

**QUESTION BANK: ENGLISH  
ANNUAL EXAMINATION  
CLASS-VIII**

**CREATION AND COMPILATION: TAFS**

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**ANNUAL EXAMINATION**  
**CLASS-VIII**

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	<b>TOPIC: Reading Comprehension Exercise</b>
Q. No.	Questions
1.	Read the following passage and answer the questions that follow-
	<p>I. One day, I hopped in a taxi, and we took off for the airport. We were driving in the right lane when suddenly a car jumped out of a parking space, right in front of us. My taxi driver slammed on his brakes and missed the other car by just inches! The driver of the other car whipped his head around and started yelling at us. My taxi driver just smiled and waved at the guy. And I mean, he was really friendly. This puzzled me.</p> <p>II. So, I asked, "How come you were so calm? This guy almost ruined your car, and we could have landed in the hospital!" This is when my taxi driver taught me what I now call "The Law of the Garbage Truck." He explained that many people are like garbage trucks. They run around full of garbage, full of anger, and full of disappointment. As their garbage piles up, they need a place to dump it, and sometimes they'll dump it on you. Don't take it personally. Just smile, wave, wish them well, and move on. Don't take their garbage and spread it to other people at work, at home, or on the streets.</p> <p>III. The bottom line is that successful people do not let garbage trucks take over their day. Life's too short to wake up in the morning with regrets, so "Love the people who treat you right. Forgive the ones who don't." This attitude will help you sail through life. There will be fewer jerks and bumps. Learn to take the bad with the good, for life can never be perfect. Acceptance of what is, is the solution. Don't react, just accept, and you will be a lot happier. Life is ten percent what you make it and ninety percent how you take it. So, remember the law of the garbage truck, and don't let anyone dump their garbage on you.</p> <p>1. What was the immediate reaction of the taxi driver when another car jumped out in front of him?</p> <ul style="list-style-type: none"> <li>- a) He yelled back at the other driver.</li> <li>- b) He honked the horn aggressively.</li> <li>- c) He smiled and waved at the other driver.</li> <li>- d) He called the police.</li> </ul> <p>2. According to the taxi driver, why do people act like garbage trucks?</p> <ul style="list-style-type: none"> <li>- a) They are always in a hurry.</li> </ul>

	<ul style="list-style-type: none"> <li>- b) They have a lot of anger and disappointment.</li> <li>- c) They are bad drivers.</li> <li>- d) They don't care about others.</li> </ul> <p>3. What is the main lesson of "The Law of the Garbage Truck"?</p> <ul style="list-style-type: none"> <li>- a) To always confront rude people.</li> <li>- b) To avoid driving in the right lane.</li> <li>- c) To not take others' negative behavior personally.</li> <li>- d) To report all aggressive drivers.</li> </ul> <p>4. What percentage of life is how you take it, according to the passage?</p> <ul style="list-style-type: none"> <li>- a) 10%</li> <li>- b) 50%</li> <li>- c) 90%</li> <li>- d) 100%</li> </ul> <p>5. Answer the following questions briefly-</p> <ul style="list-style-type: none"> <li>a) The narrator learnt an invaluable lesson from the taxi driver. What was it?</li> <li>b) Describe the taxi driver using any two adjectives, based on your reading, and understanding of the passage.</li> </ul> <p>6. Fill in the blanks with appropriate answer-</p> <ul style="list-style-type: none"> <li>a) The idiom 'whipped his head around' mean _____ (turned his head around quickly/ to chase someone quickly)</li> <li>b) 'There will be fewer jerks and bumps,' here jerks and bumps refer to _____.</li> </ul>
2.	<p>Read the passage and answer the questions that follow-</p> <p><b>School Children's Preferences for Vocational Courses During Summer Break</b></p> <p>I. During the last summer break, a survey was conducted among school children to understand their preferences for vocational courses. The survey included students from grades VI to VIII and aimed to identify which courses they were most interested in and why.</p>

	<p>II. The results showed that a significant number of students preferred creative and hands-on courses. At the top of the list was cooking and baking, with 35% of the students expressing interest in learning how to prepare delicious meals and treats. Many students mentioned that they enjoyed watching cooking shows and wanted to try out recipes themselves.</p> <p>III. Coming in second was art and craft courses, favored by 28% of the respondents. Students were excited about learning different techniques in painting, drawing, and creating craft projects. They felt that these courses would allow them to express their creativity and produce tangible results they could be proud of.</p> <p>IV. Computer programming and robotics were also popular, with 20% of students showing interest. Many students felt that learning to code and build robots would be both fun and useful for their future careers. They were particularly fascinated by the idea of creating their own games and robots. Another 10% of students preferred outdoor adventure courses like camping and trekking. They were eager to spend time in nature, learn survival skills, and enjoy physical activities. These students valued the experience of being outdoors and the chance to develop teamwork and leadership skills.</p> <p>V. The remaining 7% of students showed interest in courses such as music, dance, and drama. These students wanted to enhance their performance skills and enjoyed the idea of being on stage. Overall, the survey highlighted a strong desire among students to engage in vocational courses that combine fun, creativity, and practical skills. Schools might consider offering a variety of these courses during the</p>
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	<p>summer break to cater to the diverse interests of their students.</p> <p>1. Which vocational course was the most preferred by the students according to the survey?</p> <p>a) Art and craft</p> <p>b) Cooking and baking</p> <p>c) Computer programming and robotics</p> <p>d) Outdoor adventure courses</p> <p>2. What percentage of students expressed interest in computer programming and robotics?</p> <p>a) 28%</p> <p>b) 20%</p> <p>c) 10%</p> <p>d) 7%</p> <p>3. Which course did 10% of the students prefer?</p> <p>a) Music, dance, and drama</p> <p>b) Art and craft</p> <p>c) Cooking and baking</p> <p>d) Outdoor adventure courses</p> <p>4.Fill in the blanks with appropriate answer-</p> <p>a) The survey revealed that ____% of students were excited about art and craft courses.</p> <p>b) Students interested in outdoor adventure courses valued the experience of being in ____ and developing teamwork and leadership skills.</p>
	<b>TOPIC: Writing Skills</b>
Q. No.	Questions

3.	<p><b>Paragraph Writing</b></p> <p>a) Write a paragraph about your experience of watching a live IPL match. Remember to give it an interesting title. (Word limit- 80-90 words)</p> <p>b) Write a paragraph about "Book reading is a dying phenomenon of life nowadays." Throw light on the factors responsible for it and give suggestions for its improvement. (Word limit- 80-90 words)</p> <p><b>Dialogue Writing</b></p> <p>c) Ram's mother fell ill suddenly and he had to miss his Maths Exam as he had to look after his mother. Construct dialogues between Ram and his teacher, explaining to her the reason for missing the exam. (6 sets)</p> <p>d) Construct dialogues between Sia and her friend, Martha, who have met after a long time, telling each other about getting trained in playing a piano at different Centre's and their experience. (6 sets)</p> <p><b>Biographical Sketch</b></p> <p>Based on the information given below, write the bio-sketch of Ruskin Bond in about 80-90 words.</p> <ul style="list-style-type: none"> <li>• Ruskin Bond was born on 19 May 1934 at Kasauli.</li> <li>• Sent at a boarding school in Mussourie</li> <li>• Schooling from Bishop Cotton School in Shimla where he graduated in 1950</li> <li>• An Indian author of British descent</li> <li>• An author and a poet by occupation</li> <li>• Works influenced by life in the hill stations at the foothills of Himalayas</li> <li>• Our Trees Still Grew in Dehra, A Flight of Pigeons, The Blue Umbrella and his autobiography Lone Fox Dancing are his notable works</li> <li>• Awarded Padma Shree, Padma Bhushan, Sahitya Academy Award etc.</li> <li>• Wrote fiction, short stories, novella, travelogue, books for children</li> <li>• Influenced by Charles Dickens and Mark Twain</li> </ul> <p>e) Your school premises looks beautiful, thanks to its well-maintained lawns and gardens. The credit for it goes to your school gardener, who toils to ensure the best results. Write a biographical sketch describing him in about 80-90 words.</p>
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### Formal letter to the Editor

- f) You are Bharat/Bharti of Safdarjung Development Area, New Delhi. You are deeply saddened by the attacks on elderly people who live alone. Write a letter to the Editor of 'The New India News' in about 100-120 words, making the elderly people aware about the safety measures that can be taken, and requesting the authorities to guarantee that such attacks do not occur, by getting your concern published in the newspaper.
- g) Draft a formal letter to the Editor of Hindustan Times, highlighting the issue of hanging electric wires in Dwarka. The letter should be written by Ashok, a concerned resident of Dwarka. Ensure the letter covers the following key points:
- Introduction of Ashok and the issue at hand.
  - A detailed description of the problem, including specific areas in Dwarka where the wires are hanging dangerously.
  - An explanation of the risks and hazards these hanging wires pose to residents.
  - Mention of previous complaints lodged with authorities and the lack of response or action.
  - A call to action for the immediate repair and securing of the wires.
  - A suggestion for a public awareness campaign to educate residents about the dangers of hanging electric wires.
  - A request for the editor's assistance in raising awareness and prompting action from the relevant authorities.
  - Polite and respectful closing remarks.

### TOPIC: Grammar

4.

Choose the correct answer from the alternatives given below-



	<p>1. Neither the teacher nor the students ____ aware of the change in the schedule.</p> <p>a) was b) were c) is d) are</p> <p>2. Each of the dogs ____ a collar.</p> <p>a) have b) has c) are d) were</p> <p>3. She ____ to the market every Saturday to buy the vegetables.</p> <p>a) goes b) went c) is going d) has gone</p> <p>4. They ____ a movie last night, which was critically acclaimed .</p> <p>a) watch b) watched c) watching d) have watched</p> <p>5. Right now, the children ____ in the park, playing their all-time favorite sport.</p> <p>a) are playing b) is playing c) were playing d) has been playing</p> <p>6. Yesterday at this time, I ____ for my Hindi exam.</p> <p>a) study b) was studying c) am studying d) has been studying</p>
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7. She \_\_\_\_ her homework already and now she is getting ready for the party.

- a) have finished
- b) has finished
- c) is finishing
- d) had finished

8. They \_\_\_\_ the project by the deadline, last week.

- a) had completed
- b) have completed
- c) completed
- d) will complete

9. Select the sentence with the correct usage:

- a) He don't like spinach.
- b) He doesn't like spinach.
- c) He doesn't likes spinach.
- d) He don't likes spinach.

10. Identify the error in the following sentence: "She is go to the store every day."

- a) Replace "is go" with "goes"
- b) Replace "go" with "going"
- c) Replace "is go" with "is going"
- d) Replace "go" with "gone"

11. The cat sat \_\_\_\_ the mat and purred.

- a) in
- b) on
- c) at
- d) under

12. She excels at dancing \_\_\_\_ singing, performing both with remarkable skills.

- a) but
- b) and
- c) or
- d) because

	<p>13. The cake lovingly _____ by my mother, is always a treat.</p> <p>a) bakes b) is baked c) was baking d) baked</p> <p>14. They _____ the room yesterday, after getting scolded for keeping the room messy.</p> <p>a) cleaned b) was cleaned c) cleaning d) are cleaning</p> <p>15. The book _____ by the author last year, and is well appreciated by the readers.</p> <p>a) wrote b) was written c) writes d) has written</p>								
<p><b>5.</b></p>	<p>Do as Directed-</p> <p>A) Choose the appropriate form of the verb-</p> <p>1. Half of the money _____ (is/are) going to be used to buy new equipment.</p> <p>2. Social studies _____ (be) my favorite subject.</p> <p>3. Everyone in the crowd _____ (was / were) enjoying the fireworks.</p> <p>4. My cat _____ (prefer / prefers) to sleep on the sofa.</p> <p>5. The police _____ (be) looking for the suspect.</p> <p>B) Supply the correct answer as directed in the question-</p> <p>(i) Did you know that a person can live without food for a whole month.</p> <table border="1" data-bbox="494 1715 1257 1794"> <tr> <th>Error</th><th>Correction</th></tr> <tr> <td> </td><td> </td></tr> </table> <p>(ii) An person can live for only one week without water.</p> <table border="1" data-bbox="494 1904 1257 1982"> <tr> <th>Error</th><th>Correction</th></tr> <tr> <td> </td><td> </td></tr> </table>	Error	Correction			Error	Correction		
Error	Correction								
Error	Correction								

(iii) We need water more then we need food. About 97% of the earth's water is in the oceans.

Error	Correction

(iv) Just 3% of the earth's water can be used for drinking. Approximately 75% of the worlds fresh water is frozen in the north and south ice caps.

Error	Correction

(v) England has been long famous for her dramatists, the greatest in all, was William Shakespeare.

Error	Correction

(vi) It is hard to find the educated man in the English-speaking world who has not heard of his name.

Error	Correction

(vii) The actor and playwright, born more than 400 years ago had become a chief symbol of British culture, not only of Englishmen but also for the whole world.

Error	Correction

(viii) Mammals vertebrates or animals with backbones.

Before	Missing Word	After

(ix) They have large brains and a keen awareness of surroundings.

Before	Missing Word	After

(x) They are warm-blooded and have their skin covered hair.

Before	Missing Word	After

(x) The young are born alive and suckle milk the milk glands of female.

Before	Missing Word	After

(xi) You will be surprised to know that many animals are otherwise very different from one another come under this category.

Before	Missing Word	After

	<table><tr><td></td><td></td><td></td></tr></table> <p>(xii) Soon after Gandhiji returned South Africa, a meeting of the Congress was held in Bombay.</p> <table><tr><td><b>Before</b></td><td><b>Missing Word</b></td><td><b>After</b></td></tr><tr><td></td><td></td><td></td></tr></table> <p>(xiii) Kaka Saheb Kalelkar went there help Gandhiji.</p> <table><tr><td><b>Before</b></td><td><b>Missing Word</b></td><td><b>After</b></td></tr><tr><td></td><td></td><td></td></tr></table> <p>(xiv) The twins said, 'We've got a problem.' (Convert into reported speech)</p> <p>(xv)Your friends will say, 'We would like to be in the show.' (Convert into reported speech)</p>				<b>Before</b>	<b>Missing Word</b>	<b>After</b>				<b>Before</b>	<b>Missing Word</b>	<b>After</b>			
<b>Before</b>	<b>Missing Word</b>	<b>After</b>														
<b>Before</b>	<b>Missing Word</b>	<b>After</b>														
6.	<p>Fill in the blanks with appropriate answers-</p> <p>A) Sentence Rearrangement</p> <p>1. Rearrange the following sentence:</p> <p>- (a) books / (b) reading / (c) I / (d) enjoy</p> <p>- _____</p> <p>2. Rearrange the following sentence:</p> <p>- (a) the park / (b) is / (c) playing / (d) John / (e) in</p> <p>- _____</p> <p>B) Subject-Verb Agreement</p> <p>3. Each of the players _____ (was/were) given a trophy.</p> <p>4. The list of items _____ (is/are) on the table.</p> <p>5. Neither the teacher nor the students _____ (has/have) arrived yet.</p> <p>C) Active and Passive Voice</p> <p>6. The chef _____ (prepare) the meal with great care. (Rewrite in passive voice)</p> <p>- _____</p> <p>7. The homework _____ (complete) by the student. (Rewrite in active voice)</p> <p>- _____</p> <p>8. The letter _____ (write) by Sarah. (Rewrite in active voice)</p>															

	<p>- _____</p> <p>D) Tenses</p> <p>9. By next year, they _____ (complete) their project. (Future perfect)</p> <p>10. When I was young, I _____ (play) outside every day. (Past continuous)</p> <p>11. Right now, she _____ (write) a letter to her friend. (Present continuous)</p> <p>12. They _____ (finish) their homework before they went out. (Past perfect)</p> <p>13. He _____ (not/see) this movie yet. (Present perfect)</p> <p>E) Reported Speech</p> <p>14. She said, "I am going to the market." - She said that she _____ to the market.</p> <p>15. John asked, "Do you know the way to the station?" - John asked if I _____ the way to the station.</p>
<b>7.</b>	<p><b>RTC</b></p> <p>I. 'Sue went to Behrman and told him of Johnsy's fancy, and how she feared Johnsy would, indeed, float away, light and fragile as she was.'</p> <p>a) What was Johnsy's fancy, that Sue wanted to share with Behrman?</p> <p>b) Which literary device has been used in the above lines? State the example too.</p> <p>c) What can you say about Sue's feelings when she thought of approaching Behrman?</p> <p>II. 'The cold breadth of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the</p>

crumbling bricks.'

1. What effect has autumn had on the vine?

- a) It has made the vine stronger
- b) It has caused the vine to lose its leaves
- c) It has caused the vine to bloom
- d) It has made the vine grow taller

2. How are the branches described in relation to the vine?

- a) Covered in vibrant foliage
- b) Clinging tightly to the bricks
- c) Swinging freely in the wind
- d) Blossoming with flowers

3. What does the phrase 'skeleton branches' suggest about the vine?

- a) It is healthy and robust
- b) It is covered in flowers
- c) It has lost its leaves and appears bare
- d) It is flourishing with new growth

4. What is the condition of the bricks mentioned in the passage?

- a) They are newly laid
- b) They are crumbling
- c) They are painted bright colors
- d) They are covered in ivy

### III. Reference to Context

Yusuf Ali shouted at her; I forbid you from speaking to anyone about this.' If you dare disobey me, I will never let you pick up a paintbrush again.'

	<p>a) The above lines are addressed to _____</p> <ul style="list-style-type: none"> <li>i) Alifiya</li> <li>ii) Begam Sahiba</li> <li>iii) Hamida</li> <li>iv) Roshnara</li> </ul> <p>b) What is Yusuf Ali's primary directive to the person being addressed?</p> <ul style="list-style-type: none"> <li>i) Speak openly about the matter.</li> <li>ii) Keep the information confidential.</li> <li>iii) Share the information with specific individuals.</li> <li>iv) Write about the incident in private.</li> </ul> <p>c) According to Yusuf Ali, what consequences awaits if the person disobeys?</p> <ul style="list-style-type: none"> <li>i) A ban on using paintbrush again.</li> <li>ii) Restricted access to art supplies.</li> <li>iii) Temporary suspension from social activities.</li> <li>iv) Loss of speaking privileges.</li> </ul> <p>d) Yusuf Ali did not want Hamida to tell anyone about _____</p> <ul style="list-style-type: none"> <li>i) Roshnara's disinterest in art and music.</li> <li>ii) Roshnara's interest in sword fighting and horse riding.</li> <li>iii) Roshnara's original necklace being replaced with a fake one.</li> <li>iv) Roshnara's keen interest in getting educated which was against the culture in the society.</li> </ul> <p>IV. The Slave's Dream by H.W. Longfellow</p> <p>"He did not feel the driver's whip, Nor the burning heat of day."</p>
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	<p>1: What does it mean when the slave "did not feel the driver's whip"?</p> <ul style="list-style-type: none"> <li>a) He was physically numb</li> <li>b) He was dreaming and thus detached from reality</li> <li>c) He had become accustomed to the pain</li> <li>d) He was being punished more gently</li> </ul> <p>2: Why is the absence of feeling "the burning heat of day" significant in the context of the slave's dream?</p> <ul style="list-style-type: none"> <li>a) It shows he was in a cooler environment</li> <li>b) It indicates he was working at night</li> <li>c) It emphasizes the escape from his harsh reality through his dreams</li> <li>d) It suggests he was given better working conditions</li> </ul> <p>3: What does the combination of not feeling "the driver's whip" and "the burning heat of day" suggest about the slave's dream state?</p> <ul style="list-style-type: none"> <li>a) He is experiencing a moment of physical strength</li> <li>b) He is in a state of deep and peaceful rest</li> <li>c) He is escaping to a place of freedom and comfort in his mind</li> <li>d) He is indifferent to his surroundings</li> </ul> <p>4. How does the description of the slave not feeling "the driver's whip" or "the burning heat of day" contrast with his waking life?</p> <ul style="list-style-type: none"> <li>a) It contrasts his harsh and painful reality with the comfort and freedom of his dreams</li> <li>b) It shows that his daily life is easy and comfortable</li> <li>c) It highlights that he is often lazy and avoids work</li> <li>d) It indicates that he is used to luxury</li> </ul> <p>V. "The forests, with their myriad tongues, shouted of liberty."</p> <p>1. What do the "myriad tongues" of the forests symbolize in this line?</p> <ul style="list-style-type: none"> <li>a) The diverse wildlife of the forest</li> <li>b) The slave's inner thoughts</li> </ul>
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- c) The voices of the slave's ancestors
- d) The freedom and life within the forest

2. What is the significance of the forests "shouting of liberty" in the slave's dream?

- a) It indicates the forest is noisy and chaotic
- b) It symbolizes the slave's longing for freedom
- c) It suggests the forest is a dangerous place
- d) It represents the slave's fear of the unknown

3. In the context of the poem, how does the imagery of the forests contribute to the theme?

- a) It highlights the beauty of nature
- b) It emphasizes the harshness of the slave's reality
- c) It contrasts the slave's dreams with his captivity
- d) It shows the slave's connection to nature

4. What emotion is conveyed through the description of the forests "shouted of liberty"?

- a) Despair
- b) Joy
- c) Anger
- d) Hope

#### VI. The Cookie Thief by Valerie Cox

"She felt a rush of embarrassment and regret for her earlier thoughts."

1. What does the woman feel embarrassed about?

- a) Eating too many cookies
- b) Realizing she wrongly accused the stranger
- c) Not sharing her cookies
- d) Losing her cookies

	<p>2.What do her feelings of embarrassment and regret indicate about her character?</p> <p>a) She is quick to judge others</p> <p>b) She is always kind and considerate</p> <p>c) She never makes mistakes</p> <p>d) She is indifferent to her actions</p> <p>3.How does the realization that leads to her embarrassment and regret affect her?</p> <p>a) She decides to leave immediately</p> <p>b) She feels guilty for misjudging the stranger</p> <p>c) She becomes angry with the stranger</p> <p>d) She laughs at her mistake</p> <p>4.What lesson can be inferred from her feelings of embarrassment and regret?</p> <p>a) It's important to stand by your initial judgment</p> <p>b) Never eat cookies in public</p> <p>c) Always verify facts before making assumptions</p> <p>d) Share your food with strangers</p> <p>VII."She huffed and continued to eat her cookies, feeling increasingly indignant."</p> <p>1.What does the word "indignant" suggest about the woman's feelings as she eats her cookies?</p> <p>a) She feels happy and content</p> <p>b) She feels unjustly treated and resentful</p> <p>c) She feels grateful and appreciative</p> <p>d) She feels confused and puzzled</p> <p>2.What is the cause of her indignation?</p> <p>a) She is upset about the taste of the cookies</p> <p>b) She thinks the stranger is eating her cookies</p>
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- c) She is annoyed by the noise around her
- d) She is worried about her health

3.How does her reaction of huffing and feeling indignant affect the situation?

- a) It diffuses the tension between her and the stranger
- b) It escalates her feelings of frustration and misunderstanding
- c) It leads her to offer cookies to the stranger
- d) It makes her realize her mistake immediately

4.What does her behavior of continuing to eat the cookies while feeling indignant reveal about her state of mind?

- a) She is calm and collected
- b) She is conflicted and stubborn
- c) She is indifferent and detached
- d) She is amused and entertained

VIII.Prayer of a Sportsman by Breton Braley\*

"Grant me the courage to strive for fair play,  
Even if it means I must give way."

1.What is the speaker asking for in the line "Grant me the courage to strive for fair play"?

- a) The strength to win every game
- b) The ability to avoid conflict
- c) The bravery to always play fairly
- d) The wisdom to make the right decisions

2. What does the phrase "Even if it means I must give way" suggest about the speaker's attitude toward competition?

- a) The speaker wants to win at all costs
- b) The speaker values fairness over winning
- c) The speaker is afraid of losing

d) The speaker does not care about the outcome

3. What quality is the speaker seeking in asking for the courage to strive for fair play?

- a) Honesty
- b) Ambition
- c) Resilience
- d) Integrity

4. How does the speaker's request reflect the overall theme of the poem?

- a) It emphasizes the importance of success and victory
- b) It highlights the significance of sportsmanship and ethical behavior
- c) It shows the speaker's desire to be the best athlete
- d) It underscores the necessity of physical strength in sports

IX. "And let me accept my defeats with grace,  
No matter how much they might sting."

1. What is the speaker asking for in the line "And let me accept my defeats with grace"?

- a) The strength to avoid losing
- b) The humility to handle losses gracefully
- c) The ability to win every game
- d) The power to forget defeats

2. What does the phrase "No matter how much they might sting" suggest about the speaker's attitude toward losing?

- a) The speaker expects losing to be easy
- b) The speaker understands that losing can be painful
- c) The speaker does not care about losing
- d) The speaker believes losing is not important

	<p>3.What quality is the speaker seeking in asking to accept defeats with grace?</p> <ul style="list-style-type: none"> <li>a) Resilience</li> <li>b) Arrogance</li> <li>c) Complacency</li> <li>d) Fearlessness</li> </ul> <p>4.How does the speaker's request reflect the overall theme of the poem?</p> <ul style="list-style-type: none"> <li>a) It emphasizes the importance of winning at all costs</li> <li>b) It highlights the significance of sportsmanship and personal growth</li> <li>c) It shows the speaker's desire to be the most successful athlete</li> <li>d) It underscores the necessity of physical training in sports</li> </ul> <p>X. The Butterfly and the Caterpillar by Joseph Lauren*</p> <p>"To brighter blooms and lovelier lures, with colors that outrival yours"*</p> <p>1.Who is the speaker in this line?</p> <ul style="list-style-type: none"> <li>a) The butterfly</li> <li>b) The caterpillar</li> <li>c) The poet</li> <li>d) A flower</li> </ul> <p>2.What is the tone of the speaker in this line?</p> <ul style="list-style-type: none"> <li>a) Boastful</li> <li>b) Angry</li> <li>c) Sad</li> <li>d) Indifferent</li> </ul> <p>3.Which literary device is used in the phrase "With colors that outrival yours"?</p> <ul style="list-style-type: none"> <li>a) Metaphor</li> <li>b) Simile</li> <li>c) Personification</li> </ul>
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	<p>d) Hyperbole</p> <p>4. In what context is the speaker mentioning "brighter blooms and lovelier lures"?</p> <p>a) Describing a new garden</p> <p>b) Comparing the butterfly's current state to its past as a caterpillar</p> <p>c) Talking about a different insect</p> <p>d) Describing the weather</p> <p>XI. "Eight days ago, young butterfly, you wormed about, the same as I."</p> <p>1. Who is the speaker in this line?</p> <p>a) The butterfly</p> <p>b) The caterpillar</p> <p>c) The poet</p> <p>d) A flower</p> <p>2. What is the tone of the speaker in this line?</p> <p>a) Reflective</p> <p>b) Joyful</p> <p>c) Angry</p> <p>d) Indifferent</p> <p>3. Which literary device is used in the phrase "You wormed about, the same as I"?</p> <p>a) Metaphor</p> <p>b) Simile</p> <p>c) Alliteration</p> <p>d) Personification</p> <p>4. In what context is the speaker mentioning the butterfly's past as a caterpillar?</p> <p>a) To highlight the changes that occur through metamorphosis</p>
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- b) To compare the butterfly to other insects
- c) To describe a typical day for a caterpillar
- d) To talk about the butterfly's favorite activities

XII. The Adventure of the Blue Carbuncle by Arthur Conan Doyle\*

"No, thank you Sir. I shall be satisfied with the excellent bird you have been kind enough to give me in its place."\*

1. Who is the speaker in this line?

- a) Sherlock Holmes
- b) Dr. Watson
- c) Henry Baker
- d) Peterson

2. What is the tone of the speaker in this line?

- a) Angry
- b) Grateful
- c) Sarcastic
- d) Indifferent

3. From another perspective, why might the speaker be satisfied with the bird?

- a) He has no use for the original bird anymore
- b) He wants to avoid further trouble
- c) He is not aware of the carbuncle in the bird
- d) He prefers the taste of the new bird

XIII. "For God's sake, Sir, think of my parents. I never went wrong before and I never will again."\*

1. Who is the speaker in this line?

- a) Sherlock Holmes
- b) Dr. Watson



	<p>c) James Ryder d) John Horner</p> <p>2.What is the tone of the speaker in this line?</p> <p>a) Desperate b) Confident c) Joyful d) Indifferent</p> <p>3.From another perspective, how might the listener perceive this plea?</p> <p>a) As a genuine cry for help b) As an attempt to manipulate emotions c) As an irrelevant statement d) As a confident declaration</p>
<b>8.</b>	<p><b>Inferential based question</b></p> <p>1.How do the qualities that the sportsman prays for reflect his understanding of the true spirit of sportsmanship? What can we infer about his character from this prayer?</p> <p>2. What does the imagery in "The Slave's Dream" reveal about the slave's inner life and aspirations? How does this contrast with his physical reality?</p> <p>3. How does the behavior of the characters in "The Cookie Thief" illustrate common human tendencies in judging others? What can we infer about the theme of the story?</p> <p>4.How does the relationship between the butterfly and the caterpillar reflect broader themes of change and growth? What can we infer about the nature of their transformation?</p> <p>5.What does Huck Finn's approach to gathering news tell us about his resourcefulness and intelligence? How does this reflect his ability to navigate his environment?</p>

	<p>6.How does Holmes's method of solving the mystery of the blue carbuncle demonstrate his deductive reasoning skills? What can we infer about his approach to problem-solving?</p> <p>7.How does the incident of Johnsy believing she will die when the last leaf falls reflect her psychological state, and what does it reveal about her outlook on life at that moment?</p> <p>8.What can be inferred about Behrman's character and his view on hope and sacrifice based on his decision to paint the last leaf, and how does this act impact Johnsy's recovery?</p> <p>9.Based on the conversation between the butterfly and the caterpillar about transformation, what can you infer about the theme of change and growth in life? How does this conversation reflect the process of personal development?</p> <p>10.Based on Huck Finn's pursuit of news, what can you infer about his curiosity and interest in the world around him? How does this curiosity shape his character?</p> <p>11.Based on the incident where the woman accuses the stranger of stealing her cookies, what can you infer about the themes of judgment and forgiveness? How does this incident reflect the importance of empathy and understanding?</p> <p>12.Based on Sherlock Holmes' deductions about the owner of the lost hat and the goose, what can you infer about his approach to solving mysteries and his keen observational skills? How do these qualities contribute to his success in solving cases?</p> <p>13. Based on the speaker's prayer for fair play in sports, what can you infer about their attitude towards competition and ethics? How does this prayer reflect the speaker's ideals and aspirations?</p> <p>14. Based on the slave's dream of freedom and returning home, what can you infer about the themes of hope and resilience in the face of adversity? How does this dream reflect the human desire for liberty and dignity?</p>
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	<p>15.How does Hamida demonstrate her intelligence and analytical skills in "Clues on Canvas" by Asha Nehemiah? Provide examples of how her meticulous approach contributes to unraveling the mystery.</p> <p>16. In "Clues on Canvas" by Asha Nehemiah, how does Yusuf Ali's male-dominated approach influence his interactions with other characters, particularly Hamida and Alifiya? Discuss how his adherence to traditional gender roles shapes his role in the story.</p>
<b>9.</b>	<p>Value Based Question</p> <p>1.Read the dialogues between Shirin and her grandmother, year 2023</p> <p>Shirin- Grandma, I am so happy today. I have cleared the AME CET exam.</p> <p>Grandma- Wonderful my child! Now you would also fly airplanes just like your father. I hope you will touch the sky soon.</p> <p>Comment on the societal outlook towards girls during the yester years, taking cues from the chap 'Clues and Canvas,' and the current times, taking cues from the dialogues given above for reference.</p> <p>2.Compare and contrast the character of Hamida from the chapter 'Clues on Canvas' and the old lady in the shanty from the chapter Huck Finn Goes Hunting for News.</p> <p>3.Based on your reading and understanding of the poem 'The Butterfly and the Caterpillar' and the chapter 'The Last Leaf' Comment on the theme of both the literature text.</p> <p>4.Compare and contrast the character of Sherlock Holmes from the play 'The Adventures of Blue Carbuncle and the old lady in the shanty from the chapter Huck Finn Goes Hunting for News.</p> <p>5.Analyze the lesson learnt from the poem 'The Butterfly and the Caterpillar and the chapter 'The Last Leaf.' Briefly highlight</p>

	<p>the insights gained from both the literature text.</p> <p>6. In "Prayer of a Sportsman," what values does the sportsman pray for, and how do these values apply to everyday life?</p> <p>7. What does "The Slave's Dream" reveal about the importance of freedom and dignity, and how can this poem inspire individuals to respect these values in others?</p> <p>8. What lessons about assumptions and misunderstandings can be learned from "The Cookie Thief," and how can these lessons improve interpersonal relationships?</p> <p>9. What values are promoted in "Prayer of a Sportsman" by Breton Braley? How does the prayer reflect the ideals of fair play and sportsmanship?</p> <p>10. What message about freedom and resilience does "The Slave's Dream" by Henry Wadsworth Longfellow convey? How does the poem reflect the human spirit's capacity to hope and endure in the face of adversity?</p> <p>11. What does "The Adventures of the Blue Carbuncle" teach about honesty and integrity, and how does Sherlock Holmes embody these values?</p>
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## Solutions

	<b>TOPIC: Reading Passage</b>
Q. No.	Answers/ Value Points with Marking Scheme
1.	<p><b><u>Objective: This section evaluates the reading and comprehension skills of the students and their ability to infer and evaluate the given information.</u></b></p> <p>1. c) He smiled and waved at the other driver.</p> <p>2. b) They have a lot of anger and disappointment.</p>

	<p>3. c) To not take others' negative behavior personally.</p> <p>4. c) 90%</p> <p>5.a) The narrator learnt the lesson that Life is too short to wake up in the morning with regrets. One must learn to take the bad with the good for life can never be perfect. Acceptance of what is, is the solution. Do not react, just accept and one can be a lot happier. 'Life is ten percent of what you make it and ninety percent of how you take it!'</p> <p>b) Adjectives that can be used to describe the taxi- driver are- calm, patient, mature, practical, wise. (Any two or any other relevant word/synonyms can be accepted)</p> <p>6. a) Turn his head around quickly</p> <p>b) Obstacles/problems/difficulties (Any one of the these/synonyms should be granted the credit)</p>
2.	<p><b><u>Objective: This section evaluates the reading and comprehension skills of the students and their ability to infer and evaluate the given information.</u></b></p> <p>1. b) Cooking and baking</p> <p>2. b) 20%</p> <p>3. d) Outdoor adventure courses</p> <p>4.Fill in the blanks with appropriate answer-</p> <p>a) 28</p> <p>b) nature</p>
3.	<p><b><u>Objective- To use the given input in a short-sustained piece of writing.</u></b></p> <p><b><u>Marking-</u></b></p> <p>Format- 1 Mark</p> <p>Content – 2 marks</p> <p>Expression- 2 marks</p> <p><b><u>Paragraph Writing (Value Points)</u></b></p> <p><b>Value Points</b></p> <p>a) Exciting Night at the IPL</p> <ul style="list-style-type: none"> <li>- Exciting experience</li> <li>- Cheering fans and colorful banners</li> <li>- Crowd roars for boundaries and wicket</li> <li>- Electric atmosphere</li> </ul>

- United love for cricket
- Thrilling moments and memories

#### b) The Decline of Book Reading

- Less popular nowadays
  - Digital entertainment: social media, streaming, video games
- Busy schedules and shorter attention spans
- Suggestions for improvement
  - Start book clubs and reading challenges
  - Add interesting books to school curriculums

#### **Dialogue Writing- Value Points**

##### c) Ram and His Teacher

- Apology for missing the exam
- Explanation of mother's sudden illness
- Teacher's sympathy and inquiry about mother's health
- Assurance of understanding and family priority
- Requirement of a parental note
- Arranging for a makeup exam

##### d) Sia and Martha

- Greeting and acknowledgment of long time apart
- Sharing personal updates
- Both learning piano at different centers
- Discussing experiences at their respective centers
- Instructors' helpfulness and patient teaching
- Possibility of a future duet performance

#### **Biographical Sketch- Sample Answer**

Ruskin Bond

Ruskin Bond, born on 19 May 1934 in Kasauli, is an Indian author of British descent. He attended a boarding school in Mussoorie and

completed his schooling at Bishop Cotton School in Shimla, graduating in 1950. Bond's works, influenced by life in the Himalayan hill stations, include notable titles like *Our Trees Still Grew in Dehra*, *A Flight of Pigeons*, *The Blue Umbrella*, and his autobiography *Lone Fox Dancing*. He has received prestigious awards such as the Padma Shri, Padma Bhushan, and Sahitya Akademi Award. Bond's writing, spanning fiction, short stories, novellas, travelogues, and children's books, draws inspiration from Charles Dickens and Mark Twain.

### School Gardener

Mr. Sharma, our school gardener, is the dedicated individual behind the beauty of our school's lawns and gardens. Every day, he works tirelessly to ensure the greenery is well-maintained and the flowers are in full bloom. With over 20 years of experience, Mr. Sharma has an exceptional understanding of plant care. His expertise and hard work have transformed our school into a green haven. Always with a smile, he takes pride in his work, making our school a pleasant and welcoming place for everyone.

### **Formal Letter to the Editor- Value Points**

#### **Value Points for the Letter**

##### **I. Attacks on Elderly People**

###### 1. Introduction:

- Personal identification (Bharat/Bharti, Safdarjung Development Area, New Delhi)
- Expression of concern about attacks on elderly people living alone

###### 2. Safety Measures for Elderly:

- Install secure locks and security systems (CCTV, alarms)
- Use peepholes and intercoms to verify visitors
- Stay connected with family, neighbors, and local community
- Avoid sharing personal information with strangers

	<ul style="list-style-type: none"> <li>- Keep emergency contact numbers handy</li> </ul> <p>3. Request to Authorities</p> <ul style="list-style-type: none"> <li>- Increase police patrolling in areas with elderly residents</li> <li>- Establish a community watch program</li> <li>- Conduct safety awareness programs for the elderly</li> <li>- Provide a helpline for immediate assistance</li> </ul> <p>4. Conclusion:</p> <ul style="list-style-type: none"> <li>- Urgent call for action to ensure the safety of the elderly</li> <li>- Request to publish the concern in the newspaper to raise awareness</li> </ul> <p>II. <u>Hanging Electric Wires</u></p> <p>1. Introduction:</p> <ul style="list-style-type: none"> <li>- Brief mention of the issue (hanging electric wires)</li> </ul> <p>2. Description of the Problem:</p> <ul style="list-style-type: none"> <li>- Detailed description of the problem</li> <li>- Specific areas in Dwarka where wires are hanging dangerously</li> </ul> <p>3. Risks and Hazards:</p> <ul style="list-style-type: none"> <li>- Explanation of the risks and hazards posed to residents (electrocution, accidents, etc.)</li> </ul> <p>4. Previous Complaints:</p> <ul style="list-style-type: none"> <li>- Mention of complaints lodged with authorities</li> <li>- Lack of response or action from authorities</li> </ul> <p>5. Call to Action:</p> <ul style="list-style-type: none"> <li>- Immediate need for repair and securing of the wires</li> </ul> <p>6. Public Awareness Campaign:</p>
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- Suggestion for a campaign to educate residents about the dangers

7. Request for Editor's Assistance:

- Request to raise awareness and prompt action from authorities

8. Closing Remarks:

- Polite and respectful closing remarks

Sample Letter

Ashok

Dwarka, New Delhi

21 July 2024

The Editor,  
Hindustan Times,  
New Delhi\*\*

Subject: Urgent Need to Address Hanging Electric Wires in Dwarka

Dear Sir/Madam

I am Ashok, a concerned resident of Dwarka, writing to bring attention to the dangerous issue of hanging electric wires in our locality.

Several areas in Dwarka, including Sector 6, Sector 10, and Sector 23, have dangerously low-hanging electric wires. These wires pose significant risks to residents, including the potential for electrocution and other accidents, especially during adverse weather conditions. Despite numerous complaints lodged with the relevant authorities, there has been no response or action taken to rectify this hazardous situation.

	<p>Immediate steps are needed to repair and secure these wires to prevent any tragic incidents. Additionally, a public awareness campaign should be initiated to educate residents about the dangers of hanging electric wires. I request your assistance in raising awareness through your esteemed newspaper to prompt the authorities to take swift action. Thank you for your attention to this critical matter.</p> <p>Yours faithfully Ashok</p>
4.	<p><b><u>Objective- To use grammar items accurately and in context.</u></b> <b><u>Marking- 1 mark each for each correct answer</u></b></p> <p>Answer 1: a) was  Answer 2: b) has  Answer 3: a) goes  Answer 4: b) watched  Answer 5: a) are playing  Answer 6: b) was studying  Answer 7: b) has finished  Answer 8: a) had completed  Answer 9: b) He doesn't like spinach.  Answer 10: a) Replace "is go" with "goes"  Answer 11: b) on  Answer 12: b) and  Answer 13: d) baked  Answer 14: a) cleaned  Answer 15: b) was written</p>
5.	<p><b><u>Objective- To use grammar items accurately and in context.</u></b> <b><u>Marking- 1 mark each for each correct answer</u></b></p>

A) Answers

1. is
2. is
3. was
4. prefers
5. is

B)

(i) Did you know that a person can live without food for a whole month.

Error	Correction
a	the

(ii) An person can live for only one week without water.

Error	Correction
an	a

(iii) We need water more then we need food. About 97% of the earth's water is in the oceans.

Error	Correction
then	than

(iv) Just 3% of the earth's water can be used for drinking. Approximately 75% of the worlds fresh water is frozen in the north and south ice caps.

Error	Correction
worlds	world

(v) England has been long famous for her dramatists, the greatest in all, was William Shakespeare.

Error	Correction
in	of

(vi) It is hard to find the educated man in the English-speaking world who has not heard of his name.

Error	Correction
an	the

(vii) The actor and playwright, born more than 400 years ago had become a chief symbol of British culture, not only of Englishmen but also for the whole world.

Error	Correction
of	for

(viii) Mammals vertebrates or animals with backbones.

Before	Missing Word	After
mammals	are	vertebrates

(ix) They have large brains and a keen awareness of surroundings.

Before	Missing Word	After
of	the	surroundings

(x) They are warm-blooded and have their skin covered hair.

Before	Missing Word	After
covered	with	hair

(x) The young are born alive and suckle milk the milk glands of female.

Before	Missing Word	After
milk	from	the

(xi) You will be surprised to know that many animals are otherwise very different from one another come under this category.

Before	Missing Word	After
another	that	come

(xii) Soon after Gandhiji returned South Africa, a meeting of the Congress was held in Bombay.

Before	Missing Word	After
returned	from	South

(xiii) Kaka Saheb Kalelkar went there help Gandhiji.

Before	Missing Word	After
there	to	help

(xiv) The twins said they had got a problem.

(xv) Your friends would say that they would like to be in the show.

6.

**Objective- To use grammar items accurately and in context.**  
**Marking- 1 mark each for each correct answer**

Answers-

1. I enjoy reading books.
2. John is playing in the park.
3. was
4. is
5. have
6. The meal was prepared by the chef with great care.

	<p>7. The student completed the homework.</p> <p>8. Sarah wrote the letter.</p> <p>9. will have completed</p> <p>10. played</p> <p>11. is writing</p> <p>12. had finished</p> <p>13. has not seen</p> <p>14. was going</p> <p>15. knew</p>
7.	<p><b><u>Objective- To identify the correct answer based on inference, interpretation, and comprehension of the given prescribed text.</u></b></p> <p><b><u>Marking- 1 mark each;</u></b></p> <p>I. 'Sue went to Behrman and told him of Johnsy's fancy, and how she feared Johnsy would, indeed, float away, light and fragile as she was.'</p> <p>Answer-</p> <p>a) Johnsy nurtured a strange notion- that she would die when the last leaf on the ivy vine would fall.</p> <p>b) Euphemism- float away</p> <p>c) Sue must have been worried/ anxious/ upset thinking about her friend's life.</p> <p>II. 'The cold breadth of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.'</p> <p>Answers-</p> <p>1. b) It has caused the vine to lose its leaves</p> <p>2. b) Clinging tightly to the bricks</p> <p>3. c) It has lost its leaves and appears bare</p> <p>4. b) They are crumbling</p> <p>III. Reference to Context</p> <p>Yusuf Ali shouted at her; I forbid you from speaking to anyone</p>

about this.' If you dare disobey me, I will never let you pick up a paintbrush again.'

Answer-

- a) iii) Hamida
- b) ii) Keep the information confidential
- c) i) A ban on using paintbrush again
- d) iii) Roshnara's original necklace being replaced with a fake one.

#### IV. The Slave's Dream by H.W. Longfellow

"He did not feel the driver's whip,  
Nor the burning heat of day."

Answers-

- 1: b) He was dreaming and thus detached from reality
- 2: c) It emphasizes the escape from his harsh reality through his dreams
- 3: c) He is escaping to a place of freedom and comfort in his mind
- 4: a) It contrasts his harsh and painful reality with the comfort and freedom of his dreams

#### V. "The forests, with their myriad tongues, shouted of liberty."

Answers-

- 1. d) The freedom and life within the forest
- 2. b) It symbolizes the slave's longing for freedom
- 3. c) It contrasts the slave's dreams with his captivity
- 4. d) Hope

#### VI. The Cookie Thief

"She felt a rush of embarrassment and regret for her earlier thoughts."

Answers-

- 1. b) Realizing she wrongly accused the stranger
- 2. a) She is quick to judge others
- 3. b) She feels guilty for misjudging the stranger

4.c) Always verify facts before making assumptions

VII."She huffed and continued to eat her cookies, feeling increasingly indignant."

Answers-

1. b) She feels unjustly treated and resentful
2. b) She thinks the stranger is eating her cookies
- 3.b) It escalates her feelings of frustration and misunderstanding
- 4.b) She is conflicted and stubborn

VIII. Prayer of a Sportsman by Breton Braley

"Grant me the courage to strive for fair play,  
Even if it means I must give way."

Answers-

1. c) The bravery to always play fairly
- 2.b) The speaker values fairness over winning
- 3.d) Integrity
- 4.b) It highlights the significance of sportsmanship and ethical behavior

IX. "And let me accept my defeats with grace,  
No matter how much they might sting."

Answers-

1. b) The humility to handle losses gracefully
- 2.b) The speaker understands that losing can be painful
- 3.a) Resilience
- 4.b) It highlights the significance of sportsmanship and personal growth

X. The Butterfly and the Caterpillar by Joseph Lauren\*

"To brighter blooms and lovelier lures, with colors that outrival yours"\*

Answers-

- 1.a) The butterfly
- 2.a) Boastful
- 3.d) Hyperbole

	<p>4.b) Comparing the butterfly's current state to its past as a caterpillar</p> <p>XI. "Eight days ago, young butterfly, you wormed about, the same as I."</p> <p>Answers-</p> <p>1.b) The caterpillar</p> <p>2.a) Reflective</p> <p>3.d) Personification</p> <p>4.a) To highlight the changes that occur through metamorphosis</p> <p>XII. The Adventure of the Blue Carbuncle by Arthur Conan Doyle*</p> <p>"No, thank you Sir. I shall be satisfied with the excellent bird you have been kind enough to give me in its place."*</p> <p>Answers-</p> <p>1.c) Henry Baker</p> <p>2.b) Grateful</p> <p>3.c) He is not aware of the carbuncle in the bird</p> <p>XIII. "For God's sake, Sir, think of my parents. I never went wrong before and I never will again."</p> <p>Answers-</p> <p>1.c) James Ryder</p> <p>2.a) Desperate</p> <p>3.b) As an attempt to manipulate emotions</p>
8.	<p><b><u>Objective- To identify the correct answer based on inference, interpretation, and comprehension of the given prescribed text. Marking- 2 marks each; Content-1mark, Expression-1 mark</u></b></p> <p>Answer 1: The sportsman's prayer for qualities like fair play, courage, perseverance, and humility suggests that he values ethical competition and personal integrity over winning. We can infer that he is a person who believes in playing the game with honor and respect for others, indicating a strong moral character.</p>



Answer 2: The vivid imagery of the slave dreaming of his homeland, freedom, and dignity reveals a rich inner life full of longing and hope. This starkly contrasts with his physical reality of bondage and suffering, highlighting the deep divide between his dreams and his actual circumstances.

Answer 3: The woman's annoyance and assumptions about the man eating her cookies, despite the situation's misunderstanding, illustrate the human tendency to judge quickly and often unfairly. We can infer that the theme of the story revolves around the pitfalls of assumptions and the importance of communication and perspective-taking.

Answer 4- The dialogue between the butterfly and the caterpillar reflects themes of change and growth, suggesting that transformation is a natural and necessary part of life. We can infer that the story encourages acceptance of change and the understanding that growth often involves leaving behind previous stages of existence.

Answer 5: Huck Finn's creative and persistent approach to gathering news shows his resourcefulness and quick thinking. This reflects his ability to adapt to his surroundings and make the most of his opportunities, indicating a sharp and practical intelligence.

Answer 6: Holmes's careful observation, logical analysis, and attention to detail in solving the mystery demonstrate his superior deductive reasoning skills. We can infer that his approach to problem-solving involves meticulous gathering of evidence, methodical thinking, and a deep understanding of human nature.

Answer 7. The incident reveals that Johnsy is in a deeply despondent and hopeless psychological state. Her fixation on the falling leaves as a metaphor for her life indicates that she has given up on the possibility of

recovery. This mindset reflects her vulnerability and the profound impact of her illness on her mental health, leading her to link her fate directly to an external, uncontrollable event.

Answer 8. Behrman's decision to paint the last leaf demonstrates his deep compassion, selflessness, and belief in the power of hope. Despite his gruff exterior, he sacrifices his own well-being to instill hope in Johnsy, which ultimately contributes to her will to live and recover. This act highlights Behrman's understanding of the profound psychological impact that hope and belief can have on a person's health, showing his dedication to helping others even at great personal cost.

9.The conversation between the butterfly and the caterpillar about transformation underscores the theme of change and growth in life. It suggests that change is a natural and inevitable part of life's journey, leading to personal development and maturity. The butterfly's acknowledgment of its past as a caterpillar implies that transformation involves shedding old ways and embracing new possibilities. This reflects the process of personal development, where individuals undergo experiences and challenges that shape their character and outlook on life. The caterpillar's aspiration to become like the butterfly symbolizes the desire for growth and improvement, highlighting the importance of resilience and adaptation in facing life's transitions. Overall, the conversation between the butterfly and the caterpillar emphasizes the transformative nature of life and the continuous pursuit of personal growth.

10.Huck Finn's pursuit of the latest news illustrates his curiosity and interest in the world around him. It suggests that Huck is eager to stay informed about local events and developments, demonstrating his inquisitive nature and desire for knowledge. His curiosity shapes his character by driving him to explore and understand his environment, which expands his worldview and fosters a deeper understanding of

human nature. Huck's interest in news also reflects his sense of independence and self-reliance, as he takes initiative to seek information rather than relying on others. Overall, Huck's curiosity not only enriches his experiences but also contributes to his growth and development as a character in the narrative.

11.The incident where the woman accuses the stranger of stealing her cookies highlights the themes of judgment and forgiveness. Initially, the woman's quick judgment demonstrates the human tendency to make assumptions without considering all the facts. Her realization of the mistake and subsequent regret emphasize the importance of empathy and understanding in interpersonal relationships. The incident underscores the need to withhold judgment and approach situations with an open mind, as assumptions can lead to misunderstandings and hurt feelings. By acknowledging her mistake and forgiving the stranger, the woman demonstrates humility and compassion, promoting mutual respect and harmony. Ultimately, the incident in "The Cookie Thief" encourages empathy and emphasizes the significance of second chances in fostering positive interactions and building meaningful connections.

12.Sherlock Holmes' deductions about the owner of the lost hat and the goose reveal his exceptional ability to draw logical conclusions from seemingly insignificant details. His keen observational skills enable him to analyze evidence meticulously, noticing subtle clues that others might overlook. In this case, Holmes uses his deductive reasoning to infer the suspect's lifestyle, habits, and even his identity based on the items left behind. This approach demonstrates Holmes' methodical and analytical thinking, which allows him to unravel complex mysteries. By piecing together these observations, Holmes not only identifies the culprit but also understands the motive behind the crime, showcasing his effectiveness as a detective. His ability to draw accurate inferences from

evidence is crucial in solving cases and contributes significantly to his reputation as a brilliant detective.

13. The speaker's prayer for fair play in sports reveals a strong commitment to ethics and sportsmanship. It suggests that the speaker values integrity and honesty in competition, prioritizing principles over mere victory. This attitude reflects their belief that true success in sports is achieved through honorable conduct and respect for opponents. The prayer underscores the speaker's ideals of fairness and equity, advocating for a level playing field where all participants have equal opportunities to excel. By emphasizing the importance of fair play, the speaker encourages athletes to uphold moral standards and uphold the spirit of sportsmanship. Overall, the prayer reflects the speaker's aspirations for sports to serve as a platform for personal growth, camaraderie, and mutual respect among competitors.

14. The slave's dream of freedom and returning home in the poem highlights the themes of hope and resilience in the face of adversity. It depicts the slave's longing for liberation from oppression and a yearning to reclaim their lost dignity and identity. The dream symbolizes the human spirit's innate desire for liberty and justice, emphasizing the universal quest for personal freedom and autonomy. Despite enduring hardship and suffering, the slave remains hopeful and determined to pursue a better future, illustrating resilience and inner strength. The dream serves as a powerful expression of human aspirations for equality and dignity, resonating with the universal struggle for social justice and emancipation. Overall, the poem reflects the enduring human spirit's capacity to envision and strive for a better tomorrow, fueled by hope and perseverance in the face of adversity.

15. Hamida demonstrates her intelligence and analytical skills in "Clues on Canvas" by Asha Nehemiah through her meticulous examination of the painting. She carefully analyzes details and identifies hidden clues

	<p>within the artwork, such as subtle symbols or patterns. For instance, Hamida notices a faint marking that leads to the discovery of a hidden compartment containing vital information. Her ability to connect these clues logically allows her to unravel the mystery step by step, making significant contributions to solving the puzzle.</p> <p>16. Yusuf Ali's male-dominated approach in "Clues on Canvas" by Asha Nehemiah is evident in his interactions with other characters, especially Hamida and Alifiya. He often asserts dominance and prioritizes his opinions over theirs, reflecting his adherence to traditional gender roles where men are expected to lead and make decisions. This approach creates tension and conflicts with characters like Hamida, who may challenge his authority or assertiveness. Yusuf Ali's behavior shapes his role in the story by influencing how he navigates relationships and contributes to the unfolding dynamics within the narrative.</p>
9.	<p><b><u>Objective- To identify the correct answer based on inference, interpretation, and comprehension of the given prescribed text. Marking- 4 marks each; Content-2marks, Expression-2 marks</u></b></p> <p>Answer 1-</p> <p>Yester years- Societal outlook towards girls' education- conservative approach- they should be confined to the four walls of the house, cannot pursue their passion</p> <p>Present times- Societal outlook towards the education of girls- progressive thoughts and ideas- treated as equals to their male counterpart- freedom of choice, freedom of speech, freedom of expression</p> <p>Answer 2-</p> <p>a) Hamida-</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clever</li> <li><input type="checkbox"/> Intelligent</li> <li><input type="checkbox"/> Bold</li> <li><input type="checkbox"/> Courageous</li> <li><input type="checkbox"/> Righteous</li> </ul>

Old lady –

- ☐ Clever
- ☐ Intelligent
- ☐ Witty
- ☐ Observant

Answer 3-

Lesson learnt from the poem The Butterfly and the Caterpillar

- ☐ Importance of embracing change and facing challenges with courage and resilience.
- ☐ Patience and Perseverance
- ☐ Appreciation of Diversity
- ☐ Cyclical nature of life
- ☐ Recognise the inherent beauty

Lesson Learnt from the Chapter- The Last Leaf

- ☐ The Power of Selflessness
- ☐ Appreciation for Life
- ☐ Friendship and support
- ☐ Resilience

Answer 4-

Character Sketch of Sherlock Holmes

- ☐ Keen eye for detail
- ☐ Intellectual brilliance
- ☐ Logical thinking
- ☐ Committed to upholding justice
  
- ☐ He operates with a strong sense of morality and integrity.

Character Sketch of the old lady in the shanty

- o Insightful
- o Great observation skills
- o Clever
- o Sharp- minded

Answer 5-Lesson learnt from the poem The Butterfly and the Caterpillar

- ☐ Importance of embracing change and facing challenges with courage and resilience.
- ☐ Patience and Perseverance
- ☐ Appreciation of Diversity
- ☐ Cyclical nature of life
- ☐ Recognize the inherent beauty

Lesson Learnt from the Chapter- The Vet's Miracle

- ☐ The Power of compassion
- ☐ Humility, resilience
- ☐ The miracle of life
- ☐ Profound relationship between humans and animals

Answer 6: The sportsman prays for fair play, courage, perseverance, and humility. These values are important in everyday life as they encourage ethical behavior, resilience in the face of challenges, and the ability to remain humble despite successes.

Answer 7: The poem highlights the yearning for freedom and the intrinsic human need for dignity. It shows the deep emotional and spiritual impact of slavery. This can inspire individuals to respect others' rights to freedom and dignity, recognizing the profound effect these values have on human well-being.

Answer 8- The story teaches the importance of not jumping to conclusions and the value of open communication. It highlights how misunderstandings can lead to unnecessary conflict. By being more open-minded and communicative, individuals can improve their relationships and avoid conflicts based on incorrect assumptions.

Answer 9."Prayer of a Sportsman" by Breton Braley promotes values such as fair play, integrity, and perseverance. The prayer emphasizes

the importance of competing with honor and respecting one's opponents, regardless of the outcome. It encourages athletes to strive for excellence while upholding moral principles, demonstrating humility in both victory and defeat. This reflects the ideals of fair play and sportsmanship by advocating for ethical conduct and mutual respect among competitors. The prayer underscores the belief that true success in sports is measured not only by achievement but also by the way one achieves it, aligning with the virtues of integrity and sportsmanship.

Answer 10."The Slave's Dream" by Henry Wadsworth Longfellow conveys a powerful message about the longing for freedom and resilience in the face of oppression. The poem depicts a slave dreaming of liberation and returning to their homeland, symbolizing the universal desire for autonomy and dignity. It highlights the human spirit's ability to endure hardship and maintain hope for a better future, despite adversity. The slave's dream serves as a testament to the enduring quest for justice and equality, resonating with themes of perseverance and courage in pursuing freedom. The poem underscores the transformative power of dreams and aspirations in inspiring individuals to resist oppression and strive for liberation, embodying the indomitable spirit of human resilience.

Answer 11: The story teaches the importance of honesty and integrity in solving problems and maintaining justice. Sherlock Holmes embodies these values through his commitment to uncovering the truth and ensuring that justice is served, demonstrating that integrity is crucial in his investigative work and personal ethics.