**INDIAN SCHOOL AL WADI AL KABIR**

**ENGLISH LANGUAGE AND LITERATURE**

**SAMPLE PAPER- 2020**

**CLASS - X**

*Time allowed: 3 hours Maximum Marks: 80*

***General Instructions:***

1. *This paper is divided into two parts: A and B*

 *Reading 20 marks*

*Writing and Grammar 20 marks*

*Literature 40 marks*

1. *All questions are compulsory.*
2. *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.*
3. *Do not exceed the prescribed word limit while answering the questions.*

**PART- A- (40 Marks)**

**READING (20 marks)**

**Q1. Read the passage given below and answer the questions by selecting the correct answer from the options given below: 10 marks**

It is not uncommon for close synonyms to be understood to share the same meaning. The difference between words like "hard" and "difficult", for example, goes tragically unnoticed. One may employ one or the other with complete indifference, postulating no discrepancy between them. In general this is well and good; most people lack the scrupulous pedanticalness to quibble over such trifles. Nevertheless, for those of us with ample compulsiveness (and time), it is of significant value to comprehend such nuances.

Take for example the following sentences: 1) The test was hard. 2) The test was difficult. Is the difference between these synonyms readily apparent? Is there a noticeable difference between them at all? Indeed, these questions are valid and warrant answer. For, what would be the point to having multiple words with the exact same meaning? No, that would be superfluous; the English language being far too economical. While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or mood, they convey is utterly singular. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate how it feels to use a word.

So, if there is indeed a difference between words like "hard" and "difficult", what is it? To begin, "hard" is pragmatic and realistic, firmly grounded in reality. It is a utilitarian word that gets the job done and doesn't apologize for its brusque, uncouth nature. On the other hand, "difficult" is eloquent and refined. It is civilized, willing to expend the effort necessary to appear urbane. Why, the mere difference in sonic quality between them is striking enough. "Hard" makes a quick, unassuming sound, having but a single syllable (voiced under certain inflections, it can even come across as harsh), while "difficult" is lengthier and melodic, its number of syllables totaling three times that of its counterpart. Furthermore, "hard" is more likely to be used in casual, informal circumstances, or to communicate an idea "on the go" or simply to "get it out" as the sayings go. It is used without pretense, and does not maintain a feeling of being overly concerned. In terms of daily usage, "hard" may be employed by an exhausted brick mason when posed with the question, "How was your day?" Conversely, "difficult" may be used by a military general upon explaining to his or her superior the progression of a particularly taxing campaign.

Similar to "hard" and "difficult", the words "weird" and "strange" too are close synonyms, and may seemingly be used interchangeably. Take for instance the following sentences: 1) Sea monkeys are weird. 2) Sea monkeys are strange. Contrary to popular belief, these sentences are not tautologous. So how do they differ? Their dictionary definitions are nearly identical, so the difference does not lie there. Rather, the difference involves the feeling, or mood, that these words convey. Notice that while "weird" and "strange" both have but one syllable, the latter has a remarkably distinguished feel. Similar to "hard", "weird" conveys a more basic, a cruder, sentiment. Something "weird" is crass or gross, and is typically undesirable. No one wants to be associated with something "weird". If trying to impress someone, one probably doesn't want to be categorized among the "weird". On the other hand, if something is labeled as "strange", it is not necessarily bad. Rather, something "strange" is simply abnormal, or unusual—a deviation from what is expected. This distinction between "weird" and "strange" is so pronounced that the latter can be used as a euphemism for the former in certain situations. For example, notice how a simple substitution is able to make the following sentence less offensive: "Your mother's cookies taste weird" compared to” Your mother's cookies taste strange". In the former sentence, the speaker sounds as though he or she is insulting your mother's cookies, stating that they taste bad. In the latter sentence, however, the speaker sounds as though the cookies simply taste different, or unusual, compared to what he or she is used to—the difference owing to the innocuous addition of too much flour, perhaps.

Finally, let's look at the synonyms, "happy" and "glad". As in the aforementioned cases, these words seem to have little or no discernible difference between them. Take for example the following sentences: 1) Tommy is happy because he got a new bike. 2) Tommy is glad because he got a new bike.

Most understand these sentences to have the same meaning. And again, upon consulting a dictionary, one will find highly similar, if not the same, definitions. But these definitions lack the feeling, the unique emotional charge that these words convey. The word "happy" conveys a sense of levity, or a carefree attitude. The thought of someone who is "happy" conjures the image of a bright-eyed, ruddy, smiling face. One is "happy" on the morning of his birthday, discovering a new puppy bounding into his bedroom. On the other hand, the word "glad" conveys a sense of relief or contentment. The thought of someone who is "glad" conjures the image of a man standing crossed-armed, nodding gently, a stoic grin crossing his face. One is "glad" when he sees that the child's lost puppy has been found, and was merely frolicking too far from home.

Granted, the notion that close synonyms can be used interchangeably is prevalent among English speakers. And alas, the dictionary—the text purported to be responsible for clarifying such issues—is of little assistance. In the end, it is left to us, the speakers of the language, those actively responsible for maintaining its sustenance and generation, to understand how these words make us feel and what mood we are inclined to attach to them. Using the examples and insights described above, one may come to recognize these subtle, yet crucial, differences.

**1.1. On the basis of the reading of the passage, answer the following questions by choosing the best option.**

**1) What is the thesis statement in this passage?**

A. It is not uncommon for close synonyms to be believed to share the same meaning. (paragraph 1)

B. However, for those of us with ample compulsiveness (and time), it is of significant value to comprehend such nuances. (paragraph 1)

C. While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or mood, they convey is utterly singular. (paragraph 2)

D. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate the energy of a word. (paragraph 2)

**2) As used in paragraph 1, what is most likely meant by "scrupulous pedanticalness"?**

A. mild curiosity

B. passionate indignation

C. stubborn reluctance

D. excessive concern

**3) As used in paragraph 2, which of the following best describes something that is superfluous?**

A. Yoko expects to have six dinner guests, so she sets the table with six places. On the side, however, she keeps another two places just in case her guests bring friends.

B. The instructions say to fill the tires with 35-38 pounds per square inch of air, but Michele fills them with 40 pounds per square inch because they are old and tend to leak.

C. Manufacture of Model 24A had been scheduled to begin on May 8. However, creditors failed to forward much needed monetary advancements, delaying the start of production until May 10.

D. Lavished with critical acclaim, the publication was slated to generate tremendous revenue in sales. Unfortunately, demand had been overestimated, and as a result, ten thousand copies never left store shelves.

**4) In paragraph 3, the author writes: "To begin, 'hard' is pragmatic and realistic, firmly grounded in reality. It is a utilitarian word that gets the job done and doesn't apologize for its brusque, uncouth nature. On the other hand, 'difficult' is eloquent and refined. It is civilized, willing to expend the effort necessary to appear urbane." Which of the following literary devices is used in this quotation?**

A. onomatopoeia

B. hyperbole

C. metaphor

D. personification

**5) Using information in paragraph 3 as a guide, which of the following describes someone who is utilitarian?**

A. Without fail, Edgar rises at daybreak, eats two eggs for breakfast, drinks a glass of orange juice, laces up his boots and heads out into the field.

B. In hopes of impressing their classmates, most students wear their new winter jackets to the play. Alyosha, however, knows it will be warm in the theater and therefore leaves his jacket at home.

C. Nikkos parks his car so that other cars cannot get out. Upon returning to his car, a woman is waiting there on him to move. She looks upset. He tells her it's not his problem, gets in his car and drives off.

D. Amy takes time to look nice in the morning. She brushes her hair, puts on light makeup, and picks out the clothes she will wear for the day.

**6) Using the information in paragraph 4, it can be inferred that which of the following statements contains a tautology?**

A. Paige received a free gift for her birthday.

B. Science tells us that humans evolved to use their thumbs.

C. Computers represent a significant technological advancement.

D. Hexagons have six sides.

**7) It can be inferred that the author believes there to exist a relationship between the vulgarity of a word and the**

I. number of syllables it has

II. way it sounds

III. way it is commonly used

A. I only B. II only C. I and II only D. I, II, and III

**8) Which of the following sentences from the passage represents a fact, rather than an opinion?**

A. One may employ one or the other with complete indifference, postulating no discrepancy between them.

B. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera, it cannot communicate how it feels to use a word.

C. No one wants to be associated with something "weird".

D. The thought of someone who is "happy" conjures the image of a bright-eyed, ruddy, smiling face.

**9) Which of the following statements best describes the main idea of this passage?**

A. Close synonyms are difficult to comprehend, and are commonly used interchangeably.

B. Contrary to popular belief, close synonyms do not share the same meaning.

C. The difference between the words "hard" and "difficult" is indiscernible to most.

D. Absent a dictionary definition, the difference between close synonyms is difficult to discern.

**10) Which of the following sentences from the passage is a fragment?**

A. Is there a noticeable difference between them at all?

B. For, what would be the point to having multiple words with the exact same meaning?

C. No, that would be superfluous.

D. But not to worry.

**11) With respect to the way in which close synonyms are commonly understood, the author's tone can best be described as**

A. belligerent B. supercilious C. rueful D. conscientious

**Q2. Read the passage given below and answer the questions by selecting the correct answer from the options given below: 10 marks**

Autism spectrum disorders (ASD) are a range of psychological conditions characterized by abnormalities in social interaction, behavior, interests, and communication. The five forms of ASD include classical autism, Asperger syndrome, Pervasive Developmental Disorder, Rett syndrome, and Childhood Disintegrative Disorder. Although the number of reported cases of ASD has experienced a dramatic increase in the past 25 years, the majority of doctors agree that this increase is due to changes in diagnostic practices and advances in the understanding of psychiatric health. While there is no general consensus among medical professionals about the underlying causes of ASD, theories range from genetic inheritance to environmental factors. One of the most controversial theories to have emerged in recent times is the hypothesis that ASD could be caused by the MMR vaccine, which is an immunization against measles, mumps, and rubella that was first developed in the 1960’s. The vaccine is a mixture of three live viruses and is administered via injection to children when they are one-year-old. By the late 1990’s, this vaccination had led to the near-eradication of measles in countries that employed widespread inoculation. However, a combination of spurious scientific data and alarmist media attention led to an entirely preventable resurgence in measles cases in the early 21st century.

The first claims of a connection between the MMR vaccine and autism were made in 1998, when an article in The Lancet, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine. The parents of the children in this study contended that the symptoms of autism in their children developed within days of vaccination. During a press conference, Andrew Wakefield, one of the authors of the article, called on British doctors to stop giving combined MMR vaccines, instead advocating for individual inoculations against measles, mumps, and rubella.

Following the publication of this article, Wakefield published several follow-up papers that further questioned the safety of the MMR vaccine. An onslaught of media coverage then began. Parents appeared on television sharing anecdotal evidence linking their child’s inoculation to the onset of ASD. The popular press quickly seized upon this story; in 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe.

Since the initial panic, fears that MMR vaccines cause ASD have generally subsided. A survey completed in 2004 showed that only 2% of people in the United Kingdom thought that there was a legitimate link between MMR vaccines and ASD. Fears were most likely allayed when, in 2004, an investigative reporter discovered that Andrew Wakefield had received a large sum of money from lawyers seeking evidence to use in cases against vaccine manufacturers. It was then discovered that Wakefield had applied for patents on an alternate MMR vaccine. These severe conflicts of interest damaged the credibility of Wakefield’s study beyond repair. In 2010, Wakefield was tried by Britain’s General Medical Council under allegations that he had falsified data and manipulated test results. The Council found that Wakefield had acted “dishonestly and irresponsibly,” and consequently The Lancet officially retracted Wakefield’s 1998 article.

The anti-MMR vaccine panic that arose immediately after Wakefield’s article was published had a significant negative effect on the health of thousands of children. Once the controversy began, the number of parents in the United Kingdom who inoculated their children with the MMR vaccine experienced a sharp decline. Not surprisingly, the number of reported cases of measles increased; while there were only 56 confirmed cases of measles in the UK in 1998; in 2008 there were over 1300. Between 2002 and 2008, there were outbreaks of measles throughout Europe and North America. These outbreaks cost millions of dollars in health care and resulted in the deaths of dozens of children and adults with compromised immune systems.

Who is to blame for these deaths? It is easy to hold Andrew Wakefield accountable, but the media must also bear some of the responsibility. The media’s appetite for a sensational medical story overshadowed the fact that there was very little scientific evidence behind Wakefield’s claim. Although Wakefield is certainly not the first person to publish fraudulent scientific findings in a respected medical journal, the magnitude of this event was anomalous, as most medical hoaxes are discredited before they can reach the popular media. While The Lancet should not have published Wakefield’s article without checking it thoroughly, the popular media should not have blown the study out of proportion without fully considering the consequences.

**2.1. On the basis of the reading of the passage, answer the following questions by choosing the best option.**

1. **The primary purpose of the passage is to**

A. warn parents about the dangers of not vaccinating their children against measles

B. criticize The Lancet for publishing Wakefield’s article without vetting it more thoroughly

C. provide an overview of the MMR vaccine controversy, including its consequences and responsible parties

D. inform readers about the history of the MMR vaccine, especially in the U.S. and the UK

**2) As used in paragraph 1, which is the best antonym for spurious?**

A. reassuring

B. safe

C. necessary

D. legitimate

**3) Which of the following statements most accurately summarizes the author’s explanation for the increase in reported cases of ASD over the past 25 years?**

A. Over the past 25 years, parents have been more likely to have their young children inoculated against MMR.

B. Since the results of Wakefield’s study were published; parents have been less likely to have their young children inoculated against MMR.

C. In the past 25 years, doctors have developed a better understanding of genetics, which is thought to be the leading factor in whether or not a child will develop ASD.

D. The increase in reported cases of ASD is mainly the result of an increased understanding of how to recognize ASD.

**4) Which of the following pieces of evidence from paragraphs 2 and 3 support(s) the author’s claim that popular media is partially responsible for creating unnecessary panic?**

I. “An article published in The Lancet, a respected British medical journal, reported on eight cases of autism that could possibly be traced back to the administration of an MMR vaccine.”

II. “In 2002, over 1200 articles were written about the link between MMR vaccines and ASD. Less than 30% of these articles mentioned that an overwhelming amount of scientific evidence suggested that these vaccinations were completely safe.”

III. “Parents appeared on television sharing anecdotal evidence regarding the links between their child’s inoculation and the onset of ASD.”

A. l only

B. II only

C. I and II only

D. II and III only

**5) In paragraph 4, the author cites all of the following as ways that Wakefield’s study was discredited except**

A. investigators discovered that the parents of children in Wakefield’s study were litigants in a lawsuit against the pharmaceutical company that made the MMR vaccine

B. The Lancet eventually retracted Wakefield’s original article

C. it was discovered that Wakefield accepted money from lawyers who were filing a suit against the pharmaceutical companies responsible for making the MMR vaccine

D. an investigation into Wakefield’s research found that he had falsified data in his initial study

**6) Based on its use in paragraph 4, it can be inferred that the phrase “conflicts of interest” means situations in which people**

A. unethically accept large sums of money

B. have interests that fail to accord with those of the mainstream media

C. falsify data and manipulate test results

D. have personal interests that threaten their official objectivity

**7) As used in paragraph 6, which is the best synonym for anomalous?**

1. timely

B. calamitous

C. abnormal

D. unacceptable

**8) Which of the following pieces of evidence, if true, would best strengthen the author’s argument in paragraph 6?**

A. An estimated 1.4 million measles deaths are averted each year due to MMR immunization.

B. 90% of parents in the UK who decided not to immunize their children against measles reported that they did so against their doctors’ wishes.

C. Measles outbreaks in Japan can be traced back to Japanese exchange students who were studying in the UK.

D. In the United States, over 60% of children who are not immunized against MMR never exhibit any symptoms of the measles.

**9) As used in paragraph 1, which is the best synonym for assumption?**

A. hypothesis B. misconception C. unworthy D. uncreativeness

**10) As used in paragraph 2, which is the best synonym for vaccination?**

A. disabuse B. prune C. divest D. inoculation

**11) As used in paragraph 4, which is the best synonym for an assertion made with little or no proof?**

A. denial B. allegation C. exculpation D. obviate

**LITERATURE (10 marks)**

**3.Read the extracts given below and attempt any one by answering the questions that follow: (1x5=5 marks)**

**(A)** *Instead of being delighted, as her husband had hoped, she threw the invitation spitefully upon the table murmuring, “What do you suppose I want with that”?*

**(a) The invitation was**

(i) to attend a wedding ceremony

(ii) to attend an opera

(iii) to watch a horse race

(iv) to attend an official dance party

**(b) The husband had hoped for his wife’s happy reaction because:**

(i) she rarely got a chance to attend a function.

(ii) most employees used to get invited.

(iii) both (i) and (ii) are correct.

(iv) both (i) and (ii) are incorrect.

**(c) The lady was frustrated because \_\_\_\_\_\_.**

i. she had nothing to wear

ii. she had no jewellery to put on

iii. she had no bag to carry

iv. both i and ii

**(d) Which word in the passage means the same as whispering?**

i. murmuring ii. spiteful iii. hoped iv. delighted

**(e) How did the husband expect her to react on handing her the letter?**

i) happy ii) sad iii) jealous iv) none of the above

**OR**

**(B)**

*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.*

1. **What would suffice if the world were to perish twice?**
2. Ice
3. Fire
4. Hatred
5. both 1 and 2
6. **What would be a better option to end the earth?**
7. Fire
8. Ice
9. both are equally competent
10. none
11. **Name the poetic device used in the line "To say that for destruction ice is also great".**
12. Metaphor
13. Imagery
14. Alliteration
15. Oxymoron
16. **What is the rhyming scheme of the poem?**
17. abaa bcbcb
18. aaba bcbcb
19. aaab bcbcb
20. abab bcbcb

 **e) What is the meaning of "perish"?**

 i. bloom
 ii. rise
 iii. die
 iv. glow

**4. Read the extracts given below and attempt any one by answering the questions that follow: (1x5=5 marks)**

(A)

*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.*

**(i) How does the child react at the loss?**

A) stands rigid
B) trembles
C) stares
D) all of them

**(ii) 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

**(iii) 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

**(iv) Where does the ball go?**

A) drain
B) well
C) house
D) water

**(v) Who is the poet?**

A) John Berryman
B) Robert Frost
C) Carolyn Wells
D) Robin Klein

**OR**

**(B)**

Belinda embraced him, Mustard licked him,

No one mourned for his pirate victim.

Ink and Blink in glee did gyrate

Around the dragon that ate the pirate.

1. **Name the poem and the poet?**
2. Animals, Walt, Whitman
3. The Tale of Custard the dragon, Ogden Nash
4. Amanda, Robin Klein
5. The Tiger in the zoo, Leslie Norris
6. **The poetic device used in the stanza is\_\_\_\_\_\_\_**
7. abcd
8. aaab
9. aabb
10. abab
11. **Who saved everyone from the pirate?**

A) kitten
B) mouse
C) dragon
D) dog

1. **What did Custard do to the pirate?**

A) ate him
B) scared him away
C) held him hostage
D) None of these

1. **Who did Belinda used to tease?**

A) kitten
B) mouse
C) dragon
D) dog

**GRAMMAR (10 Marks)**

5. Fill in the blanks by choosing the correct options: (**ANY FOUR) (4x1=4)**

(a) He never raised his voice \_\_\_\_\_\_\_\_\_ anyone. (b) That day was \_\_\_\_\_\_\_\_\_ exception. (c) He needed to \_\_\_\_\_\_\_\_\_ control. (d) Discipline \_\_\_\_\_\_\_\_\_ concentration could have helped him. (e) Circumstances \_\_\_\_\_\_\_\_\_ existed made him angry.

(a) (i) on (ii) in (iii) of (iv) against

(b) (i) of (ii) an (iii) on (iv) at

(c) (i) have exercised (ii) exercises (iii) exercise (iv) exercising

(d) (i) and (ii) or (iii) if (iv) to

(e) (i) have (ii) which (iii) what (iv) where

6. Fill in the blanks by choosing the correct options given below: **(ANY FOUR)**

The caves of Ajanta and Ellora (a)­­­­­­\_\_\_\_\_\_ the magnificent works of sculpture. Whoever (b)\_\_\_\_\_\_\_ there (c)\_\_\_\_\_ spellbound. Thousands (d)\_\_\_\_\_\_\_ tourists visit these places every year. One can stay (e)\_\_\_\_\_\_ the guest houses.

(a) (i) is (ii) are (iii) was (iv) were

(b) (i) go (ii) going (iii) goes (iv) went

(c) (i) becomes (ii) became (iii) becoming (iv) has become

(d) (i) for (ii) of (iii) from (iv) at

(e) (i) on (ii) over (iii) upon (iv) in

7.choose the most appropriate option from the ones given below to complete the following passage**: (ANY TWO) (2x1=2)**

Ram was a child of five, when he (a)\_\_\_\_\_\_\_\_\_\_ two infants from a burning hut. His elder brother had fought a cheetah (b)\_\_\_\_\_\_ working in the forest. His mother received a bullet (c)\_\_\_\_\_\_\_\_\_ her hand when trying to save her husband from dacoits. This family had (d)\_\_\_\_\_\_\_\_\_ a great courage and presence of mind in moments of crisis.

(a) (i) save (ii) saves (iii) saved (iv) saving

(b) (i) when (ii) while (iii) during (iv) where

(c) (i) above (ii) on (iii) with (iv) at

(d) (i) shown (ii) seen (iii) see (iv) saw

**WRITING (2x5=10 marks)**

8. Attempt **ANY ONE** of the following in 100-120 words (5 marks)

(A) **The pie chart shows the proportion of people from different households living in poverty in the UK in 2002. Write an analytical paragraph to describe the information in 100-120 words.**



OR

(B) **The following table shows details about the internet activities for six categories for different age groups. Write an analytical paragraph for the table given in around 100-120 words.**



9. Attempt **ANY ONE** of the following in 100-120 words (5 marks)

(A) You are T.K Pramod Kumar /P. V Pramodini, 22 Church Road, Chennai. Last week you placed an order for the supply of a few items of furniture. On receiving the furniture, you found that some items were damaged and some not according to specifications. Describing the shortcomings, write a letter (100-150 words) of complaint to the supplier, Sri Rama Furniture

Mart, Mint Road, Chennai asking for an immediate replacement.

**OR**

**(B)** You are Vaibhav/Vaibhavi, examination in charge, Good way Public School, Aurobindo Road, Indore. You require 4 reams of white paper, 2 packets of carbon paper, one dozen registers, blue and red ball point pens (50 each). Place an order with Sunrise Stationary Mart, 12 mall Road, Indore, mentioning terms of payment, discount asked by you and delivery date.

**LITERATURE**

10. Answer **ANY TWO** questions in 20-30 words each, from (A) and (B) respectively. (2x4=8)

(A) (any two) (2x2=4)

 i. What did Nelson Mandela remember on the day of the inaugural ceremony?

ii. What vices in human beings does Whiteman notice? (Animals)

 iii. Why was the pilot of Dakota aeroplane frightened again?

(B) (any two) (2x2=4)

i. What made Hari Singh come back to Anil?

ii. Why does Mrs hall find the scientist eccentric?

 iii. Why is Mrs. Pumphrey responsible for Tricki’s condition?

11. Answer **ANY TWO** questions in 40-50 words each, from (A) and (B) respectively. (3x4=12)

(A) (any two) (3x2=6)

i. Why is Coorg called the land of rolling hills?

ii. “The sight of the food maddened him.” What does this suggest? (His First Flight)

iii. Why does the poet not offer the boy money to buy another ball?

(B) (any two) (3x2=6)

i. Describe the curious episode which took place in a clergy man’s study?

ii. Why was Matilda unhappy in her early married life?

iii. What do you think about Anne’s talent for writing essays which she wrote convincingly, when punished by the teacher?

12. Answer **ANY ONE** of the following in 100-120 words: (5X1=5)

(A) How did education change Bholi’s personality?

OR

(B) How did Griffin’s invisibility come to his help whenever he found himself in trouble?

13. Answer **ANY ONE** of the following in 100-120 words: (5X1=5)

(A) Whenever we want to achieve something, difficulties always come in our way. What did Valli have to do to go and ride in a bus? (Madam Rides the Bus)

OR

(B) What lesson on death and suffering did the Buddha teach Kisa Gotami in the chapter, ‘The Sermon at Benares’?