Sample Questions

PROSE

Unit -1: WHAT'S YOUR DREAM?

1. **Answer the following in about 40-50 words.**
   a) According to the beggar, how can one sustain a dream?
   b) What do the 'pearls of wisdom' refer to in the story 'What's your Dream'? Do you think the narrator benefited by them?
   c) How did the boy's meeting with the beggar help realise his dream?
   d) How does the beggar define a dream? What was the boy's dream? What was the beggar's final advice to the boy in achieving it?
2. **Answer the following in about 100 words.**
   a) 'An individual's avarice and ambition bring about his or her ruin'. Bring out the truth of this statement in the light of the story 'What's your Dream'?
   b) What are the beggar's practical tips to achieve one's goal?

Unit -2: A DEVOTED SON

1. **Answer the following in about 40-50 words.**
   a) The villagers felt that all Indian boys went abroad to marry an ' American girl'. How was Rakesh an exception?
   b) Rakesh is being described as 'pearl amongst pearls'. Why is he described so?
2. **Answer the following in about 100 words.**
   a) The Varmaji household wore a festive look when Rakesh topped the country. How did the villagers participate in this?
   b) 'Old Varma nodded with ` melancholy triumph'. Why did he become melancholic?
   c) For a first - generation learner, Rakesh's success was meteoric. Elucidate.

Unit - 3: THE HUM OF INSECTS

1. **Answer the following in about 40-50 words.**
   a) How is the hum of insects a pleasure to reminiscence?
   b) What is the Noah's Ark? How can this world be turned into one, according to Robert Lynd?
   c) Why is the hum of insects enchanting to humanity?

d) Why can't grown ups continue to submit themselves to the illusion in the garden?

2. Answer the following in about 100 words.

a) The essay, 'The Hum of Insects' journeys from a lighthearted mood to a serious note. Explain how.

b) Humanity has lost the capacity to enjoy the simple pleasures by life. Based on your understanding of the essay 'The Hum of Insects', suggest some ways in which one can recover this pleasure.

c) How does Lynd change the a person'srevulsion and fear towards insects?

Unit - 4: THE JUDGEMENT OF PARIS

1. Answer the following in about 50 words.

a) Why did Robichon not suspect that the Marquis was not Quinquart in reality?

b) What effect did Robichon's speech have on the audience?

c) How did Robichon help himself by agreeing to help the Executioner?

d) How did Quinquart prove himself worthy of Suzanne's hand?

e) Why did Robichon and Quinquart decide they must distinguish themselves in a solemn role? What was the draw back of the plan?

2. Answer the following in about 100 words.

a) 'Quinquart's duping of Robichon was more dramatic than Robichon's duping an audience'. Justify with reference to 'The Judgement of Paris'.

b) Quinquart's performance was exemplary and therefore deserved to be awarded the palm without dissent. Justify with reference the events in the story , 'The Judgement of Paris'.

c) How did Quinquart prove that he was the more versatile actor than Robichon?

Unit - 5: ON EDUCATION

1. Answer in about 50 words

a) Why does Einstein highlight the importance of 'schools' in our contemporary society?

b) What are Einstein's views on education based on ?

c) The teacher plays a significant in shaping young minds. How ?

2. Answer in about 100 words

a) What are the psychological forces that schools should strive to strengthen in young learners?

b) "Education is that which remains if one has forgotten he learned in school". Based on your understanding of the statement, write a paragraph highlighting Einstein's views on the real purpose of education.

c) How does Einstein strike a balance between individual development and development of society?

Unit - 6: I CAN PLAY SCHOOLS

1. **Answer the following in about 50 words.**
   a) Write a pen-portrait of Anne, Marian's mother.
   b) How did Freda's persistence help Anne get rid of her foolish longing?
   c) To whom was Anne writing a letter? What thoughts were in her mind then?
2. **Answer the following in about 100 words.**
   a) Bring out the significance of the title "I can Play Schools'.
   b) Marian rapidly 'spoke on her fingers' asking her mother if she would rather have Freda than herself. How poignant is her question?

Unit - 7: THE LAST LETTER

1. **Answer in about 40-50 words.**
   a) Why does Nehru call himself a 'dabbler'?
   b) How should one view the past ?
   c) What can we infer from the innumerable pictures from the gallery of history ?
2. **Answer in about 100 words.**
   a) "To live in a world of thought and imagination is no sign of courage." Justify the statement.
   b) We have a choice of living in the valleys or of climbing high mountains. Which according to Nehru, is the better option ? Why ?

POETRY

Unit - 1: a. The Darkling Thrush

1: b. Hope is the Thing

1. **Read the extracts given below and answer briefly the questions that follow**
   a) 'And Winter's dregs made desolate
      The weakening eye of day'
      1. What is the season referred to here?
      2. Explain 'Winter's dregs'
      3. What does the poet mean by 'weakening eye of day'?
      4. Identify the poet's tone .
   b) 'The land's sharp features seemed to be
      The Century's corpse outleant,'
      1. How is the land described?

2. What is the poet speaking about?
3. Explain the following
   a) 'century's corpse'
   b) outleant

c) "Hope" is the thing with feathers-
That perches in the soul"
1. How does the poet describe 'hope'?
2. Where is it perched?
3. Explain the figure of speech .

d) 'I've heard it in the chillest land-
And on the strangest Sea'
1. Name the poem and the poet.
2. How does the bird brave hardships?
3. Pick out the definite words of contrast in the lines given

2. Answer the questions in about 80 - 100 words

a) Hardy blends the bleakness of the dying year with the thrush's song. Explain how he has achieved this in his poem.

b) 'All of a sudden, it *heard* a voice coming from above.' How does Hardy bring about in a change of tone in the poem here ?

c) Why does Dickinson use a bird imagery to describe hope?

d) Compare and contrast the attitude of the poets in the poems, 'Hope' and 'The Darkling Thrush'.

Unit - 2: Survivors

1. Answer the following in about 80 words.

a) What does the poem highlight?

b) What is the irony that Sassoon conveys through the poem?

c) How does the poem expose the grim reality of a survivor's life?

d) How does war affect the mental state of the survivors?

e) 'War has nothing positive to it'. Comment with reference to the poem 'Survivors'.

f) How does Sassoon refute the callous statement of non - combatants that they 'are longing to go out again'?

g) According to Sassoon, war can make men 'broken and mad'. Give reasons.

2. Read the following extracts and answer the questions given below.

a) 'They`ll soon forget their haunted nights; their cowed
Subjection to the ghosts of friends who died,

Their dreams that drip with murder; and they'll be proud
Of glorious war that shatter'd all their pride ...'

i. Who does 'their' refer to?
ii. Explain 'cowed subjection to the ghosts of friends'.
iii. What does this compel them to do?
iv. Who do they subject meekly to? Why?
v. How has war shattered all their pride?

b) 'Their dreams that drip with murder; and they'll be proud
Of glorious war that shatter'd all their pride ...
Men who went out to battle, grim and glad;
Children, with eyes that hate you, broken and mad.'

i. Bring out the paradox in the above lines.
ii. Who do 'men' and 'children' refer to? Explain
iii. What do they dream of?
iv. What will they soon forget?

Unit - 3: At a Potato Digging

1. Read the extracts given below and answer briefly the questions that follow

a) 'A mechanical digger wrecks the drill,
Spins up a dark shower of roots and mould.
Labourers swarm in behind, stoop to fill
Wicker creels.'

1. Name the poem and the poet
2. Describe the scene portrayed ?
3. How are humans presented here ?Why?
4. Pick out two expressions that best describe human existence.

b) 'Like crows attacking crow-black fields, they stretch
A higgledy line from hedge to headland'

1. Identify and explain the figure of speech.
2. How does the poet depict the potato gatherers in these lines?
3. What does the poet suggest by the expression 'higgledy line' ?
4. Mention the tone and the image conjured by the poet.

c) '... these knobbed and slit-eyed tubers seem

the petrified hearts of drills'

1. What does the poet refer to here?
2. Explain "petrified hearts of drills"
3. Why does the poet use the word 'petrified'?
4. Mention the change in focus from stanza one to two.

d) 'Mouths tightened in, eyes died hard,

faces chilled to a plucked bird.

In a million wicker huts

beaks of famine snipped at guts.'

1. What does the poet depict in line one?
2. What does the image of 'a plucked bird' suggest?
3. Explain the bird imagery used here.
4. How does the poet intensify the vision of starvation?

2 Answer the following questions in 80 - 100 words

a) Seamus Heaney in 'At a Potato Digging', depicts two different potato harvests. Explain.

b) There is a vivid image of the power of the machine over land . Justify

c) How does the poet suggest 'life-long 'hunger and misery in the last few lines of the poem?

d) Heaney describes the false hope of a sound new potato which rots and dies in the pit. Explain.

Unit - 4: Curtain

1. Answer the following in about 80 words.

a) What kind of separation takes place in the poem 'Curtain'?

b) How does 'two worlds' focus on the theme of the poem?

c) How does the poet depict the benumbed state of the speaker after his/her separation from his/her beloved?

d) Why does Spalding refer to 'Hamlet' and 'Soliloquies'
Why does the poet use the word 'two' repeatedly?

2. Read the following and answer the questions given below.

a) 'Incredulously the laced fingers loosen'

Slowly, sensation by sensation, from their warm interchange,

And stiffen like frosted flowers in the November garden '

1. Name the poem and poet.

2. What is the theme of the poem?
3. Whose fingers are referred to in the extract?
4. With reference to the theme of the poem, what do the following expressions convey?
   i) laced fingers loosen
   ii) frosted flowers in the November garden.
5. Why has the poet used the word 'incredulously'?

3. 'Goodbye.

There is no touch now. The wave has broken

That for a moment charged the desolate sea.

There is a word, or two, left to be spoken'

Yet who would hear it? When so swiftly distance

Out measures time, engulfs identity?'

a) Pick out a word which describes the theme?
b) Explain the line 'The wave ... desolate sea.
c) How has ` distance out measured time' for the two separated individuals?
d) i) What is the identity referred to here?
   ii) How has it changed?

Unit - 5: Ode: To Autumn

1. **Read the extracts and answer the questions that follow:**

a) 'Close bosom friend of the maturing sun.

Conspiring with him how to load and bless ...'

1. Who are the two friends referred to here?
2. Pick out the phrase that describes their closeness.
3. Give the meaning of 'conspiring'. What do the 'conspirators' do?

b) 'Until they think warm days will never cease,

For summer has o`er -brimmed their clammy cells '

1. Who does `they refer to?
2. What do they think? Why?
3. What meaning do the use of words like 'over brimmed' and 'clammy convey'?
4. What is the impact of the given lines?

c) 'Thee sitting careless on a granary floor,

Thy hair soft-lifted by the winnowing wind;'

1. Who is being referred to as 'thee'?
2. Where is she seated?
3. How is she described?
4. Identify the figure of speech in line 2.

d) 'Where are the songs of Spring? Ay, where are they?

Think not of them, thou hast thy music too,-'

1. What does the poet wonder?
2. Does he get an answer? If so what?
3. What does the poet mean by 'thy music too'?
4. How does he describe that music?

2. Answer the following in 80 words each.

a) Describe in a paragraph 'the songs of spring'

b) What are the images evolved towards the end of the poem? Elaborate.

c) How does Keats in his description of autumn, build up an imagery of abundance, sometimes leading to satiety?

d) What wistful question does the poet ask in the poem? How does he describe, through various visual and sound images, the end of the season and the onset of winter?

e) How does the poet depict Autumn as a season of optimism with an underlying sadness?

f) What are the various static positions that Autumn could be found in?

g) What are the sounds of Autumn?

h) How does Keats blend happiness and sorrow to bring out the true essence of autumn in the poem 'Ode: To Autumn'?

Unit - 6: Hamlet's Dilemma

1. Read the extracts and answer the questions that follow:

a) 'The heart ache and the thousand natural shocks

That flesh is heir to'

1. What are the 'natural shocks'?
2. What does 'flesh is heir' to mean?
3. Is 'sleep' the best way to handle these shocks? Why/Why not?

b) "And enterprises of great pitch and moment with this regard their currents turn awry"

1. Give the meanings of *pitch and awry*
2. What weakens a person's action ?
3. Is conscience a saviour or a malefactor? Explain

2. Answer in about 80 words

a) What was Hamlet's dilemma?

b) According to Hamlet what are the situations that force an individual to think of death as possible solution?

c) According to the soliloquy, does anyone know of life after death?

d) However resolute one may be what enfeebles one's resolution?

Unit - 7: A Walk by Moonlight

Answer the following in about 80 words each.

1. Describe the stages of awakening of the senses in the poem by Derozio.
2. What is life's meaning in everything that the poet found?
3. In your own words, narrate the incident which made his "heart so very light" and thought "it could have flown".
4. Derozio describes the night even as he personifies the moon. Explain the poetic device used here.

Read the extracts and answer the questions that follow.

1. 'There was a dance among the leaves
   Rejoicing at her power,
   Who robes for them of silver weaves
   Within one mystic hour.'

   a. Who is the narrator here?

   b. Whose power were the leaves responding to?

   c. Explain the poetic device used in the phrase 'silver weaves'. How effective is it in this context?

   d. Why is the hour 'mystical' ?

2. 'When, like a thing that is not ours.
   This earthliness goes by,
   And we behold the spiritualness
   Of all that cannot die.'

   a. Why do earthy things seem to pass one by?

   b. Why does the poet feel that nothing on earth belongs to us?

   c. What is his observation about being spiritual?

   d. Bring out the paradox in the given extract

DRAMA

Unit - 1: Remember Caesar

1. **Read the following dialogues and answer the questions that follow.**

   a) "It is a death warrant. Do you know what day this is?"

      1) What is the cause of Lord Weston's anxiety?

      2) What does the 'death warrant' convey?

      3) Identify two aspects of 'coincidence' in the situation above.

   b) "That was your new velvet cloak

      I did try to tell you."

      1) What had Lady Weston tried to convey to Weston?

      2) Why did she find in her attempt?

      3) How does the velvet cloak heighten element of suspense in the role?

2. **Answer in about 80 - 100 words.**

   a) What precautions does Lord Weston take to protect himself from assassination?

   b) Why does Lady Weston make a mockery of her husband's fears?

Unit - 2: The Monkey's Paw

1. **Read the dialogues from the play and answer the questions that follow:**

   a) 'Herbert: I don't see the money; and I bet I never shall.'

      1. What money is Herbert referring to?

      2. In what context does it make the above comment. What was his mood?

      3. What was ironical about the statement?

   b) 'Mr. White: Ay, I had a bad night

      Mrs. White: It was the storm I expect.' Was Mr. White's sleep disturbed because of the storm? Give reasons for your answer.

   c) 'It's thick, John - and - and it's got something crisp inside'.

      i) What is the reason for the excitement of the White couple?

      ii) How did their excitement take a tragic turn later?

      iii) Who / what do you think was responsible for the tragedy? Justify your answer .

2. **Answer in about 80 - 100 words.**

   a) Compare the circumstances under which Mr. White made the first and last wish.

   b) Why did Sergeant Morris warn the Whites about the paw? How did his fears come true?

   c) How is the play a reflection of human greed?

d) Who made the third wish? What was it?

e) Describe the circumstances that led to the making of the third wish?

f) Does Herbert believe in the powers of the Monkey's Paw? Does it have any effect on him? Give reasons for your answer.

g) Describe the change in Mr. White's attitude from the time he received the paw till he made the last wish.

h) Was it fate or greed that was responsible for the tragedy in the White family. Justify with suitable instances from the play.

i) Were all Mr. Whites's three wishes fulfilled as if they were co-incidences? Justify.

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