inarticulate sound
 (b) say something which is clearly audible
 (c) shouting
 (d) none of the above
Ans : (a) make a low inarticulate sound
13. How was the meal he cooked first night?
 (a) delicious
 (b) mouth-watering
 (c) finger-licking good
 (d) terrible
Ans : (d) terrible
14. How did he infer that about his food?
 (a) Anil said he liked it
 (b) Anil couldn't have enough of it
 (c) Anil was licking his fingers
 (d) Anil gave it to a stray dog
Ans : (d) Anil gave it to a stray dog
15. What did Anil promise him to teach?
 (a) write his name
 (b) cook
 (c) write full sentences
 (d) all of the above
Ans : (d) all of the above
16. Did Anil really mind his petty ways of earning money?
 (a) yes
 (b) no
 (c) maybe
 (d) he didn't earn through petty ways
Ans : (b) no
17. “a queer way to earn money”. What is the meaning of the word “queer”?
 (a) strange
 (b) famous
 (c) rare
 (d) illegal
Ans : (a) strange
18. Who was the most trusting person narrator had ever met ?
 (a) Anil
 (b) publisher
 (c) Anil's friends
 (d) none of the above
Ans : (a) Anil
19. Who is easier to rob?
 (a) a careless man
 (b) a greedy man
 (c) a trusting man
 (d) Anil
Ans : (b) a greedy man
20. What takes all the pleasure out of work?
 (a) robbing a careless man
 (b) robbing a greedy man
 (c) when someone doesn't notice they've been robbed
 (d) both a and c
Ans : (d) both a and c
21. How much money did he steal?
 (a) 500 Rupees
 (b) 600 Rupees
 (c) 700 Rupees
 (d) 800 Rupees
Ans : (b) 600 Rupees
22. Did he get away on the Lucknow Express?
 (a) yes
 (b) no
 (c) maybe
 (d) none of the above
Ans : (b) no
23. How, according to the narrator, would Anil feel upon finding out?
 (a) angry
 (b) fear
 (c) acceptance
 (d) sad
Ans : (d) sad
24. What did he do with the money?
 (a) ran away with it
 (b) threw it
 (c) bought a cycle with it
 (d) returned it
Ans : (d) returned it
18. Who was the most trusting person narrator had ever

25. Did Anil say anything about the robbery?
 (a) yes
 (b) no
 (c) maybe
 (d) none of the above
Ans : (b) no
26. Why does Hari return the money?
 (a) he wanted to learn to write
 (b) he was worried about how Anil would feel
 (c) he felt bad
 (d) none of the above
Ans : (a) he wanted to learn to write
27. What do you mean by the word “unlined”?
 (a) in a line
 (b) not in a line
 (c) showing no sign of worry or anxiety
 (d) none of the above
Ans : (b) not in a line
28. Who does ‘I’ refer to in the story?
 (a) Hari
 (b) Anil
 (c) a greedy man
 (d) none of the above
Ans : (a) Hari
29. What was the name of the shop above which Anil lived?
 (a) Laddu Sweet Shop
 (b) Rasgulla Sweet Shop
 (c) Jamun Sweet Shop
 (d) Jumna Sweet Shop
Ans : (d) Jumna Sweet Shop
30. What promise did Anil make to the thief boy?
 (a) giving him a good job
 (b) giving him good clothes
 (c) teaching him reading and writing
 (d) playing with him
Ans : (c) teaching him reading and writing
31. Which of the following traits describes Anil?
 (a) easy-going
 (b) careful
 (c) greedy
 (d) extravagant
Ans : (a) easy-going
32. What was the boy’s real profession?
 (a) a household servant
 (b) theft
 (c) cheating
 (d) working honestly
Ans : (b) theft
33. What did Anil do for a living?
 (a) wrote articles for magazines
 (b) wrestling
 (c) acting
 (d) business
Ans : (a) wrote articles for magazines
34. What was the name of the thief boy?
 (a) Anil
 (b) Ajit Singh
 (c) Hari Singh
 (d) Chander
Ans : (c) Hari Singh
35. At the beginning of the story the thief met with a fellow named –
 (a) Anil
 (b) Ali
 (c) Amit
 (d) Amal
Ans : (a) Anil
36. Anil was a _____.
 (a) Wrestler
 (b) Footballer
 (c) Cricketer
 (d) Chess player
Ans : (a) Wrestler
37. The house of Anil was over the –
 (a) Jumna sweet shop
 (b) Bhajram sweet shop
 (c) Jamuna Textile
 (d) Sharma Motors
Ans : (a) Jumna sweet shop
38. Anil instructed the thief to sleep on the
 (a) Study
 (b) Balcony
 (c) Dinning room
 (d) Drawing room
Ans : (b) Balcony
39. The thief used to take _____ from the money everyday which was given by Anil for grocery

shopping.

- (a) 10 Rs
- (b) 50 Rs
- (c) 5 Rs
- (d) Rs 1

Ans : (d) Rs 1

40. Anil put the money –

- (a) Inside the cupboard
- (b) Inside the locker
- (c) Under the mattress
- (d) Inside the drawer

Ans : (c) Under the mattress

41. There was a little bit of light over Anil's bed because of –

- (a) Bedside lamp
- (b) Road light
- (c) Tube light
- (d) Moonlight

Ans : (d) Moonlight

42. Hari planned to leave the city by _____ after stealing the money from Anil.

- (a) 10:30 p.m.
- (b) 1 O' clock
- (c) 12:30 p.m.
- (d) 1 p.m.

Ans : (a) 10:30 p.m.

43. Hari planned to catch _____ while escaping.

- (a) Dhanbad mail
- (b) Delhi mail
- (c) Lucknow Express
- (d) Satabdi Express

Ans : (c) Lucknow Express

44. Hari kept all the stolen notes in his –

- (a) Hand bag
- (b) Pocket
- (c) Pyjama
- (d) Hand

Ans : (c) Pyjama

45. It was the time of _____ when the incident happened.

- (a) Mid December
- (b) January
- (c) Early February
- (d) Mid November

Ans : (d) Mid November

46. At the incident night Hari took shelter –

- (a) Under the clock tower
- (b) In the tea shop
- (c) At the church
- (d) In the barandah of the house

Ans : (a) Under the clock tower.

47. It was _____ by the clock tower.

- (a) 11:30 p.m.
- (b) 1 O' clock
- (c) 12:30 a.m.
- (d) 12 O' clock

Ans : (d) 12 O' clock

48. Anil gave Rs _____ to Hari from the stolen money.

- (a) 100
- (b) 50
- (c) 20
- (d) 150

Ans : (b) 50

49. Hari was actually supposed to lose _____ by stealing money.

- (a) Knowledge of stealing
- (b) Money
- (c) Trust
- (d) House

Ans : (c) Trust

50. Hari got _____ after returning.

- (a) Trust
- (b) Permanent Job
- (c) House
- (d) Friend

Ans : (b) Permanent Job

51. 'I hadn't had much luck of late' means that the boy hadn't

- (a) ever conned people successfully.
- (b) been successful in duping people lately.
- (c) understood the consequences of thievery till date.
- (d) considered the role of fate in deceiving others.

Ans : (b) been successful in duping people lately.

52. The thief boy was grateful to Anil for:

- (a) giving him a job
- (b) giving him money
- (c) watching wrestling match with him
- (d) talking with him

Ans : (a) giving him a job

53. What did Anil do with the money when he received

a cheque?

- (a) deposited it in his account
- (b) bought household things
- (c) went out to celebrate
- (d) paid salary to the boy

Ans : (c) went out to celebrate

54. What did Hari Singh want from Anil?

- (a) help
- (b) shelter
- (c) money
- (d) work

Ans : (d) work

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CHAPTER 21

Footprints Without Feet

INTRODUCTION

The story “Footprints Without Feet” is an excerpt from the novel “The Invisible Man” written by H.G wells. The novel deals with the adventures of a scientist - Griffin, who discovers a mysterious drug that could make the human body invisible. This story is about how instead of using that rare drug for benefit of people, Griffin misused it for his selfish purpose and troubled other people.

WORD MEANINGS

1. Imprints – impressions
2. Gazed – looked fixedly
3. Remarkable – strange
4. Descending – coming down
5. Progressing – moving
6. Faint – dim
7. Mystery – secret
8. Bewildered – confused/surprised
9. Carried out – conducted
10. Rare – not often seen
11. Drug – medicine
12. Eject – to force someone out
13. Revenge – vindictive feeling
14. By no means – not at all
15. Regard – concern
16. Wrappers – covers
17. Grocery – provisional store
18. Quilts – warm covers
19. Settled down – laid comfortably
20. Managed – succeeded in
21. Panicked – be afraid
22. Gave chase – followed
23. Shivering – trembling
24. Side-whiskers – beard
25. Callously – without mercy
26. Set all tongues wagging – made all people talk about
27. Solitude – loneliness
28. Eccentric – whimsical
29. Temper – nature
30. Presently – soon
31. Episode – event
32. Clergyman – priest
33. Creeping – moving quietly
34. Chink – sound of coins
35. Poker – rod for poking fire
36. Grasped – held firmly
37. Firmly – steadily
38. Surrender – submit
39. Affair – matter
40. Furious – very angry
41. Bedpost – leg of bed
42. Slam – shut forcefully
43. Hysterics – great excitement
44. Extraordinary – unusual
45. Convinced – sure
46. Haunted – visited by ghosts
47. Moaned – cried in pain
48. Witchcraft – sorcery/black magic
49. Burglary – theft
50. Suspected – doubted
51. Quick tempered – short tempered
52. Horrified – frightened
53. Warrant – written official order
54. Blows – (here) attack of fists
55. Knocked – hit
56. Unconscious – fainted
57. Nervous – anxious
58. Lay hand on - catch

CHARACTERS

1. **Griffin** - He was an extraordinary and brilliant scientist. He discovered that the human body could become invisible and transparent as a sheet of glass.
2. **Mrs Hall** - The landlord's wife at the local inn in Iping.
3. **Jaffers** - He is the village constable.

SUMMARY

Muddy Imprints

Two boys were highly surprised. They saw muddy impressions on the steps of a house in London. They were the fresh footmarks of a barefooted man. The boys followed them. The impressions got fainter and finally disappeared.

The Mystery of Footmarks

The mystery of footmarks was quite simple. The boys were following a scientist. He had just discovered how to make the human body transparent.

Griffin

Great but Eccentric Scientist: Griffin was a great scientist. He carried out many experiments to prove that the human body could become invisible. In the end, he swallowed some rare drugs and his body became transparent. He was a lawless person. His landlord disliked him and tried to eject him. In revenge, Griffin set his house on fire.

Unseen when Naked

Griffin had to remove all his clothes if he wanted to be unseen by the people. He became a homeless wanderer without clothes. He had no money. He left footmarks as he moved.

In a Big London Store

The air was bitterly cold. Griffin was naked. Instead of walking about the streets, he entered a London store for warmth. He enjoyed the pleasure of clothes and food freely. He fitted himself out with warm clothes there. He became fully dressed up with shoes, an overcoat and a hat. After putting on clothes, he became visible. He had cold meat and coffee, sweets and wine from the grocery store. He slept on a pile of quilts. He didn't wake up until the assistants arrived the next morning. When they came near, he panicked and began to run. But he could become invisible only when he was totally naked. So he took off his newly found clothes. Once more he became naked in the chilling January air.

In Drury Lane

He hurried to Drury Lane, the centre of the theatre world. He entered the shop of a theatrical company to become invisible. He came out of the shop wearing bandages around his forehead, glasses, false nose, side-whiskers and a large hat. Then, he attacked a shopkeeper and robbed him of all the money he could find.

Arrival in Iping Village

Griffin wanted to get away from the crowded London. He came to the village of Iping. He booked two rooms in a local inn. He paid the rent in advance. The arrival of a stranger of such strange appearance became the talk of the town. Mrs. Hall tried to be friendly with her guest Griffin. He told her that he didn't want to be disturbed. He wanted to be alone. She thought that her guest was an eccentric scientist. She didn't mind his strange habits and irritable temper. Griffin's cash finished. He told a lie that he was expecting a cheque at any moment.

Clergyman Burgled

A strange episode occurred. A clergyman and his wife were awakened by the noises in the study very early in the morning. They came downstairs and heard the chink of money being taken from the desk. With a poker in his hand, the clergyman flung open the door. He shouted, "surrender!" He was surprised to see the room empty. They looked under the desk, behind the curtains and even up the chimney. No one was there. They found the desk open and the money missing. They were highly surprised but couldn't understand anything.

Mrs. Hall's Furniture Shows Strange Behaviour

The landlord and his wife (Mrs. Hall) woke up very early. They found Griffin's door wide open. Usually, it was shut and locked. They peeped around but found nobody. They found Griffin's clothes and bandages lying about. All of a sudden Mrs. Hall heard a sniff close to her ear. A hat leapt up and dashed itself into her face. The chair became alive. They turned away in fear. Then the chair pushed both of them out of the room. Even the door was slammed and locked after them. Mrs. Hall almost fell

down the stairs and started crying. She was sure that the room was haunted by spirits. The villagers suspected that the trouble was caused by witchcraft. When the news of burglary at the clergyman's home became known, everyone doubted Griffin's hand in it. This suspicion grew stronger when Griffin suddenly showed some ready cash. He had no cash a few days before.

Invisible Man Shows Himself

Mrs. Hall went to Griffin's room. He was there. She asked what he had done to her chair upstairs. She also asked how he had entered a locked room. The scientist lost his temper. He became furious and cried "I'll show you." Suddenly he threw away all bandages, whiskers, spectacles and even nose. The horrified men in the bar stared at a headless man.

Encounter with Constable Jeffers

The police constable who had been informed, arrived now. He was totally surprised to find that he was to arrest a man without a head. There followed a wonderful scene. The scientist (Griffin) started throwing his clothes one by one. He was becoming more and more invisible as he threw off one garment after another. Finally, the man became invisible. Some people who tried to hold him were beaten by the unseen blows that came from nowhere. In the end, Jeffers was knocked unconscious. Nervous and excited people started crying "Hold him!" Griffin was invisible and free now. No one knew where to lay hands on him.

MESSAGE

The chapter conveys a message that misuse of science and its great discoveries can make even a brilliant scientist like Griffin a monster and a threatening lawless person. An another message given in this chapter is that excessive greed can have unintended and disastrous consequences as is evidently reflected in the story.

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EXTRACT BASED QUESTIONS

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

As she and her husband turned away in terror, the extraordinary chair pushed them both out of the room and then appeared to slam and lock the door after them. Mrs Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits, and that the stranger had somehow caused these to enter into her furniture. "My poor mother used to sit in that chair," she moaned! To think it should rise up against me now! The feeling among the neighbours was that the trouble was caused by witchcraft."

- i Mrs Hall felt that the room was haunted by spirits because
 - (a) she could see evil spirits.
 - (b) she heard strange noise.
 - (c) uncanny things happened there.
 - (d) the door slammed shut.

Ans : (c) uncanny things happened there.

- ii Pick the option that best describes how Mrs Hall must be feeling at the moment described in the extract.

- (a) stunned and furious
- (b) shocked and outraged
- (c) outraged and nervous
- (d) stunned and agitated

Ans : (d) stunned and agitated

- iii Pick the sentence that brings out the meaning of ‘hysterics’ as used in the extract.

- (a) My friend and I were in splits when we saw the clown’s antics.
- (b) I don’t know why I suddenly felt worried about flying home.
- (c) The sight of blood put the old man in a frenzy.
- (d) The people who had witnessed the accident were spellbound.

Ans : (c) The sight of blood put the old man in a frenzy.

- iv Pick the option that displays a cause -> effect relationship.

- (a) pushed and locked out -> hysterical
- (b) rising of the chair -> moaning
- (c) troubled neighbours -> witchcraft
- (d) stranger -> haunted spirits

Ans : (a) pushed and locked out -> hysterical

- v The neighbours thought it was ‘witchcraft’. This tells us that neighbours were

- (a) suspicious
- (b) superstitious
- (c) nervous wrecks
- (d) gossip-mongers.

Ans : (b) superstitious

- vi Pick the option that includes the correct matches of Column A with Column B.

	Column A		Column B
I.	The stranger was	(i)	eccentric, lonely and callous
II.	He had escaped	(ii)	eccentric, callous and short-tempered
III.	He had an uncommon appearance	(iii)	from Iping to London

		(iv)	as he wore bandages round his forehead
--	--	------	--

- (a) I-ii; II-iv; III-iii
- (b) I-i; II-iii; III-iv
- (c) I-iii; II-ii; III-i
- (d) I-ii; II-iii; III-iv

Ans : (d) I-ii; II-iii; III-iv

- vii Look at the different meanings of ‘haunt’. Pick the option that DOES NOT correspond to its meaning

- (a) to be conscious of a strange phenomenon.
- (b) be persistently and disturbingly present in (the mind).
- (c) (of something unpleasant) continue to affect or cause problems for.
- (d) a place frequented by a specified person.

Ans : (a) to be conscious of a strange phenomenon.

- 2. Read the extract given below and answer the questions that follow:

The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house in the middle of London? And where was the man? As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere! Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and at last disappeared altogether.

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- i Why were the boys surprised to see a barefooted man in London?

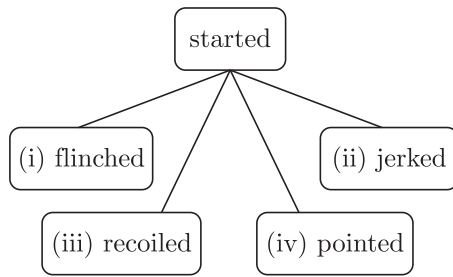
The boys were surprised as

- (a) it was an unusual sight to see someone this way.
- (b) everybody in London moved around in shoes.
- (c) it was pretty cold to move around bare feet.
- (d) only a person who is homeless and wandering does so.

Ans : (c) it was pretty cold to move around bare feet.

- ii Pick out the option that is not related to ‘started’

as used in the extract



- (a) option (i)
 (b) option (ii)
 (c) option (iii)
 (d) option (iv)
Ans : (d) option (iv)

iii Pick the option that best describes how the boys are feeling based on the extract.

- (a) enchanted, curious, puzzled
 (b) captivated, curious, puzzled
 (c) repulsed, curious, captivated
 (d) enchanted, repulsed, curious

Ans : (b) captivated, curious, puzzled

iv The boys felt that the footprints were

- (a) seen due to some magic trick.
 (b) a figment of imagination.
 (c) of a man who was invisible.
 (d) those of a mysterious man.

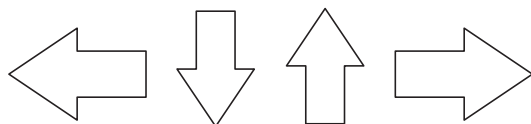
Ans : (d) those of a mysterious man.

v Pick the option that best matches synonyms of the word 'gazed'.

- (a) (i) gaped (ii) gawked
 (b) (i) admired (ii) disbelieved
 (c) (i) overlooked (ii) stared
 (d) (i) surveyed (ii) overlooked

Ans : (a) (i) gaped (ii) gawked

vi Pick the option that lists the correct direction of the footprints on the stairs, as noticed by the boys.



- (i) (ii) (iii) (iv)

- (a) option (i)
 (b) option (ii)
 (c) option (iii)
 (d) option (iv)

Ans : (b) option (ii)

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

Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and

at last disappeared altogether. The explanation of the mystery was really simple enough. The bewildered boys had been following a scientist who had just discovered how to make the human body transparent.

i Name the chapter

- (a) A Triumph of Surgery
 (b) The Thief's Story
 (c) Footprints Without Feet
 (d) Fire and Ice

Ans : (c) Footprints Without Feet

ii Who is the author of Footprints Without Feet?

- (a) Ruskin Bond
 (b) James Herriot
 (c) H.G. Wells
 (d) A.J. Cronin

Ans : (c) H.G. Wells

iii Who is being referred to scientist in this extract?

- (a) Kemp
 (b) Griffin
 (c) Bobby Jaffers
 (d) Mr. Hall

Ans : (b) Griffin

iv Which literary device has been used in 'Bewildered boys'?

- (a) Simile
 (b) Metaphor
 (c) Personification
 (d) Alliteration

Ans : (d) Alliteration

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

Brilliant scientist though he was, Griffin was rather a lawless person. His landlord disliked him and tried to eject him. In revenge Griffin set fire to the house. To get away without being seen he had to remove his clothes. Thus it was that he became a homeless wanderer, without clothes, without money, and quite invisible until he happened to step in some mud, and left footprints as he walked!

i How did Griffin revenge upon his landlord?

- (a) Setting his home ablaze
 (b) Setting fire to his home
 (c) Burning down his home
 (d) All of these

Ans : (d) All of these

ii What does the word 'Wanderer'?

- (a) One who roams with a reason
 (b) One who roams aimlessly
 (c) One who eats aimlessly
 (d) None of these

Ans : (b) One who roams aimlessly

- iii How did Griffin make himself invisible?
 (a) By removing his hat
 (b) By removing his goggles
 (c) By removing his clothes
 (d) None of these

Ans : (c) By removing his clothes

- iv What does the phrasal verb 'Get away' mean?
 (a) To laugh
 (b) To escape
 (c) To accept
 (d) To reject

Ans : (c) To accept

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

Closing time arrived, and as soon as the doors were shut Griffin was able to give himself the pleasure of clothing and feeding himself without regard to expense. He broke open boxes and wrappers and fitted himself out with warm clothes. Soon, with shoes, an overcoat and a wide-brimmed hat, he became a fully dressed and visible person. In the kitchen of the restaurant he found cold meat and coffee, and he followed up the meal with sweets and wine taken from the grocery store. Finally he settled down to sleep on a pile of quilts.

- i How did Griffin make himself visible?
 (a) Wearing a dress
 (b) Eating a lot
 (c) Sleeping a lot
 (d) All of these

Ans : (a) Wearing a dress

- ii What did Griffin manage to eat at a departmental store?
 (a) Cold meat
 (b) Sweets
 (c) Burgers
 (d) Both a and b

Ans : (d) Both a and b

- iii Which of the following word is the synonym of 'Pile'?
 (a) Heap
 (b) Herd
 (c) Congregation
 (d) None of these

Ans : (a) Heap

- iv When did Griffin start making movement in the store?
 (a) When it was open
 (b) When it was shut
 (c) During the lunch break
 (d) During the dinner

Ans : (b) When it was shut

6. Read the extract given below and answer the

questions that follow:

He soon found a suitable shop. He made his way, invisible, upstairs and came out a little later wearing bandages round his forehead, dark glasses, false nose, big bushy side-whiskers, and a large hat. To escape without being seen, he callously attacked the shopkeeper from behind, after which he robbed him of all the money he could find.

- i Who is 'He' in the first line?
 (a) Kemp
 (b) Griffin
 (c) Bobby Jaffers
 (d) Mr. Hall

Ans : (b) Griffin

- ii In which lane was the shop located?
 (a) Crury Lane
 (b) Arury Lane
 (c) Brury Lane
 (d) Drury Lane

Ans : (d) Drury Lane

- iii How did Griffin deal with the shopkeeper?
 (a) By attacking him
 (b) By robbing him of all the money
 (c) By hitting him on the head
 (d) All of these

Ans : (d) All of these

- iv Where did Griffin leave for after getting dressed and being visible?
 (a) Port Stowe
 (b) lping
 (c) Burdock
 (d) None of these

Ans : (b) lping

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

Eager to get away from crowded London he took a train to the village of lping, where he booked two rooms at the local inn. The arrival of a stranger at an inn in winter was in any case an unusual event. A stranger of such uncommon appearance set all tongues wagging. Mrs. Hall, the landlord's wife, made every effort to be friendly. But Griffin had no desire to talk, and told her, "My reason for coming to I ping is a desire for solitude. I do not wish to be disturbed in my work. Besides, an accident has affected my face."

- i What is lping?
 (a) A small town
 (b) A small hill-side village
 (c) A small city
 (d) A metropolitan city

Ans : (b) A small hill-side village

- ii In which inn did he put up?
 (a) Dogs and Horses
 (b) Coach and Horses
 (c) Dogs and Coaches
 (d) None of these
Ans : (b) Coach and Horses

- iii What was the reason to come to lping according to Griffin?
 (a) To meet Mrs. Hall
 (b) To freak out alone
 (c) To live in isolation
 (d) All of these
Ans : (c) To live in isolation

- iv What had disfigured Griffin's face according to him?
 (a) An accident
 (b) A Burglary
 (c) A fire at his home
 (d) All of these
Ans : (a) An accident

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

The landlord and his wife were up very early, and were surprised to see the scientist's door wide open. Usually it was shut and locked, and he was furious if anyone entered his room. The opportunity seemed too good to be missed. They peeped round the door, saw nobody, and decided to investigate. The bedclothes were cold, showing that the scientist must have been up for some time; and stranger still, the clothes and bandages that he always wore were lying about the room.

- i Who has been referred to landlord in this extract?
 (a) Kemp
 (b) Griffin
 (c) Bobby Jaffers
 (d) Mr. Hall
Ans : (d) Mr. Hall
- ii What were the couple surprised see?
 (a) That the door was locked
 (b) That the door was ajar
 (c) That the door was slightly open
 (d) Both b and c
Ans : (d) Both b and c
- iii Where had Griffin gone?
 (a) To meet Bunting
 (b) To steal some money
 (c) To enjoy in the bar
 (d) To spend the night out
Ans : (b) To steal some money
- iv Find out the synonym of the word 'Furious' from

- the following?
 (a) Savage
 (b) Ravishing
 (c) Savvy
 (d) None of these
Ans : (a) Savage

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

Mr Jaffers, the constable, now arrived, and was quite surprised to find that he had to arrest a man without a head. But Jaffers was not easily prevented from doing his duty. If a magistrate's warrant ordered a person's arrest, then that person had to be arrested, with or without his head.

- i Who sent Bobby Jaffers to arrest Griffin?
 (a) The Magistrate
 (b) The Villagers
 (c) Owners of the Inns
 (d) Thomas Marvel
Ans : (a) The Magistrate
- ii What dilemma was Bobby Jaffers in?
 (a) How to arrest a man without legs
 (b) How to arrest a man without head
 (c) How to arrest a man without hands
 (d) How to arrest a man without handcuffs
Ans : (b) How to arrest a man without head
- iii Which of the following adjective suits Bobby Jaffers?
 (a) Careless
 (b) Reckless
 (c) Dutiful
 (d) Disobedient
Ans : (c) Dutiful
- iv Who had the last laugh in the end of the fight?
 (a) Kemp
 (b) Griffin
 (c) Bobby Jaffers
 (d) Mr. Hall
Ans : (b) Griffin

MULTIPLE CHOICE QUESTIONS

1. Who is the author of the story "Footprints without feet" ?
 (a) HG Wells
 (b) James Herriot
 (c) John Keats
 (d) WB Butler
Ans : (a) HG Wells
2. "The two boys started in surprise at the fresh muddy

- imprints of a pair of _____".
- (a) bare feet
(b) shoes
(c) tyres
(d) none of the above
Ans : (a) bare feet
3. He was leaving his imprints in _____
- (a) Paris
(b) London
(c) Iping
(d) Canada
Ans : (b) London
4. What is the meaning of "bewildered"?
- (a) perplexed
(b) confused
(c) puzzled
(d) all of the above
Ans : (d) all of the above
5. Who were the boys following?
- (a) a scientist
(b) a dog
(c) a rat
(d) none of the above
Ans : (a) a scientist
6. What was he working on?
- (a) making fake footprints
(b) making human bodies invisible
(c) making a fool of children
(d) all of the above
Ans : (b) making human bodies invisible
7. "Brilliant scientist though he was, Griffin was rather a _____ person."
- (a) lawless
(b) lawful
(c) good
(d) rude
Ans : (a) lawless
8. What did he do for revenge?
- (a) burned himself
(b) burned the landlord
(c) burned the house
(d) he didn't do anything for revenge
Ans : (c) burned the house
9. Griffin's body became as transparent as _____
- (a) glass
(b) ice
(c) air
(d) none of the above
Ans : (a) glass
10. What suggests that he was a homeless wanderer?
- (a) no clothes
(b) no money
(c) invisible
(d) all of the above
Ans : (d) all of the above
11. Why was it a bad time to wander in London?
- (a) it was mid winter
(b) he was without clothes
(c) both a and b
(d) none of the above
Ans : (c) both a and b
12. Where did he find comfort in London?
- (a) at the inn
(b) a big store
(c) theatre store
(d) none of the above
Ans : (b) a big store
13. How did Griffin finally escape?
- (a) by hitting them
(b) by taking off all his clothes
(c) by running away as fast as he could
(d) by hiding
Ans : (b) by taking off all his clothes
14. what was an unusual event?
- (a) a guest at the inn during winters
(b) a guest at the inn during summers
(c) a guest at the inn during spring
(d) nothing was unusual there
Ans : (b) a guest at the inn during summers
15. How did he justify his disinterest in having a conversation with Mrs Hall?
- (a) desired solitude
(b) didn't want to be disturbed during work
(c) both a and b
(d) none of the above
Ans : (c) both a and b

16. What do you mean by the word “eccentric”?
 (a) uncommon
 (b) extra
 (c) catchy
 (d) none of the above
Ans : (a) uncommon
17. Why does Mrs Hall find the scientist eccentric?
 (a) he visited during off season
 (b) his intention was only to work
 (c) he looked weird
 (d) all of the above
Ans : (d) all of the above
18. Why was Mrs Hall prepared and ready to tolerate strange habits and irritable temper?
 (a) he had paid in advance
 (b) he was a scientist
 (c) both a and b
 (d) none of the above
Ans : (a) he had paid in advance
19. What does the first encounter tell us about Mrs Hall?
 (a) She is not friendly
 (b) She is money-minded
 (c) she is disinterested in her guests
 (d) all of the above
Ans : (b) She is money-minded
20. What is being referred to as the “strange incident” that happened in the study?
 (a) Griffin stealing money while being invisible
 (b) Griffin arriving at the inn during off season
 (c) Griffin pretending to be waiting for a cheque
 (d) none of the above
Ans : (a) Griffin stealing money while being invisible
21. Who called the incident “an extraordinary affair”?
 (a) clergyman
 (b) clergyman’s wife
 (c) Mrs Hall
 (d) all of the above
Ans : (a) clergyman
22. What did she think had happened to her furniture?
 (a) nothing
 (b) the scientist had put spirits in them
 (c) the scientist was playing with them
 (d) the furniture had gone mad
Ans : (b) the scientist had put spirits in them
23. What do you mean by the word “hysterics”?
 (a) an exaggerated reaction
 (b) a normal reaction
 (c) no reaction
 (d) none of the above
Ans : (a) an exaggerated reaction
24. What caused the villagers to suspect the scientist?
 (a) the robbery
 (b) the furniture incident
 (c) unexpected availability of cash on him
 (d) all of the above
Ans : (a) the robbery
25. “The scientist was always _____; now he became furious.”
 (a) patient
 (b) quick-tempered
 (c) calm
 (d) none of the above
Ans : (b) quick-tempered
26. What was easier said than done?
 (a) to see him
 (b) to talk to him
 (c) to hold him
 (d) none of the above
Ans : (b) to talk to him
27. Where was the theatrical company shop situated?
 (a) Dury lane
 (b) Drury lane
 (c) Druy lane
 (d) Druri Lane
Ans : (c) Druy lane
28. At Iping where did Griffin stay?
 (a) in a hotel
 (b) in an inn
 (c) in a church
 (d) in a but
Ans : (b) in an inn
29. According to Mrs Hall, what type of a scientist was her guest?
 (a) good
 (b) brilliant
 (c) eccentric
 (d) all of the above
Ans : (c) eccentric

30. What did Griffin do in the big London store?
 (a) he wore shoes
 (b) he wore an overcoat
 (c) he ate cold meat and sweets
 (d) all of the above
Ans : (d) all of the above
31. Why was it a bad time to wander about in London without clothes?
 (a) it was a rainy season
 (b) it was very hot
 (c) it was bitterly cold
 (d) none of the above
Ans : (c) it was bitterly cold
32. Who were following the muddy footprints?
 (a) the landlord
 (b) two girls
 (c) Mr and Mrs Hall
 (d) two boys
Ans : (d) two boys
33. Griffin swallowed certain rare drugs and his body became as _____ as a sheet of glass.
 (a) shining
 (b) thin
 (c) transparent
 (d) thick
Ans : (c) transparent
34. Griffin discovered a medicine that could make his body _____.
 (a) large
 (b) small
 (c) invisible
 (d) all
Ans : (c) invisible
35. Why was Mrs Hall prepared and ready to tolerate strange habits and irritable temper?
 (a) he had paid in advance
 (b) he was a scientist
 (c) both a and b
 (d) none of the above
Ans : (a) he had paid in advance
36. After making a theft in the shop of a theatrical company where did Griffin decide to go?
 (a) Iping village
 (b) Oxford city
 (c) Paris
 (d) London
Ans : (a) Iping village
37. Who did Griffin attack and rob all the money?
 (a) the landlord
 (b) the assistance of the London store
 (c) the owner of the big London store
 (d) the owner of the theatrical company
Ans : (d) the owner of the theatrical company
38. How did Griffin escape from the assistants?
 (a) by running hard
 (b) by removing his newly worn clothes
 (c) by hitting the assistants
 (d) by hiding in a shed
Ans : (b) by removing his newly worn clothes
39. For what did Griffin enter the big London store?
 (a) for coldness
 (b) for warmth
 (c) for money
 (d) all of the above
Ans : (b) for warmth
40. Griffin left his muddy footprints on the steps of a house in the middle of _____.
 (a) London
 (b) Paris
 (c) Moscow
 (d) Iping
Ans : (a) London
41. What type of man was Griffin?
 (a) brilliant scientist
 (b) lawless person
 (c) both a and b
 (d) none of the above
Ans : (c) both a and b
42. Whose house did Griffin set on fire?
 (a) the landlord
 (b) the clergyman
 (c) Mrs Hall
 (d) the shopkeeper
Ans : (a) the landlord
43. What was Griffin?
 (a) scientist
 (b) clergyman
 (c) shopkeeper
 (d) landlord
Ans : (a) scientist
44. _____ Boys noticed the muddy imprint of bare

feet.

- (a) Two
- (b) Four
- (c) Three
- (d) Five

Ans : (a) Two.

45. The story occurred in –

- (a) America
- (b) Berlin
- (c) London
- (d) Paris

Ans : (c) London.

46. The name of the scientist was –

- (a) Gruffer
- (b) Griffin
- (c) Genny
- (d) Affin

Ans : (b) Griffin.

47. Griffin the scientist was making –

- (a) A walking plant
- (b) A talking plant
- (c) Invisible footprints
- (d) An invisible man

Ans : (d) An invisible man.

48. Griffin was a lawless man as he once –

- (a) Discovered a nrus
- (b) Burned the house of his landlord
- (c) Took the advantage of his best friend
- (d) Took the money of his landlord

Ans : (b) Burned the house of his landlord.

49. Only _____ can prove the presence of griffin after getting invisible.

- (a) Mud
- (b) Grass
- (c) Water
- (d) Clothes

Ans : (a) Mud.

50. It was _____ when he started roaming without clothes after getting invisible.

- (a) Mid-autumn
- (b) Mid-winter
- (c) Rainy season
- (d) Mid-summer

Ans : (b) Mid-winter.

51. Griffin decided to stay at the _____ to keep

himself warm.

- (a) Store
- (b) Library
- (c) Science Lab
- (d) Random house.

Ans : (a) Store.

52. Griffin ate cold meat and _____ from the store.

- (a) Tea
- (b) Water
- (c) Coffee
- (d) Coca- cola

Ans : (c) Coffee.

53. _____ was the centre of the theater world.

- (a) Samson Street
- (b) Drury Lane
- (c) Welson street
- (d) Dubry Lane

Ans : (b) Drury Lane.

54. Griffin decided to try the stock of a theatrical company in the hope getting some cloth to hide his –

- (a) Face
- (b) Feet
- (c) Hand
- (d) Body

Ans : (a) Face.

55. Griffin robbed the money from the –

- (a) Streetma
- (b) Shopkeeper
- (c) Random house
- (d) Bank

Ans : (b) Shopkeeper.

56. Griffin wore _____ on his forehead –

- (a) Bandages
- (b) Mask
- (c) White cloth
- (d) False hair

Ans : (a) Bandages.

57. Griffin ran away to the village named _____ after the incident of robbery.

- (a) Lping
- (b) Leong
- (c) Iping
- (d) Irish

Ans : (c) Iping.

58. Mrs. Hall was the _____ of the landlord.

- (a) Manger
- (b) Wife
- (c) Daughter
- (d) Housekeeper

Ans : (b) Wife.

59. Griffin again robbed money from _____.

- (a) Mrs. Hall
- (b) Another shopkeeper
- (c) Clergy man
- (d) Bank

Ans : (c) Clergy man.

60. Mrs. Hall got angry by seeing the door of the _____ open.

- (a) Drawing room
- (b) Bed room
- (c) Guest room
- (d) Study room

Ans : (c) Guest room.

61. The flying _____ from the bedpost hit and Mrs. Halls face.

- (a) Bandage
- (b) Hat
- (c) Umbrella
- (d) Stick

Ans : (b) Hat.

62. Mrs. Hall got hurt in her leg by the moving _____ of the room.

- (a) Bed
- (b) Table
- (c) Stick
- (d) Chair

Ans : (d) Chair.

63. The stick belonged to the _____ of Mrs. Hall by which she got hurt.

- (a) Mother
- (b) Grand mother
- (c) Father
- (d) Mother-in-law

Ans : (a) Mother.

64. Mr. Jaffers was –

- (a) The constable
- (b) Village head
- (c) Another scientist
- (d) Ownerof the another inn

Ans : (a) The constable.

65. Finally Jaffers failed to catch Griffin as he –

- (a) Ran away
- (b) Proved his innocence
- (c) became invisible
- (d) Was a great scientist

Ans : (c) Became invisible.

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