

QUESTIONS FROM CBSE QUESTION PAPER, YEAR- 2025

CLASS – <X>

<ENGLISH> (CODE: <184>)

Textbook: First Flight

Chapter 1– A Letter to God

	3 MARK QUESTIONS	MAIN/COMPARTMENT
1.	In what manner did Lenchō’s cornfield suffer damage? Did he hold any expectations of receiving assistance?	Main
	<p>(At least one value point for each part of the question)</p> <ul style="list-style-type: none"> • Lenchō’s cornfield suffered damage due to hailstorm • Cornfield reduced to a patch of salt/nothing <p>Role of faith:</p> <ul style="list-style-type: none"> • Had faith that god would help him • Writes a letter to God seeking help to recover losses 	
2.	Illustrate Lenchō’s unwavering faith in the divine.	Main
	<p>any two value points</p> <ul style="list-style-type: none"> • Faith shines brightly amid adversity • Firm belief that God will provide help for his needs • He writes a letter to God • Beacon of hope • Does not blame God 	
3.	What were the problems that made Lenchō write a letter to God?	Main
	<p>Value Points: (any two)</p> <ul style="list-style-type: none"> • Crops destroyed by hailstorm • Fear of starvation • No resources to sustain the year • No money to sow seeds again 	
4.	Why did Lenchō not trust the post office employees?	Main
	<p>Value Points: (any two)</p> <ul style="list-style-type: none"> • He received only 70 pesos • Thought God cannot make mistake • Believed office employees had stolen the money – they were crooks 	
5.	Faith is like a ray of hope in distressful situation. Discuss ‘A Letter to God’ with reference to Lenchō’s unflinching faith in God.	Main
	<ul style="list-style-type: none"> □ Lenchō is a hardworking farmer who depends entirely on his crops for survival. □ A hailstorm destroys the entire crop, putting the family into a severe crisis. □ Instead of giving up, Lenchō turns to God with strong faith and hope. □ He writes a letter to God requesting 100 pesos to restart farming. □ His belief is so strong that he never doubts God’s existence or power. □ When he receives money from the post office employees, he firmly believes it is sent by God. 	

	<p>□ Even when he gets less than what he asked for, he does not blame God but suspects the postal staff — shows his innocence and blind faith.</p> <p>□ His unwavering belief becomes a source of inspiration for the postmaster and others, who help him.</p> <p>□ Highlights that faith can give courage and comfort in difficult situations.</p> <p>□ Illustrates how hope can keep a person mentally strong and determined.</p>	
	5 MARK QUESTIONS	
1	<p>(a) Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lench's soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, "A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn." That night was a sorrowful one. "All our work, for nothing." "There's no one who can help us." "We'll all go hungry this year."</p> <p>(i) Why were there no leaves left on the trees? 1</p> <p>(A) The locusts ate them up. (B) An earthquake had occurred. (C) There was a hailstorm. (D) The animals grazed on them.</p> <p>(ii) Fill in the blank with the correct word from the brackets. Lencho felt _____ (jubilant/devastated) when he saw his destroyed corn fields. 1</p> <p>(iii) When Lench says, "All our work, for nothing," what does he refer to? Explain in about 40 words. 2</p> <p>(iv) Why would Lench have preferred a plague of locusts to a hailstorm? 1</p>	Main
	<p>i. Speaker offers the evidence of his own experience with desire for his preference for fire 1</p> <p>ii. (Any two value points) 2</p> <ul style="list-style-type: none"> Views desire as a powerful force - can lead to destructive consequences Sees desire as something intense and potentially destructive, can engulf and consume Indicates desire can lead to chaos and upheaval, such as akin to raging fire. Believes that desire has transformative qualities, as fire can purify and renew But also destroy. <p>iii. (B) Metaphors 1</p> <p>iv. (Any one value point)</p> <ul style="list-style-type: none"> Overall mood- contemplative, introspective, reflective, sombre, thought provoking, Pessimistic, scary, frightening, (any other similar word) <p>Speaker reflects on the contrasting theories about the end of the world.</p>	
	6 MARK QUESTIONS	
1.	Comment on the reactions and feelings of Lench and Nelson Mandela when they faced challenges in their lives. (A Letter to God	Main

	and Nelson Mandela : Long Walk to Freedom)	
	<p>(Any three value points. At least one from each text)</p> <p>Lencho's feeling-Initial grief</p> <ul style="list-style-type: none"> • Trust in God /left everything on the God/ believed in divine • Directness - he was straight forward in expressing his emotions • Takes action - writes to God. This action reflected his faith and hope that God would answer his prayers. <p>Mandela's feeling -complex and deeply rooted in personal experiences</p> <ul style="list-style-type: none"> • Believed in taking responsibilities and overcoming /working on the hardships. • Empathy for victims also • Call for reconciliation • Freedom for justice • Hope for future <p>• Source of strength -internal</p>	
2.	Analyse and evaluate the role of faith in 'A Letter to God' and 'The Sermon at Benares'.	Main
	<p>(Any three value points, atleast one from each text)</p> <p>Lencho's faith: Letter to God</p> <ul style="list-style-type: none"> • Faith in god-wasn't disheartened even after crops destroyed • Wrote a letter asking for God's help, received seventy pesos • Wrote a letter again – blamed post office employees- called them bunch of crooks • Shows staunch/ deep-seated faith in God <p>Kisa Gautami's faith: Sermon at Benaras</p> <ul style="list-style-type: none"> • Asked for Buddha's help to revive her son • Goes to different household for mustard seeds • Realises the inevitability of death <p>Leads to peace of mind/ self-enlightenment/ wisdom</p>	
3.	Analyse the similarities and differences between the young seagull from 'Two Stories about Flying' and Lencho from 'A Letter to God', and provide a rationale for the significant role faith plays in challenging and adverse situations on life.	Main
	<p>(At least one similarity and difference to be quoted from each lesson)</p> <p>Similarities-</p> <ul style="list-style-type: none"> • Both experience adversities/hardships • Seagull faces challenge in learning how to fly; Lencho grapples • With the loss of his crops • Both show determination/resilience-seagull persists in learning • To fly even after several failed attempts; Lencho writes a letter to God <p>Differences-</p> <ul style="list-style-type: none"> • Seagull's challenge was physical/related to its natural instincts; • Lencho's challenge a natural disaster; affected his livelihood. • Seagull relies on parental guidance; Lencho turns to God. • Role of faith- 	

	<ul style="list-style-type: none"> Lencho believes in god for help Seagull sees the mother as the safety net 	
4.	Compare and contrast the role of faith between the young Seagull from the 'Two stories about flying' and Lencho from 'A letter to God'.	Main
	<p>Value Points / Answer Hints:</p> <p>Young Seagull</p> <ul style="list-style-type: none"> Initially lacks faith in himself and is afraid to fly. Doubts his own abilities and avoids taking the first flight. Gains confidence only when pushed into the air by hunger and family's efforts. Once he takes the leap, he realises he can fly—faith in self brings success. <p>Lencho</p> <ul style="list-style-type: none"> Has complete and blind faith in God. Believes God will help him after his crops are destroyed. Writes a letter to God and is confident he will receive help. His faith motivates others (postmaster and staff) to be kind. <p>Comparison</p> <ul style="list-style-type: none"> Both characters show that faith gives courage during struggles. Their beliefs help them overcome fear and hardships. Faith becomes a guiding force leading to positive outcomes. <p>Contrast</p> <ul style="list-style-type: none"> Seagull's faith grows gradually and is based on self-belief. Lencho's faith is absolute and based on divine belief. Seagull learns through experience; Lencho never doubts God. 	

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Chapter 2 – Nelson Mandela- A Long Walk to Freedom

	3 MARK QUESTIONS	
1.	Why, according to Mandela, was it important to learn to hate?	Main
	<p>Any two value points:</p> <ul style="list-style-type: none"> Mandela believed though no one is born hating another person, if they Could learn to hate, they can be taught to love. Reason- love comes more naturally to the human heart than hate. Mandela's experience in prison had taught him that all have a glimmer of humanity (Man's goodness can be hidden, not extinguished) 	
2.	The transition from the apartheid system in South Africa to a new era of equality reflects broader historical trends in the struggle for human rights and social justice. Elaborate. (Nelson Mandela – Long Walk to Freedom)	Main
	(Any two value points, at least one from each aspect) Apartheid system	

	<ul style="list-style-type: none"> • discrimination • struggle for equality • injustice • New Era of equality • political emancipation • societal evolution • equal rights for all 	
3.	Mandela in his speech says, “The policy of apartheid created a deep and lasting wound in my country and my people.” Explain the significance of the word “wound” as used by Mandela.	Main
	<p>(Any Two Value Point)</p> <ul style="list-style-type: none"> • Mandela talks about decades of oppression and brutality faced by Black people of South Africa. • The structure created by white people was hurtful - formed the basis of one of the harshest, most inhumane societies the world has ever known. • The prejudice, discrimination created by the Whites – developed a sense of inferiority in the blacks • The trauma/ atmosphere of fear for the Blacks 	
4.	Why does the author use the phrase “that drove a law-abiding citizen to become a criminal” to describe Mandela?	Main
	<p>(Any Two Value Points)</p> <ul style="list-style-type: none"> • Mandela - driven with the purpose - gain freedom for his people, • Give them a life of dignity and respect. • Broke laws to gain freedom for his own people/fought against discrimination • Imprisoned / faced many challenges/ brutalities of authorities 	
5.	How did Mandela learn the meaning of ‘courage’?	Main
	<p>(Any Two Value Points)</p> <ul style="list-style-type: none"> • From his Comrades in struggle - saw men and women risk and give their lives for freedom. • He saw them stand up to attacks and torture without breaking down, showing strength and resilience. <ul style="list-style-type: none"> • Courage is not the absence of fear but to conquer it 	
6.	Why did Mandela feel that liberation was important for both, the oppressor and the oppressed?	Main
	<p>Any two value points:</p> <ul style="list-style-type: none"> • Mandela- liberation important for oppressor and the oppressed: • Both-- robbed of their humanity • The oppressed has no freedom - the oppressor is a prisoner of his own • hatred ,narrow mindedness and prejudice 	
7.	In what way did Mandela’s yearning for freedom alter the course of his life?	Main
	<p>Value Points: (any two)</p> <ul style="list-style-type: none"> • Saw African people suffering from apartheid • Could not enjoy his own freedom • Joined African National Congress • Started a fight against the discrimination • Saw freedom as indivisible (chains on one as chains on all) • From a law abiding person turned into a revolutionary 	
8.	How did Nelson Mandela’s understanding of freedom change over the course of time?	Main

	<p>iv. Fill in the blank with the correct phrase from the bracket in the context of the given extract: 1</p> <p>Men stood up to torture showing strength and resilience that is (impossible to understand/ seeped in reality)</p>	
	<p>a.</p> <p>i. Realisation of meaning of courage/resilience/strength/conquering of fear 1</p> <p>ii. (D)Ability to overcome fear 1</p> <p>iii. (any two) 2</p> <ul style="list-style-type: none"> • Triumph over fear rather than the absence of fear • Differs from the common misconception that courage defined by absence of fear • Emphasizes on courage that involves overcoming of fear rather than avoiding it. <p>iv. impossible to understand</p>	
	6 MARK QUESTIONS	
1.	<p>In ‘The Ball Poem’, Berryman explores the themes of loss, growing up, and transformation. Mandela also experienced loss of freedom and suffering along with his countrymen during his growing years on the basis of his race and colour. Compare and contrast the commonality of themes in both the texts.</p>	Main
	<p>(At least 1 value point from each text + 1 mark for conclusion)</p> <p><input type="checkbox"/> The ball poem- Berryman - beautifully describes a boy who has lost his ball - gave a lesson full a wisdom - everyone must learn to bear the pain associated with loss - need to learn the ways for bearing those losses - both material and human.</p> <p><input type="checkbox"/> ‘A Long Walk to Freedom’ by Nelson Mandela is about the struggle of freedom of South Africa. Mandela recalls the reason for this movement - black-skinned people exploited by the whites.</p> <p><input type="checkbox"/> While taking vow as the first black President, Mandela established democracy in the country - said there would be no discrimination henceforth.</p> <p><input type="checkbox"/> Conclusion - While the Ball Poem teaches us to accept loss and that suffering is a part of life, A Long Walk to Freedom, teaches us to fight for loss of freedom and suffering as a human right.</p>	
2.	<p>Comment on the reactions and feelings of Lencho and Nelson Mandela when they faced challenges in their lives. (A Letter to God and Nelson Mandela : Long Walk to Freedom)</p>	Main
	<p>(Any three value points. At least one from each text)</p> <p>Lencho’s feeling-Initial grief</p> <ul style="list-style-type: none"> • Trust in God /left everything on the God/ believed in divine • Directness - he was straight forward in expressing his emotions • Takes action - writes to God. This action reflected his faith and hope that God would answer his prayers. • Source of hope and strength -outside <p>Mandela’s feeling -complex and deeply rooted in personal experiences</p> <ul style="list-style-type: none"> • Believed in taking responsibilities and overcoming /working on the hardships. • Empathy for victims also • Call for reconciliation • Freedom for justice • Hope for future • Source of strength -internal 	

3.	Both Nelson Mandela: 'Long Walk to Freedom' by Nelson Mandela and 'The Trees' by Adrienne Rich explore themes of transformation, Liberation and the power to change. Examine the commonality of themes in both the works.	Main
	<p>(At least three points including both aspects of the question)</p> <p>Nelson Mandela-</p> <ul style="list-style-type: none"> • Reference to Apartheid/ discrimination/oppression • Idea of individual/community freedom • Example of previous political heroes • ANC coming to power with Mandela's efforts • Liberation-personal (conquering fear) and political (from being outlaws to forming government) • Trees- • Reference to confinement of trees • Struggle of the trees to disengage/extricate <p>Movement into the open space/jungle</p>	

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Chapter 3 – Stories about Flying

3 MARK QUESTIONS		
1.	What strategy did the mother adopt to teach the young seagull how to fly? (Any one value point from strategy and one from process) Strategy adopted was: <ul style="list-style-type: none"> • motivated/ taunted/ coaxed/ overlooked his tantrums/ • threatened to let him starve on ledge/ left him to starve on the ledge for 24 hours Process undertaken: <ul style="list-style-type: none"> • deliberately dangled a piece of fish just out of his reach • driven by desperation and hunger, seagull plunged for the fish • flapped his wings, dived towards the food • successfully overcame his fear of flying 	Main
2.	The young seagull's fear of flying and reluctance to leave his ledge contribute to the development of the theme of independence and courage in the story. Justify	Main
	Any two value points: Seagull's fear of flying and reluctance to leave ledge: <ul style="list-style-type: none"> • Creates a conflict in the story (takes story forward) • Brings about growth in the character • Facing fears, taking risks to achieve personal growth • Highlights role of parents (guidance, encouragement, strict measures) • Leads to climax 	
3.	“He was not falling headlong now. He was soaring gradually downwards and outwards, he was no longer afraid.”. Describe the young seagull’s feelings, emotions and experiences, just before this moment.	Main
	any two value points <ul style="list-style-type: none"> • Scared of his first flight/vast expanse of sea • doubted his wings would not be able to support • family left him alone • kept staring since he could not fly to get his own food 	
4.	Why was the seagull afraid to fly? Why was the young seagull alone?	Main
	any two value points	

	<p>First part</p> <ul style="list-style-type: none"> • scared and unsure about flying • he doubted his wings would not be able to support him <p>Second part</p> <ul style="list-style-type: none"> • his parents, brothers and sister had already flown away • they left him alone deliberately 	
5.	<p>Motivation influences our willingness to overcome challenges and eventually succeed. How does the young seagull in 'Two Stories about Flying' demonstrate this? Discuss.</p> <p>any two value points</p> <ul style="list-style-type: none"> • Fear and hesitation prevent it from flying • Inner motivation fuelled by the need to prove itself • Encouragement from his family <p>Motivated by hunger pangs</p>	Main
	5 MARK QUESTIONS(RTC)	
1.	<p>He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.</p> <p>(i) State any one inference about the parents of the baby seagull from the given statement. 1 "His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away."</p> <p>(ii) Where did the little seagull sleep at night? 1</p> <p>(iii) Which factors contributed to the young seagull's reluctance to fly despite the encouragement and threats from his parents? Elaborate in about 40 words, with reference to the extract. 2</p> <p>(iv) Which phrase or word would correctly substitute 'muster up' in the given sentence from the extract? 1 He failed to 'muster up' courage to take that plunge which appeared to him so desperate. (A) review (B) resolve (C) distribute (D) gather</p>	Main
	<p>i. (Any One) Parental Concern: parents calling the bird shrilly / upbraiding tones 1 Tough Love/Parenting: threat/taunt to let the bird starve on his ledge unless he flies away Pressure to Conform: The pressure from the parents to fly away with the rest of the siblings</p> <p>ii. In a hole/under the ledge 1</p> <p>iii. (Any Two)</p> <ul style="list-style-type: none"> • deep seated fear that his wings will not support him • fear of heights • witnessing his siblings confidently take flight despite their shorter wings • shrill calls and upbraiding from his parents threatening consequences if he doesn't fly • inability to muster the courage needed to take the desperate plunge • internal struggle compounded by external pressure 	

	<ul style="list-style-type: none"> • fear of failing himself as well as his parents <p>iv. (D) gather</p>	
2.	<p>The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch: one thirty in the morning.</p> <p>(i) What time of the day is the above extract set in? 1 (A) dawn (B) afternoon (C) night (D) dusk</p> <p>(ii) State any one inference about the writer from the given context. 1 "I was looking forward to being with my family." iii. Fill in the blank with the correct word from the brackets. The use of the phrase 'clear sky' adds to a sense of _____ (favourable/flavourful) weather conditions. 1</p> <p>iv. How does the serene atmosphere described by the narrator contribute to the mood and anticipation of his journey back to England? Elaborate in about 40 words, with reference to the extract. 2</p>	Main
	<p>i. C) Night 1 ii. Any one 1</p> <ul style="list-style-type: none"> • Eager • Excited • Longing/hoping to meet his family • Has a loving relationship with his family, a family man, missing his family <p>iii. Favourable 1</p> <p>iv. (One each from points given for mood and anticipation) 1 + 1 = 2</p> <p>Mood:</p> <ul style="list-style-type: none"> • Tranquil • Serene • Happy • Peaceful <p>Anticipation:</p> <ul style="list-style-type: none"> • To be united with family • Have an English breakfast 	
3.	<p>That was twenty-four hours ago. Since, then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his elder brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle and all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him for his cowardice.</p> <p>(i) Fill in the blank with the correct word from the bracket: The use of the phrase 'proud cackle' adds to a sense of (noise/pride) in the extract. 2</p> <p>(ii) How do the parents teach their young to be independent? 1</p> <p>(iii) Describe the contrasting reactions of the parents to their</p>	Main

	<p>children giving reasons. 1</p> <p>(iv) The word 'devour' in the above extract most nearly means 1</p> <p>(A) scared</p> <p>(C) preserved</p> <p>(B) gobbled</p> <p>(D) cooled</p>	
	<p>i. pride 1</p> <p>ii.</p> <ul style="list-style-type: none"> • Perfecting them in the art of flight • Teaching them how to skim the waves • How to dive for fish <p>(any one)</p> <p>iii. For young seagull's brother: (any one) 2 (1+1)</p> <ul style="list-style-type: none"> • Circled around the brother • Raised a proud cackle <p>For young seagull: (any one)</p> <ul style="list-style-type: none"> • Left him to starve • Taunted him for his cowardice <p>iv. (D) - gobbled</p>	
	6 MARK QUESTIONS	
1.	<p>Self-doubt and fear often act as barriers to success. On the other hand, curiosity leads to learning new things. Justify the statement citing instances from 'His First Flight' and 'Madam Rides the Bus'.</p>	Main
	<p>Value Points for <i>His First Flight</i>: (any 3 – at least 1 value point from each chapter)</p> <ul style="list-style-type: none"> • Seagull was scared to fly • Had fear of falling • Lacked confidence/ thought his wings would not support him • When he fell down – he was able to fly • He enjoyed flying along with his family <p>Value Points for <i>Madam Rides the Bus</i>:</p> <ul style="list-style-type: none"> • Valli was curious to travel in a bus • Wanted to see the world outside her village • Planned her journey meticulously/saved money • Saw beautiful sceneries while travelling in bus • Saw a bazaar filled with people <p>Witnessed death for the first time</p>	
2.	<p>The protagonist in 'The Ball Poem' and the young seagull in 'His First Flight' face challenges. Discuss with reference to the two texts.</p> <ul style="list-style-type: none"> • Both characters face fear and emotional struggle. • Boy in "The Ball Poem": <ul style="list-style-type: none"> ◦ Loses his ball → experiences loss for the first time. ◦ Struggles emotionally but learns that loss is part of life. ◦ Develops maturity and acceptance. • Young seagull in "His First Flight": <ul style="list-style-type: none"> ◦ Afraid to fly → lacks confidence. ◦ Hunger pushes him to try. ◦ Learns to fly → gains courage and independence. <p>Both texts show that challenges help individuals grow emotionally and mentally</p>	Compartment

Textbook: First Flight

Chapter 4: From the Diary of Anne Frank

3 MARK QUESTIONS		
1.	In what way does 'Anne Frank's Diary' reflect the theme of isolation?	Comptt.
	Suggestive Value Points: <ul style="list-style-type: none">• Physical isolation: Anne and her family are confined to the Secret Annex, cut off from the outside world.• Emotional isolation: Anne feels lonely and misunderstood, using her diary as her main companion.	
2.	Describe Anne's relationship with her grandmother.	Comptt.
	Suggestive Value Points: <ul style="list-style-type: none">• Anne was deeply attached to her grandmother and remembered her with great love and affection.• She often felt emotional when thinking about her, especially after her grandmother's death.	
3.	Why did Mr. Keesing decide to stop punishing Anne?	Comptt
	Suggestive Value Points: <ul style="list-style-type: none">• Mr. Keesing found Anne's last humorous poem about him amusing rather than offensive.• Realizing her creativity and wit, he decided to stop punishing her for talking too much.	

Textbook: First Flight

CHAPTER 5 - GLIMPSES OF INDIA

3 MARK QUESTIONS		MAIN /COMPTT.
1	Explain the reasons for Rajvir's excitement on seeing the plantation and Pranjol's lack of enthusiasm. (Glimpses of India – Tea from Assam)	

	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Rajvir was excited because it was his first time seeing vast tea gardens, and he had read a lot about tea, so witnessing it in real life thrilled him. • Pranjol wasn't enthusiastic because he had grown up in Assam and was used to seeing tea plantations every day, so it didn't feel new or special to him. 	
2	<p>Pranjol seemed to have a different level of enthusiasm compared to Rajvir when they both saw tree plantation. Justify.</p> <p>(Glimpses of India – Tea from Assam)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Rajvir was excited because it was his first time seeing vast tea gardens, and he had read a lot about tea, so witnessing it in real life thrilled him. • Pranjol wasn't enthusiastic because he had grown up in Assam and was used to seeing tea plantations every day, so it didn't feel new or special to him. 	
3	<p>Why wasn't Pranjol as excited as Rajvir during the train journey?</p> <p>(Glimpses of India – Tea from Assam)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Pranjol wasn't excited because he had grown up in Assam and was already familiar with tea gardens. • For him, the sights were ordinary, unlike Rajvir, for whom everything was new and exciting. 	
4	<p>Why was Rajvir in “Glimpses of India” excited? Why did Pranjol not share his excitement?</p> <p>(Glimpses of India – Tea from Assam)</p>	Comptt.
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Rajvir was excited because it was his first time seeing vast tea gardens, and he had read a lot about tea, so witnessing it in real life thrilled him. 	

	<ul style="list-style-type: none"> • Pranjol wasn't enthusiastic because he had grown up in Assam and was used to seeing tea plantations every day, so it didn't feel new or special to him. 	
5	<p>How does the description of the baker's lifestyle in the past evoke a sense of nostalgia?</p> <p>(Glimpses of India – A Baker from Goa)</p>	
	<ul style="list-style-type: none"> • The baker's daily routine, his traditional dress, and the sound of his bamboo staff remind readers of simple village life from an earlier time. • His close bond with the community, especially children eagerly waiting for his bread, brings back warm memories of old customs and togetherness. 	
6	<p>How did the baker herald his arrival every morning?</p> <p>(Glimpses of India – A Baker from Goa)</p>	
	<ul style="list-style-type: none"> • The baker announced his arrival by banging his bamboo staff on the ground. • This familiar sound alerted villagers, especially children, that he had come with fresh bread and goodies. 	
7	<p>Why is the baker very important to the village folk?</p> <p>(Glimpses of India – A Baker from Goa)</p>	
	<ul style="list-style-type: none"> • The baker was essential because he supplied fresh bread, cakes, and special items for daily use as well as festivals and ceremonies. • Important occasions like weddings and Christmas depended on his baked goods, making him a vital part of village life. 	
8	<p>The portrayal of the baker's attire and role in the village emphasize the cultural and social significance of bread-making within the community. Elaborate.</p> <p>(Glimpses of India – A Baker from Goa)</p>	
	<ul style="list-style-type: none"> • The baker's traditional attire and daily rounds reflect an old-world charm, showing how bakers were respected figures who played a key role in village routines. • His presence during festivals and ceremonies highlights how 	

	<p>bread-making was woven into cultural and social celebrations, making the baker central to community life.</p>	
9	<p>Discuss, with examples from the text, the role of the baker in shaping the memories and experiences of the people in Goa.</p> <p>(Glimpses of India)</p>	Comptt.
	<ul style="list-style-type: none"> • The baker's visits became memorable events, especially for children who eagerly awaited his bread, bangles, and sweet treats—creating lasting childhood memories. • Festivals and ceremonies in Goa often revolved around his products, like bol, cakes, and sandwiches, making the baker an integral part of the community's happiest occasions. 	
10	<p>Why does the author refer to Coorg as the kingdom of heaven?</p> <p>(Glimpses of India – Coorg)</p>	
	<ul style="list-style-type: none"> • Coorg's natural beauty—its misty hills, lush forests, and evergreen landscapes—makes it look breathtaking, like a paradise on earth. • Its serene environment and rich wildlife create a peaceful, heavenly atmosphere that leaves a lasting impression on visitors. 	
11	<p>How does modern India recognize the tradition of courage and bravery in Coorgi culture?</p> <p>(Glimpses of India – Coorg)</p>	
	<ul style="list-style-type: none"> • By honouring Coorgis in the Indian Army, where many serve with distinction, including the celebrated Coorg Regiment known for its bravery. • By allowing Coorgi families to keep firearms without a licence, acknowledging their long-standing martial tradition and courage. 	
12	<p>Mention any three surprises that await visitors in Coorg.</p> <p>(Glimpses of India – Coorg)</p>	
	<ul style="list-style-type: none"> • Visitors are surprised by Coorg's adventure activities, such as river rafting, trekking, and canoeing, along with its rich wildlife and evergreen forests. • They also discover unique cultural elements, including the bravery of the Kodavus, their special martial traditions, and the warm hospitality of the locals. 	

13	<p>Why is Coorg an attractive tourist destination? (Glimpses of India – Coorg)</p> <ul style="list-style-type: none"> • Its stunning natural beauty, including misty hills, coffee plantations, and dense forests, makes it a peaceful and scenic getaway. • Adventure activities and rich culture, like trekking, river rafting, and the unique Kodava traditions, attract tourists from all over. 	
14	<p>What is the story about the Kodavu people's descent in “Glimpses of India”?</p> <p>(Glimpses of India – Coorg)</p> <ul style="list-style-type: none"> • One story says the Kodavus descended from ancient Greek soldiers, who settled in Coorg after Alexander's army retreated. • Another belief links them to the Arab world, suggested by their traditional dress and long-held martial traditions 	Comptt

Textbook: First Flight

Chapter 6 – Mijbil the Otter

	3 MARK QUESTIONS	MAIN /COMPTT.
1.	Mijbil's transportation to England was no less than a nightmare for the author. Justify the statement using incidents from the lesson.	2/1/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Airlines initially refused to allow an otter on board. • Maxwell had to keep Mij in a box during the journey, causing stress and chaos. • Mij escaped, created panic in the aircraft, and injured himself, making the journey extremely difficult. 	
2	What efforts did the narrator make to get his mail from Europe?	2/1/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • Maxwell wrote letters repeatedly to European authorities. • He waited patiently despite delays and uncertainty. • His persistence finally helped him receive responses regarding transporting Mij 	

3	Mijbil spent most of his time in play. Elaborate.	2/1/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • Mij invented his own games using water, marbles, and balls. • He enjoyed rolling and juggling objects with curiosity. • His playful behaviour reflected intelligence and energy. 	
4	Valli found joy and fascination in the simple act of watching the bus pass through her village. What does this reveal about her perspective on life and her surroundings?	2/2/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Valli had a keen sense of observation. • She found happiness in simple, everyday experiences. • Her curiosity reflected independence and imagination. 	
5	How was Mij to be transported to England?	2/2/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • Mij was to be carried in a specially made box. • The box was designed to allow air and safety. • He was allowed on board only after special permission. 	
6	The story, ‘Mijbil the otter’, has it all – emotions, humour, certain surprising incidents and the freshness of a new and unique type of story. Explain how Maxwell has highlighted these in the story.	2/6/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Emotional bonding between Maxwell and Mij adds warmth. • Humorous incidents like Mij’s playful tricks lighten the story. • Unexpected events during travel create suspense. • The unique subject of an otter as a pet gives freshness. 	
7	Mijbil the Otter is portrayed as an intelligent, friendly and playful animal who thrives on affection. Discuss how these traits are depicted in the story ‘Mijbil the Otter’ by Gavin Maxwell	2/6/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • Mij learned household routines quickly. • He formed affectionate bonds with humans. • His curiosity and innovative play showed intelligence. 	
8	How does Mijbil’s incident with the bathroom tap help shape the understanding of his character?	2/S/1

	<p>Value Points:</p> <ul style="list-style-type: none"> • Mij learned to turn the tap on by observing humans. • He enjoyed playing with flowing water. • The incident shows intelligence, curiosity, and adaptability. 	
9	Why did Maxwell call the airhostess ‘the very queen of her kind’?	2/S/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • She showed kindness and patience towards Mij. • She comforted Maxwell during the stressful journey. • Her compassion made the situation easier to handle. 	
10	Why did Maxwell keep an otter as a pet?	2/S/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • Maxwell was fascinated by otters. • He wanted to study their behaviour closely. • He developed emotional attachment to Mij. 	
	6 MARK QUESTIONS	
1	The inherent instincts for freedom are a fundamental trait in all living creatures. Justify this statement with reference to ‘Mijbil the Otter’ and ‘A Tiger in the Zoo’	2/4/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • Mijbil constantly explored his surroundings and disliked confinement. • His restlessness during the flight reflected a natural desire for freedom. • In A Tiger in the Zoo, the tiger paces in the cage, showing frustration. • The tiger longs for the jungle, where it can live freely. • Both texts highlight that captivity suppresses natural instincts. • True happiness for animals lies in freedom and natural habitats. 	

Textbook: First Flight

Chapter 7 - Madam Rides the Bus

		MAIN /COMPTT.
	3 MARK QUESTIONS	
1	How did Valli manage to gather information about the bus ride she was planning?	2/2/2
	Value Points:	

	<ul style="list-style-type: none"> • Valli carefully listened to conversations of passengers. • She asked discreet questions without revealing her plan. • She noted details like distance, fare, and travel time. 	
2	Saving money for the bus journey was not easy for Valli. Explain.	2/2/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • Valli came from a modest background. • She controlled her desires and avoided buying treats. • She saved coins patiently over a long period 	
3	How does Valli's desire to ride the bus reflect her aspirations and challenges in context of her daily life?	2/3/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • The bus symbolised freedom and adventure for Valli. • Her limited environment restricted her experiences. • The journey reflected her longing to explore beyond routine life. 	
4	Valli did not board the bus impulsively. Justify.	2/3/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • She planned the journey carefully in advance. • She calculated time and return fare. • Her actions showed maturity and self-control. 	
5	Why was Valli's excitement on the bus dampened on her return journey?	2/3/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • She saw the cow lying dead on the road. • The incident shocked her emotionally. • It made her realise the harsh realities of life. 	
6	Upon encountering the deceased cow on the road, Valli was emotional. Comment with reference to 'Madam Rides the Bus'.	2/5/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Earlier, the cow's playful movements amused her. • Seeing it dead disturbed her deeply. • The incident introduced her to the reality of death. 	
7	Valli emerges as a meticulous planner. Elaborate with evidence from the text.	2/5/2
	<p>Value Points:</p> <ul style="list-style-type: none"> • She gathered complete information beforehand. 	

	<ul style="list-style-type: none"> • She saved exact fare for a round trip. • She ensured she returned before her mother noticed. 	
8	Why did the sight of the cow which made Valli laugh in the beginning dampen his enthusiasm later?	2/5/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • The cow earlier appeared lively and joyful. • Its death made Valli realise life's unpredictability. • The contrast affected her emotionally and matured her outlook. 	
6 MARK QUESTIONS		
1	<p>Amanda and Valli both represent a longing for freedom. Examine the above observation with reference to the two texts.</p> <p style="text-align: right;">(Amanda and Madam Rides the Bus)</p>	2/1/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Amanda desires freedom from constant instructions and restrictions. • She escapes into imaginative worlds. • Valli seeks freedom through a real journey to the city. • Both resist confinement imposed by adults. • Amanda's freedom is psychological, while Valli's is physical. • Both characters reflect a child's desire for independence. 	
2	How does Valli's journey to the city serve as her initiation into understanding the profound mysteries of life and death, and how does her inquisitive nature shape her perceptions as she encounters these aspects of human existence?	2/4/3
	<p>Value Points:</p> <ul style="list-style-type: none"> • The journey excites Valli and fulfils her curiosity. • The bustling city exposes her to adult life. • The dead cow introduces her to mortality. • She realises life is unpredictable and fragile. • Her silence after the journey shows emotional growth. • The experience marks a transition from innocence to maturity. 	
3	Self-doubt and fear often act as barriers to success. On the other hand, curiosity leads to learning new things. Justify the statement citing instances from 'His First Flight' and 'Madam Rides the Bus'	2/5/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • The young seagull fears flying due to self-doubt. • Hunger pushes him to overcome fear and succeed. • Valli's curiosity motivates her to plan the bus journey. 	

	<ul style="list-style-type: none"> • She learns about independence and reality. • Fear limits growth, curiosity promotes learning. • Both texts highlight the power of courage and curiosity. 	
4	The journeys of Anne Frank and Valli teach us the vital lesson that optimism and self-assurance empower women to rise above circumstances and overcome obstacles. Examine the similarities. (Diary of Anne Frank & Madam Rides the Bus)	2/6/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Anne remains hopeful despite hiding during war. • She expresses thoughts confidently through her diary. • Valli shows confidence by travelling alone. • Both display emotional strength and maturity. • They overcome restrictions with optimism. • Their journeys reflect women's resilience and courage. 	
5	What challenges do Siddhartha in 'The Sermon at Benares' and Valliammai in 'Madam Rides the Bus' face? How do their journeys reflect on the themes of human experience and self-realisation?	2/S/1

Textbook: First Flight

Chapter 8-The Sermon at Benaras

3 MARK QUESTIONS		
1.	Not from weeping or from grieving will anyone obtain peace of mind; on the contrary his pain will be greater and his body will suffer." Validate this preaching of Buddha with reference to the story.	Main
	<ul style="list-style-type: none"> • Buddha teaches that grief and lamentation do not reduce suffering; instead, they deepen pain. • Kisa Gotami's constant weeping after her child's death reflects this truth. 	

	<ul style="list-style-type: none"> Her sorrow isolates her and prevents her from accepting reality. When Buddha sends her to find mustard seeds from a house untouched by death, she realises that suffering is universal. This understanding helps her move from personal grief to acceptance. The story validates Buddha's preaching that peace of mind comes from understanding and acceptance, not from excessive mourning. 	
2.	What did Buddha say about death and suffering? Explain this with reference to the story 'A Sermon at Benaras'	Main
	<ul style="list-style-type: none"> Buddha explains that death is inevitable and a natural part of life. He compares human life to an earthen pot that is bound to break one day. Suffering arises because people form attachments and expect permanence. Through Kisa Gotami's experience, he shows that no family is free from death. Accepting this universal truth reduces sorrow and fear. Buddha teaches that wisdom lies in understanding impermanence rather than resisting it. 	
6 MARK QUESTIONS		
1.	Analyse and evaluate the role of faith in 'A Letter to God' and 'The Sermon at Benares'.	Main
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> In A Letter to God, Lencho's faith in God is absolute and unquestioning. His faith gives him strength and hope after losing his crop. However, his blind faith also leads to misunderstanding and misplaced blame. In The Sermon at Benares, faith is rooted in wisdom and understanding rather than expectation. Buddha's teachings guide people to accept suffering through insight, not miracles. Together, the texts show that faith can comfort, but it must be guided by awareness and acceptance. 	
2.	Explore the theme of loss as it is depicted in both the "Ball Poem" and "The Sermon at Benaras", highlighting the inevitable nature of this aspect in life?	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> In The Ball Poem, the boy's loss of the ball symbolises the first experience of loss in life. The poet shows that such losses teach responsibility and emotional maturity. In The Sermon at Benares, loss is shown on a deeper level through death. Kisa Gotami's loss highlights the universal nature of suffering. 	

	<ul style="list-style-type: none"> Both texts emphasise that loss is unavoidable and part of growing up. Acceptance of loss is presented as essential for inner strength and peace. 	
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Textbook: First Flight

Chapter 9-The Proposal (Play)

5 MARK QUESTIONS		
1. <u>The Proposal</u>	<p>LOMOV : Hear me out, I implore you! The peasants of your father's grandfather, as I have already had the honour of explaining to you, used to bake bricks for my aunt's grandmother. Now my aunt's grandmother, wishing to make them a pleasant...</p> <p>NATALYA : I can't make head or tail of all this about aunts and grandfathers and grandmothers. The Meadows are ours, that's all.</p> <p>LOMOV : Mine.</p> <p>NATALYA : Ours! You can go on proving it for two days on end</p> <p>(i) What is Lomov pleading for? 1 (A) to be heard (B) bricks for his aunt's grandmother (C) documents of the Meadows (D) for two days time to prove himself</p> <p>Correct option:(A) to be heard</p> <p>(ii) What effect does the following sentence have on Natalya? Why? 'The peasants of your father's grandfather..... used to bake bricks for my aunt's grandmother.' 1</p> <p>Suggestive Value Point: The sentence confuses Natalya because Lomov's long and complicated reference to ancestors makes his argument unclear. Instead of convincing her, it irritates her and strengthens her belief that the Meadows belong to her family.</p> <p>(iii) Fill in the blanks with the correct word from the bracket: The use of the phrase 'can't make head or tail' adds to a sense of _____ (confusion/realization) to the extract. 1</p> <p>Suggestive Response: The use of the phrase 'can't make head or tail' adds to a sense of confusion to the extract.</p> <p>(iv) What is Lomov trying to prove? 2</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Lomov is trying to prove that the Meadows legally belong to him. • He attempts to support his claim by referring to old family records and ancestral history. 	Main

6 Mark Questions

1	<p>Engaging in discussions and disputes rarely leads to problem resolution. Support the statement with evidence from the text. (The Proposal)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Lomov and Natalya engage in constant arguments over the Meadows and the Oxen Meadows. • Instead of resolving the ownership issue, the disputes become louder and more personal. • The arguments lead to emotional stress, causing Lomov to suffer from palpitations and fainting. • No conclusion is reached through discussion; the conflicts only create chaos and confusion. • The play shows that excessive arguing blocks understanding rather than solving problems. • Thus, the text supports the idea that disputes rarely lead to resolution. 	
2	<p>Comment on the significance of the title ‘The Proposal’ in the play. Provide two examples from the play to support your explanation.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • The title refers to Lomov’s intention to propose marriage to Natalya. • This proposal is repeatedly interrupted by arguments over land and property. • One example is the dispute over the Meadows, which overshadows the purpose of Lomov’s visit. • Another example is the argument about Oxen Meadows and family pride. • Ironically, the marriage proposal succeeds despite constant conflict. • The title highlights the contrast between the serious purpose of the visit and the comic disputes that follow. 	

Textbook: First Flight

Poem: 1 Dust of Snow

	3 MARK QUESTIONS	
1.	<p>In the poem, ‘Dust of Snow’, the hemlock tree and the ‘crow’ hold specific meanings. Elaborate on how these symbols are utilized within the context of the poem.</p> <p>(At least one value point for each part of the question)</p> <ul style="list-style-type: none"> • Lencio’s cornfield suffered damage due to hailstorm • Cornfield reduced to a patch of salt/nothing • Role of faith: • Had faith that god would help him • Writes a letter to God seeking help to recover losses 	Main
2.	What happened to the poet when a dust of snow fell on him? (Dust of	Main

	Snow)	
	(Any Two Value Points) <ul style="list-style-type: none"> • Changed the mood of the poet. • The snow shook off his sadness and depression • Left him in a happy mood for the rest of the day/ saved his day 	
3.	Dust of Snow highlights the poet's positive attitude towards nature. Comment on how Robert Frost presents the power of nature in his poem.	Main
	any two value points <ul style="list-style-type: none"> • Nature's power to uplift and renew the human spirit • Small, unexpected touch of snow transforms a negative mood • Ability to influence/enhance emotional well-being 	
4.	'Dust of Snow', by Robert Frost is a poem about nature and simplicity. Elaborate	Main
	(1 mark for nature + 1 mark for simplicity) <ul style="list-style-type: none"> • Nature – Hemlock tree, snow, crow, simple acts of nature can bring a change/ healing effect • Simplicity – small acts have big impacts, simple telling of a simple scenario 	
5.	What changes the mood of the poet in the poem, 'A Dust of Snow'?	Main
	<ul style="list-style-type: none"> • When the crow shakes down dust of snow, it changes the poets mood • Snow shook off his sadness and depression/ left him happy for the day 	
	5 MARK QUESTIONS(RTC)	
1.	<p style="text-align: center;">(a) Some say the world will end in fire Some say in ice. From what I've tasted of desire I hold with those who favour fire.</p> <p>(i) The speaker offers evidence to support his preference for one theory over the other. Mention the evidence. 1</p> <p>(ii) (ii) What is the prediction of the poet about how the world will come to an end? Answer in about 40 words. 2</p> <p>(iii) (iii) "Fire" and "Ice" are used in the poem as _____.1 (A) similes (B) metaphors (C) repetition (D) oxymoron</p> <p>(iv) Comment on the overall mood of the extract. 1</p>	Main
	<p>i. Speaker offers the evidence of his own experience with desire for his preference for fire 1</p> <p>ii. (Any two value points) 2</p> <ul style="list-style-type: none"> • Views desire as a powerful force - can lead to destructive consequences • Sees desire as something intense and potentially destructive, can engulf and consume • Indicates desire can lead to chaos and upheaval, such as akin to raging fire. • Believes that desire has transformative qualities, as fire can purify and renew • But also destroy. <p>iii. (B) Metaphors 1</p> <p>iv. (Any one value point)</p> <ul style="list-style-type: none"> • Overall mood- contemplative, introspective, reflective, sombre, thought provoking, • Pessimistic, scary, frightening,(any other similar word) 	

	Speaker reflects on the contrasting theories about the end of the world.	
	<p style="text-align: center;">The way a crow Shook down on me The dust of snow From a hemlock tree Has given my heart A change of mood (Dust of Snow)</p> <p>(i) Fill the blank to complete the sentence. 1 Shaking down of dust of snow gave the speaker a change of heart by _____.</p> <p>(ii) How does the interaction between the natural elements (crow, snow, hemlock tree) contribute to the speaker's emotional transformation in the poem? Answer in about 40 words. 2</p> <p>(iii) 'Dust of Snow' is referred to as : 1 (A) mist (B) dust of branches (C) snow residue (D) snowflakes</p> <p>(iv) The crow and the hemlock tree represent _____.1 1. sorrow 2. elation 3. hope 4. anxiety 5. enthusiasm</p> <p>(A) 1 only (B) 2, 3 and 5 (C) 4 only (D) 1, 4 and 5</p>	Main
	<p>(Any one)</p> <p>i. • Reminding him of nature's beauty 1 • Uplifting his spirits unexpectedly • Change of mood</p> <p>ii. • The imagery of crow shaking down dust of snow from a hemlock tree serves as a catalyst, which results in a change in poet's mood. • Crow and hemlock tree- associated with negativity, unexpectedly becomes a source of positive/ emotional transformation. 1 + 1 = 2</p> <p>iii. D) Snowflakes 1 iv. A) 1 Only 1</p>	
	6 Mark Question	
1	Robert Frost's view of nature changes when he talks about it positively in 'Dust of Snow', but negatively in 'Fire and Ice'. Justify the statement.	Main
	<p>(Any three points from each lesson) (At least one from each lesson)</p> <p>Dust of Snow-</p> <ul style="list-style-type: none"> • Nature- a transformative/healing force • Crow and hemlock tree- inspiring a change of heart in the poet • Conventional symbols reversed <p>Fire and Ice:</p> <ul style="list-style-type: none"> • Destructive power of nature/ human emotions • Fire-likened to desire/lust/greed- all-consuming emotions <p>Ice- hatred/apathy/frigidity/etc.</p>	
2	Examine the role of nature in the poems, 'Dust of Snow' and 'Fog'.	Main
	<p>any 3 –at least one value point from each lesson</p> <p>In 'Dust of Snow',</p> <ul style="list-style-type: none"> • Nature plays a pivotal role as transformative force • The falling 'dust of snow' from the crow alters the speaker's mood • The crow acts as a vessel for nature's positive influence by inadvertent 	

	<ul style="list-style-type: none"> • By shaking the snow onto the speaker's path <p>In 'Fog',</p> <ul style="list-style-type: none"> • Nature is depicted as a mysterious almost playful presence • It highlights nature's power to affect human emotions • Symbolizing change, reflection and renewal <p>It is compared to cat and comes silently</p>	
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Textbook: First Flight

Poem 2: Fire and Ice

	3 MARK QUESTIONS	
1.	<p>How does Frost in his poem "Fire and Ice" use symbolism to explore the destructive forces of desire and hatred?</p> <ul style="list-style-type: none"> • Fire symbolises desire – intense human emotions like greed, lust, ambition. • Desire grows uncontrollably, leading to destruction of relationships, societies, and moral values. • Ice symbolises hatred – coldness, indifference, prejudice, cruelty. • Hatred freezes human feelings, causing emotional ruin and conflict. • Both fire and ice represent powerful destructive forces within human beings. <p>Frost uses these symbols to show that human emotions, if unchecked, can destroy the world.</p>	Main
2.	<p>How, according to Robert Frost, will the world end twice in the poem "Fire and Ice"?</p> <ul style="list-style-type: none"> • Frost presents two possible ways the world might end: <ul style="list-style-type: none"> ◦ By fire – representing desire, passion, greed. ◦ By ice – representing hatred, indifference. • The poet believes fire (desire) is enough to destroy the world. • However, he has also experienced hatred and understands that ice (hatred) is equally capable of bringing destruction. <p>Therefore, the world could end either through extreme desire or extreme hatred, symbolically and literally.</p>	Main
	<p>How does Robert Frost in the poem "Fire and Ice" present two contrasting ideas?</p> <ul style="list-style-type: none"> • The poem revolves around two opposite elements: fire and ice. • Fire = heat, passion, intensity (desire). • Ice = coldness, rigidity, emotional numbness (hatred). • Frost contrasts hot vs cold, passion vs hatred, violence vs apathy. • Both opposites are shown to be equally destructive, despite being different in nature. <p>The contrast emphasizes the idea that human emotions—whether fiery or cold—can lead to ruin.</p>	

Textbook: First Flight

POEM 3 - A TIGER IN THE ZOO

	3 MARKS QUESTION	MAIN /COMPTT.
1	<p>Why does the tiger in the zoo ignore the visitors? (A Tiger in the Zoo)</p>	
2	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The tiger feels helpless and frustrated inside the cage, so the presence of visitors does not interest him. • His thoughts are focused on freedom, remembering the life he once had in the wild rather than the people watching him 	
3	<p>In what ways does the contrast between the tiger's natural habitat and its confinement in a concrete cell enhance the poem's exploration of captivity and its consequences for wild animals? (A Tiger in the Zoo)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The poem contrasts the tiger's free, powerful life in the wild with the dull, restricted space of the zoo, highlighting how confinement destroys his strength and spirit. • By showing his silent suffering in the concrete cell, the poem emphasizes the emotional and psychological consequences of captivity on wild animals. 	
3	<p>Is it ethical to enclose wild animals within cages? Discuss with reference to the poem "A Tiger in the Zoo"</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The poem shows that caging wild animals is unethical because it strips them of their freedom, natural behavior, and dignity, leaving them frustrated and helpless. • By contrasting the tiger's vibrant life in the wild with his silent suffering in the zoo, the poem suggests that captivity causes emotional and psychological harm, making it morally wrong. 	

4	<p>How does the poem show that the Tiger had lost its natural instinct? (A Tiger in the Zoo)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The tiger no longer hunts or roams freely; instead, he walks quietly in his cage, showing that his wild instincts have faded. • He ignores the visitors and makes no attempt to attack, proving that captivity has suppressed his natural fierceness and behavior. 	
5	<p>The Tiger in the Zoo is denied its natural habitat. Describe its behaviour and routine as a captive in the concrete cell. (A Tiger in the Zoo)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The captive tiger moves aimlessly in a small circle, pacing quietly behind the bars, showing boredom and frustration instead of strength. • At night, he lies still and helpless, hearing the sounds of the patrolling cars, unable to act on his natural instincts or enjoy freedom. 	
6	<p>Draw a comparison between the tiger in the zoo and in the forest. (A Tiger in the Zoo)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • In the forest, the tiger is powerful and free, hunting, roaming, and living confidently in his natural habitat. • In the zoo, he is silent and helpless, confined to a small cage where his strength and instincts slowly fade away. 	
	5 MARKS QUESTION	
1	<p>He stalks in his vivid stripes The few steps of his cage, On pads of velvet quiet, In his quiet rage.</p>	

<p>He should be lurking in shadow, Sliding through long grass</p> <p>(A Tiger in the Zoo)</p>	<p>(i) Identify and name any one figure of speech in the above extract. 2</p> <p>(ii) Fill in the blank with one word. The tiger's stalking on 'pads of velvet' suggests a movement that is _____. 1</p> <p>(iii) Based on the given lines from the poem, which words would best describe the feelings of the tiger? 1 (A) Calm and content (B) Both subdued and angry (C) Both frustrated and happy (D) Both angry and famished</p> <p>(iv) Select the option that applies the same rhyme scheme as the first four lines of the given extract. 1 (A) The people along the sand All turn and look one way They turn their back on the land They look at the sea all day</p> <p>(B) Along the sand, the people All turn and look one way They turn back on the sand They look at the sea all day</p> <p>(C) The people along the sand Look one way and all turn Their backs on the land They look at the sea all day</p> <p>(D) The people along the sand They turn their back on the land They look one way At the sea all day.</p>	
	<p>i. Figure of Speech: Alliteration Example from the extract: "pads of velvet quiet" – the repetition of the 'p' sound emphasizes the tiger's silent movement.</p> <p>ii. Silent</p> <p>iii. (B) Both subdued and angry</p> <p>iv. (b)Along the sand, the people All turn and look one way They turn back on the sand</p>	

	They look at the sea all day	
	6 MARKS QUESTION	
1	<p>Explore the contrasting images of the tiger in ‘A Tiger in the Zoo’ and the tiger in ‘How to Tell Wild Animals’.</p> <ul style="list-style-type: none"> • In “A Tiger in the Zoo,” the tiger is shown as helpless and confined, pacing silently behind bars, stripped of his power and natural instincts. • This tiger appears sad, frustrated, and restricted, symbolising the cruelty of captivity. • In “How to Tell Wild Animals,” the tiger is portrayed as fierce and majestic, a powerful creature that can pounce on a person as a way of “introducing” itself. • Here the tiger represents strength and wild freedom, highlighting its natural, untamed behaviour. 	
2	<p>What distinguishes the portrayal of the tiger in the poem ‘A Tiger in the Zoo’ from the depiction of the tiger in the poem ‘How to tell Wild Animals’</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • In A Tiger in the Zoo, the tiger is shown as caged and powerless, pacing silently in a confined space, deprived of his natural instincts and freedom. • He appears sad, angry, and suppressed, highlighting the cruelty of captivity. • In How to Tell Wild Animals, the tiger is portrayed as strong and fearsome, a majestic predator who “welcomes” people by attacking them. • This tiger represents wild energy and dominance, showing the animal’s true nature in its natural habitat. 	
3	<p>The inherent instinct for freedom is a fundamental trait in all living creatures. Justify this statement with reference to “Mijbil the Otter” and “A Tiger in the Zoo”</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • In “Mijbil the Otter,” Mij shows a natural desire for freedom, exploring his surroundings with curiosity and energy, proving that wild creatures thrive best when allowed to move freely. • His playful behaviour and need for space reflect an instinctive urge to live naturally rather than within restrictions. 	

	<ul style="list-style-type: none"> • In “A Tiger in the Zoo,” the tiger’s restless pacing shows his deep longing for the open forest where he once hunted and roamed freely. • His dull, constrained life in the cage highlights how captivity suppresses the natural instinct for freedom present in all living beings. 	
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Textbook: First Flight

Poem 4- HOW TO TELL WILD ANIMALS

	6 MARKS QUESTION	
1	<p>Explore the contrasting images of the tiger in ‘A Tiger in the Zoo’ and the tiger in ‘How to Tell Wild Animals’.</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • In “A Tiger in the Zoo,” the tiger is shown as helpless and confined, pacing silently behind bars, stripped of his power and natural instincts. • This tiger appears sad, frustrated, and restricted, symbolising the cruelty of captivity. • In “How to Tell Wild Animals,” the tiger is portrayed as fierce and majestic, a powerful creature that can pounce on a person as a way of “introducing” itself. • Here the tiger represents strength and wild freedom, highlighting its natural, untamed behaviour. 	
2	<p>What distinguishes the portrayal of the tiger in the poem ‘A Tiger in the Zoo’ from the depiction of the tiger in the poem ‘How to tell Wild Animals’</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • In A Tiger in the Zoo, the tiger is shown as caged and powerless, pacing silently in a confined space, deprived of his natural instincts and freedom. • He appears sad, angry, and suppressed, highlighting the cruelty of captivity. • In How to Tell Wild Animals, the tiger is portrayed as strong and fearsome, a majestic predator who “welcomes” people by attacking them. • This tiger represents wild energy and dominance, showing the 	

	animal's true nature in its natural habitat.	
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Textbook: First Flight

Poem 5 – The Ball Poem

		MAIN /COMPTT.
3 MARK QUESTIONS		
1	How does “The Ball Poem” by John Berryman explore the theme of loss and its profound impact on an individual’s emotional state and perception of the world?	2/2/1
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The poem presents loss through the boy losing his ball, symbolising his first experience of personal loss. • The boy’s silent grief reflects emotional pain and confusion that cannot be easily expressed. • The incident changes the boy’s perception of the world, making him aware that loss is a permanent and unavoidable part of life. 	
2	Why did the poet not console the grief-stricken boy when he lost the ball?	2/2/3
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The poet believes that loss is a personal experience that must be faced alone. • Consoling the boy would deprive him of an important life lesson about coping with loss. • The poet allows the boy to understand responsibility, maturity, and emotional growth through self-realisation. 	
3	The loss of the ball is a lesson to the boy. Elaborate.	2/3/2
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The ball represents the boy’s childhood joy and innocence. • Losing it teaches him that material possessions cannot always be recovered. • The experience prepares him emotionally to deal with greater losses in adult life. 	
4	What does the poet mean by the phrase ‘And no one buys a ball back’?	2/3/3
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • The phrase highlights that some losses are irreversible. • It suggests that emotional losses cannot be compensated with money. • The line emphasises acceptance and the reality of growing up. 	

5	<p>‘The Ball poem’ deals with the undertones of loss and responsibility. How is the poem very relatable to our lives and what important message/s do we learn from it?</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> Everyone experiences loss at different stages of life. The poem teaches us to accept loss without excessive dependence on others. It conveys the message that loss helps build emotional strength and responsibility. 	2/6/1
	6 MARK QUESTIONS	
1	<p>In ‘The Ball Poem’, Berryman explores the themes of loss, growing up, and transformation. Mandela also experienced loss of freedom and suffering along with his countrymen during his growing years on the basis of his race and colour. Compare and contrast the commonality of themes in both the texts. (The Ball Poem and Nelson Mandela – Long Walk to Freedom)</p> <ul style="list-style-type: none"> In The Ball Poem, the boy experiences personal loss, marking emotional growth and maturity. Mandela experiences loss of freedom due to racial discrimination during apartheid. Both texts show that loss leads to transformation and inner strength. The boy grows emotionally, while Mandela grows into a responsible leader. Loss acts as a foundation for wisdom and resilience in both cases. Both highlight that suffering is a part of growth and self-realisation. 	2/1/2
2	<p>Explore the theme of loss as it is depicted in both the “Ball Poem” and “The Sermon at Benares”, highlighting the inevitable nature of this aspect in life?</p>	2/4/1
	<p>Value Points:</p> <ul style="list-style-type: none"> The Ball Poem presents loss through a child’s first emotional setback. The Sermon at Benares deals with death and the universal truth of impermanence. Both texts stress that loss is unavoidable and universal. Buddha teaches acceptance of death, while the poet allows the boy to learn acceptance. The lesson in both is to detach oneself from excessive attachment. Acceptance of loss leads to peace, maturity, and enlightenment. 	
3	<p>The protagonist in ‘The Ball Poem’ and the young seagull in ‘His First Flight’ face challenges. Discuss with reference to the two texts.</p>	2/S/1
	<p>Value Points:</p> <ul style="list-style-type: none"> The boy faces emotional pain after losing his ball. The young seagull faces fear and hesitation before his first flight. Both characters experience internal conflict rather than external pressure. The boy learns emotional independence, while the seagull gains confidence. Their challenges mark a transition from dependence to self-reliance. Both texts highlight growth through personal struggle and courage. 	

Poem 6 – Amanda!

	<p>Holding tight to my bond I looked above and beyond Awaiting my love I heard her come, a sudden sound The crackle stopped, as so did my heart</p> <p>(C) I sat beside the pond with her Awaiting for her to come I looked above and beyond Awaiting my love A sudden sound, I turned back The crackle stopped, as so did my heart</p> <p>(D) Sitting by the pond Awaiting my love I looked above and beyond A sudden scream, I looked around Then a shadow fell and there was no sound The crackle stopped, as so did my heart</p>	
	correct option: (A)	
2	<p>Don't bite your nails, Amanda!</p> <p>Don't hunch your shoulders, Amanda!</p> <p>Stop that slouching and sit up straight, Amanda!</p> <p>(There is a languid, emerald sea, where the sole inhabitant is me — a mermaid, drifting blissfully.)</p>	2/5/1
i.	What image does the above extract create about Amanda's mother? 1	
	<p>Value Points:</p> <ul style="list-style-type: none"> • She appears strict and controlling. • She constantly corrects Amanda's behaviour. 	
ii.	Why is the second verse written in brackets? 1	
	Value Points:	

	<ul style="list-style-type: none"> • It represents Amanda's inner thoughts. • It contrasts external control with her internal freedom. 	
iii.	<p>Amanda calls herself a mermaid because _____ 1</p> <ol style="list-style-type: none"> Mermaid is Amanda's favourite fantasy character Amanda loves watching a mermaid drifting in water Amanda longs to be free like a mermaid which sails effortlessly in the sea Amanda wants to sail with a mermaid in the deep-sea water. 	
	<p>Correct option: 1</p> <p>(c) Amanda longs to be free like a mermaid which sails effortlessly in the sea</p>	
iv.	<p>Amanda wants to be the sole inhabitant in the sea. Elucidate. 2</p>	
	<p>Value Points: 2</p> <ul style="list-style-type: none"> Amanda wishes to escape from constant instructions. Being alone symbolises freedom from authority and expectations. 	
3	<p>(I am Rapunzel, I have not a care; life in a tower is tranquil and rare; I'll certainly never let down my bright hair!) Stop that sulking at once, Amanda! You're always so moody, Amanda! Anyone would think that I nagged at you, Amanda!</p>	2/6/1
i.	<p>Complete the following suitably: Amanda sulked and became moody because _____. 1</p>	
	<p>Ans: she was constantly nagged and restricted.</p>	
ii	<p>What does the girl constantly yearn for? What do you pattern about Amanda from the poem? 2</p>	
	<p>Value Points:</p> <ul style="list-style-type: none"> Amanda yearns for freedom, peace, and independence. She is imaginative, sensitive, and emotionally suppressed. 	
iii	<p>What kind of picture is painted by the poet through the line, 'life in a tower is tranquil and rare'? 1</p>	
	<p>Value Points: 1</p> <ul style="list-style-type: none"> It suggests calmness and isolation. The tower symbolises escape from disturbance and control. 	
iv	<p>The tone of the speaker in the exclamation 'Stop that sulking at once, Amanda!' is? 1</p> <ol style="list-style-type: none"> Uncertain Aggressive Dominating Meek 5. 	

	Moody	
	a) 1, 2, 3 b) 2 and 3 c) 2,4 and 5 d) 4 and 5	
	correct option: (b) 2 and 3 (Aggressive and Dominating)	1
	6 MARK QUESTIONS	
1	<p>Amanda and Valli both represent a longing for freedom. Examine the above observation with reference to the two texts.</p> <p style="text-align: right;">(Amanda and Madam Rides the Bus)</p>	2/1/1
	<p>Value Points:</p> <ul style="list-style-type: none"> • Amanda desires freedom from constant control and escapes into fantasy. • Her freedom is emotional and imaginative. • Valli desires freedom through real-life experience. • She plans and undertakes a bus journey independently. • Amanda's freedom remains internal, while Valli experiences it physically. • Both highlight a child's natural desire for independence and self-expression. 	

Textbook: First Flight

Poem 7 –The Trees

	RTC	MAIN /COMPTT.
1.	<p>The leaves strain toward the glass small twigs stiff with exertion long-cramped boughs shuffling under the roof like newly discharged patients half-dazed, moving to the clinic doors.</p>	2/2/1
i.	How does the comparison between the boughs and newly discharged patients contribute to the theme or message of the poem? Answer in about 40 words. 2	
	<p>Value Points: 2</p> <ul style="list-style-type: none"> • The comparison highlights the trees' long confinement indoors • Suggests weakness, disorientation, and slow recovery • Reinforces the theme of suppressed nature struggling for freedom • Emphasises transition from captivity to liberation 	
ii.	<p>Complete the sentence with the appropriate option. 1</p> <p>The imagery and descriptions in the poem create a mood of</p>	

	<p>_____.</p> <p>(A) satisfaction and elation (B) transition and uncertainty (C) confusion and chaos (D) pessimism and certainty</p>	
	<p>correct option: 1 (B) transition and uncertainty</p>	
iii.	<p>Fill in the blank with one word. 1</p> <p>The stiff movement of the twigs in the above extract suggests the _____.</p>	
	<p>Suggestive value point: strain / effort / struggle</p>	
iv.	<p>Why does the poet describe the bough as ‘shuffling’? 1</p>	
	<p>Value Points:</p> <ul style="list-style-type: none"> • To show slow, hesitant movement • Reflects weakness after long restriction • Suggests adjustment to freedom 	
2.	<p>I sit inside, doors open to the veranda writing long letters in which I scarcely mention the departure of the forest from the house. The night is fresh, the whole moon shines in a sky still open</p> <p>•</p>	2/4/1
i.	<p>What atmosphere or mood is created by the language and imagery used in the above lines? 2</p>	
	<p>Value Points: 2</p> <ul style="list-style-type: none"> • The mood is quiet, reflective, and calm • Language creates a sense of detachment and irony <p>Contrast between major natural change and human indifference</p>	
ii.	<p>Choose the option that correctly pairs the two different meanings implied by the use of ‘open’ twice in the extract: 1</p> <ol style="list-style-type: none"> Entry point – vastness Sharing a common space – great view Allowing access and vision – expanse of space Advantage – obstacles ahead 	
	<p>Correct option: 1 (c) Allowing access and vision – expanse of space</p>	

iii.	From the provided extract, what is conspicuously absent from the long letters the speaker is writing while they sit indoors with the doors open to the veranda? 1	
	Value Points: 1 <ul style="list-style-type: none"> • The departure of the forest / trees moving out • The major transformation in nature is ignored 	
iv.	How does the poet describe the night? 1 <ol style="list-style-type: none"> 1. Dark 2. Frightening 3. Dense 4. Fresh 5. Bright <ol style="list-style-type: none"> a. 1 and 5 b. Only 3 c. 4 and 5 d. 2 and 4 	
	Correct option: (c) 4 and 5 — Fresh and Bright 1	
3	<p>My head is full of whispers which tomorrow will be silent.</p> <p>Listen. The glass is breaking.</p> <p>The trees are stumbling forward into the night. Winds rush to meet them.</p> <p>The moon is broken like a mirror, its pieces flash now in the crown of the tallest oak.</p>	
i	The metaphorical expression used by the poet to describe the movement of the trees is _____. 1	
	Value Points: “The trees are stumbling forward”	
ii	Based on the tone, discuss how Adreinne Rich presents the conflict between man and nature. 2	
	value Points: 2 <ul style="list-style-type: none"> • Nature is shown as rebelling against human control • Man’s confinement of trees leads to violent release • Rich presents nature as powerful, restless, and reclaiming space 	
iii	What is the mood or atmosphere conveyed by the imagery in the passage? 1 <ol style="list-style-type: none"> a. Calm and tranquil b. eerie and foreboding c. Joyful and celebratory d. Melancholic and traumatic 	
	Correct option: (b) eerie and foreboding 1	

iv	Why would the whispers be silent tomorrow?	1	
	<p>Value Points: 1</p> <ul style="list-style-type: none"> • The conflict will be resolved through action • Trees will have escaped confinement • No suppressed tension will remain 		
4	<p>The trees inside are moving out into the forest, the forest that was empty all these days where no bird could sit no insect hide no sun bury its feet in shadow</p>	2/S/1	
i	Where are the trees moving out from?	1	
	<p>Value Points: From the house / human-made enclosure</p>		
ii	How does the author's use of descriptive language enhance the impact on the reader?	1	
	<p>value Points: 1</p> <ul style="list-style-type: none"> • Vivid imagery highlights unnatural emptiness of the forest • Enhances contrast between captivity and freedom 		
iii	Complete the following suitably: The emptiness of the forest is highlighted by _____.	1	
	<p>Suggestive Value Points: the absence of birds, insects, and shade / lack of life and shelter (any suitable phrase)</p>		
iv	Explain the phrase “no sun bury its feet” with reference to the extract.	2	
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Indicates absence of shade and shelter • Forest lacked trees to filter sunlight • Emphasises lifelessness caused by displacement of trees 		
	3 MARK QUESTIONS		
1	Describe how the poem ‘The Trees’ brings out the conflict between man and nature.	2/2/2	
	<p>Value Points:</p> <ul style="list-style-type: none"> • Man imprisons trees for convenience • Nature resists confinement and breaks free • The poem portrays nature as assertive and reclaiming its rights, highlighting environmental imbalance 		
2	What happens to the house when the trees move out of it? Comment.	2/3/1	
	<p>value Points:</p> <ul style="list-style-type: none"> • The house becomes empty and silent 		

	<ul style="list-style-type: none"> • Human control collapses • Symbolises loss of dominance over nature and restoration of natural order 	
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Textbook: First Flight

Poem 8 - Fog

3 MARK QUESTIONS		
1.	<p>“The Fog comes on the little feet.” Highlight the significance of the metaphor employed in the poem ‘Fog’ by Carl Sandburg</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • The fog is compared to a cat, showing how quietly and softly it enters. • The phrase “little feet” suggests the silent and gentle movement of fog. • The metaphor helps readers visualise fog as a living presence, not just weather. • It creates a sense of mystery, as the fog comes without warning and leaves silently. • The comparison shows that nature moves on its own terms, without human control. • The simple metaphor reflects Sandburg’s style of using ordinary images to express deep ideas. 	Main
6 MARK QUESTIONS		
1.	Examine the role of Nature in the poems ‘The Dust of Snow’ and ‘Fog’.	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • In both poems, nature plays an active role, though in different ways—one emotional, the other symbolic. • In The Dust of Snow, nature directly affects the poet’s mood, turning a moment of sadness into one of hope. • A small natural incident shows that nature can heal and uplift the human mind. • In Fog, nature is presented as silent and mysterious, moving calmly without human involvement. • The fog represents nature’s quiet power and independence, coming and leaving on its own terms. • While The Dust of Snow shows nature as comforting and life-affirming, Fog presents it as detached, calm, and transient, yet equally powerful. 	

Textbook: First Flight

Poem 9 - The Tale of Custard the Dragon

3 MARK QUESTIONS		
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1.	What role does each of Belinda's pets play in the narrative? Select any two of her pets.	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Ink, the black kitten, is portrayed as brave and confident, often acting fierce and bold. • Blink, the grey mouse, is shown as alert and aggressive, ready to challenge others. • Both Ink and Blink represent false bravery, as their courage exists only in words and posture. <p>(Any two pets may be explained similarly; Mustard is timid and cries for help, while Custard appears fearful but proves truly brave.)</p>	
2.	<p>Describe the changing reactions of Ink, Blink and Mustard to Custard's bravado.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Initially, Ink, Blink, and Mustard mock Custard for his timid nature. • They laugh at him for wanting safety and a protective cage. • When the pirate attacks, all three flee in fear, abandoning their claims of bravery. • After Custard kills the pirate, they return and exaggerate their own courage. • Their reactions highlight the contrast between loud, false bravery and quiet, real courage. 	Main
3.	Why does Custard long for a nice safe cage?	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Custard longs for a safe cage because he appears fearful and insecure. • He prefers peace and safety over showing off bravery. • His desire reflects his sensitive and cautious nature. • Despite this, his actions prove that true courage emerges in real danger. • The cage symbolises his wish for security rather than cowardice. 	
5 MARK QUESTIONS		
1.	<p>Read the following extracts and answer the questions for any one of the given two, (a) or (b):</p> <p>Belinda giggled till she shook the house, And Blink said Weeck! which is giggling for a mouse, Ink and Mustard rudely asked his age, When Custard cried for a nice safe cage. Suddenly, suddenly they heard a nasty sound, And Mustard growled, and they all looked around.</p> <p>I. What inference can be drawn from the repetition of 'suddenly, suddenly' in the above extract?</p>	Main

- (A) The scenes shook the house
- (B) It highlights the swift assault
- (C) It emphasises that an unexpected noise was heard
- (D) It directs our notice to Mustard's growling

Correct option:

(C) It emphasises that an unexpected noise was heard.

II. Despite its symbolism of captivity, what leads Custard have a preference for staying in a cage?

Suggestive Value Point:

Custard prefers staying in a cage because he values safety and peace. His cautious nature makes him seek protection rather than unnecessary danger, even though the cage symbolises confinement.

III. Select the option that applies the same rhyme scheme as the lines of the first four lines of the given extract:

(A) Through the telescope she saw a star
 Which she thought was very far
 She stretched her hand
 and felt the crumple of the sand.

(B) Through the telescope she saw a star
 She stretched her hand
 As it was very far
 But felt the crumple of the sand.

(C) Through the telescope she saw a star
 Which she thought was very far
 Her hand she stretched
 But felt the crumble of the sand.

(D) Through the telescope she saw a star
 Which she thought was very far
 Her hand she stretched afar
 But felt the crumble of the sand.

III. Correct option:(C)

(Star / far – A A, stretched / sand – B B → same rhyme scheme as the first four lines)

IV. In the given extract

The difference between the other animals and Custard is' that Custard behaves like a _____ (coward/dragon)

IV. Correct answer:

Custard behaves like a coward.

‘Belinda was as brave as a barrel full of bears, And Ink and Blink chased lions down the stairs, Mustard was as brave as a tiger in a rage, But Custard cried for a nice safe cage. Belinda tickled him, she tickled him unmerciful, Ink, Blink and Mustard, they rudely called him Percival’

(i) What poetic device is used in the first sentence? 1

Poetic device used in the first sentence:

Simile

(ii) What was ironical about Custard being referred to as Percival?

Suggestive Value Point:

1

The name “Percival” suggests bravery and heroism, but Custard appears timid and fearful, which creates irony.

	<p>(iii) Complete the following suitably:</p> <p>The word ‘unmerciful’ in the given context implies that Belinda is _____.</p> <p>Suggestive Value Point:</p> <p>The word ‘unmerciful’ in the given context implies that Belinda is teasing him without stopping.</p> <p>(iv) What image of CUSTARD IS CREATED IN THE ABOVE LINES? 1</p> <p>Suggestive Value Point:</p> <p>Custard is shown as timid, fearful, and lacking confidence, unlike the other animals who boast of bravery.</p>	
6 MARK QUESTIONS		
1.	<p>Discuss how the writers use language to create humour in the poem ‘The Tale of Custard the Dragon’ and the play ‘The Proposal’.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • In The Tale of Custard the Dragon, humour is created through exaggerated descriptions and playful language. • The poet uses irony by showing that the animals who boast of bravery run away, while the timid Custard shows real courage. • Comic names, rhyming patterns, and unexpected role reversals add to the humour in the poem. • In The Proposal, humour arises from misunderstandings, arguments over trivial matters, and exaggerated reactions. • The characters behave irrationally, turning simple discussions into loud conflicts, which creates comic situations. • In both works, humour is used to expose human weaknesses like pride, arrogance, and false bravery in an entertaining way. 	

Textbook: First Flight

Poem 10 – For Anne Gregory

	3 MARK QUESTIONS	
1.	<p>How does the poet present the concept of beauty in the poem ‘For Anne Gregory’?</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • The poet presents beauty as something people usually judge through outward appearance. • Anne Gregory’s “yellow hair” represents physical charm and conventional standards of beauty. • The poet questions this shallow idea by suggesting that such beauty is temporary and surface-level. • He contrasts human attraction with divine love to highlight that true beauty lies beyond looks. • The poem ultimately suggests that inner qualities define real and lasting beauty. 	Main

2.	<p>The idea of beauty is one-dimensional cultural conception or one that has been created by human beings themselves. Comment on the statement with reference to the conventional ideas of beauty in the poem 'For Anne Gregory'.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> • The poem shows that beauty is largely a cultural and human-made concept. • Society values visible traits like golden hair and associates them with attractiveness. • Such ideas reduce beauty to a one-dimensional, physical notion. • The poet challenges this by pointing out that human love is often conditional. • Only God's love is shown as unconditional and independent of physical appearance. • This contrast exposes the limitations of conventional ideas of beauty. 	Main
	5 MARK QUESTIONS	
1.	<p><u>For Anne Gregory</u></p> <p>Read the following extracts and answer the questions for any one of the given two, (a) or (b):1</p> <p>“I heard an old religious man But yesternight declare That he had found a text to prove That only God, my dear, Could love you for yourself alone And not your yellow hair.”</p> <p>(i) Complete the sentence appropriately: 1</p> <p>The speaker addresses the person he is speaking to as “my dear” because _____.</p> <p>(ii) The poet mentions “yellow hair”. What is its significance in the context of the statement? Answer in about 40 words. 1</p> <p>(iii) Fill in the blank with the correct word from the brackets. 1</p> <p>The poet suggests that God's love in comparison to that of a human being is _____ (selfish/selfless).</p> <p>(iv) As per the above extract, what attributes does God not love a person for? Select the correct option. 1</p>	Main

<p>1. Wealth</p> <p>3. Intelligence</p> <p>5. Youth</p> <p>(A) 1 and 4</p> <p>(B) 3, 4, and 5</p> <p>(C) 2 and 4</p> <p>(D) Only 4</p>	<p>2. Physical appearance</p> <p>4. Inner qualities</p>	
<p>Suggestive Value Points:</p> <ul style="list-style-type: none">i. The speaker addresses the person he is speaking to as “my dear” because he speaks affectionately and gently to Anne Gregory, showing warmth and concern.ii. “Yellow hair” symbolises physical beauty, which often becomes the basis of human love. The poet suggests that people are usually attracted to outward appearance rather than inner qualities. True love, therefore, is rare among humans and is mostly superficial.iii. The poet suggests that God’s love in comparison to that of a human being is selfless.iv. As per the extract, God does not love a person for physical appearance. <p>Correct answer: (C) 2 and 4</p>		

Textbook: Footprints without Feet

CHAPTER 1 – A TRIUMPH OF SURGERY

		MAIN /COMPTT.
	3 MARK QUESTIONS	
1	<p>“The only way was to get Tricky out of the house for a period”. Evaluate why James Herriot had planned this in advance and how did he execute this plan at the surgery.</p> <p>(A Triumph of Surgery)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Herriot planned to take Tricki away because he knew the dog would not recover as long as Mrs. Pumphrey continued overfeeding and pampering him at home. • At the surgery, he executed the plan by giving Tricki a simple 	

	<p>routine—no rich food, plenty of rest, and interaction with other dogs—which helped Tricki regain his health naturally.</p>	
2	<p>Why did Mrs. Pumphrey think the dog's recovery is 'a triumph of surgery'?</p> <p>(A Triumph of Surgery)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none">Mrs. Pumphrey believed Tricki's dramatic improvement was due to advanced medical treatment rather than simple care and exercise.She assumed the vets had performed some special or complex procedure, so she called his recovery "a triumph of surgery."	
3	<p>Lunch transformed into a significant ceremonial event for Mr. Herriot and his associates. Do you agree? Explain with reference to "A Triumph of Surgery"</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none">Yes, lunch became a ceremonial event because Mrs. Pumphrey kept sending luxurious meals, wine, and hampers for Tricki, which Herriot and his team enjoyed daily.These grand treats turned ordinary lunches into a celebration, making the staff look forward to the mealtime as a special occasion.	
4	<p>What role does Tricki's immediate environment play in "A Triumph of Surgery"?</p>	Comptt.
VP	<p>Suggestive Value Points:</p> <ul style="list-style-type: none">Tricki's home environment, filled with pampering and overfeeding, makes him weak, lazy, and unhealthy, worsening his condition.At the surgery, a simple and active environment with other dogs, regular play, and controlled food helps him recover quickly and naturally.	
5	<p>What did Mrs. Pumphrey do to bring Tricki to normal health? Was she successful?</p> <p>(A Triumph of Surgery)</p>	Comptt.
	<p>Suggestive Value Points:</p>	

	<ul style="list-style-type: none"> • Mrs. Pumphrey tried giving Tricki more vitamins, rich food, and extra indulgence, thinking it would strengthen him, but it only made him worse. • She was not successful, as Tricki recovered only after going to the surgery, where simple food and exercise restored his health. 	
6	Why was Mr. Herriot tempted to keep Tricki on as a permanent guest? (A Triumph of Surgery)	Comptt.
	Suggestive Value Points: <ul style="list-style-type: none"> • Herriot was tempted to keep Tricki because Mrs. Pumphrey kept sending lavish food, wine, and treats for the dog, which he and his staff enjoyed. • The constant supply of luxuries made Tricki's stay very pleasant for them, making Herriot wish he could keep him as a permanent guest. 	
5 MARKS QUESTION		
1	<p>Tricki was tottering along in his little tweed coat.... He struggled on, drooping in his harness. I thought it wouldn't be long before I heard from Mrs. Pumphrey. The expected call came within a few days. Mrs. Pumphrey was distraught. Tricki would eat nothing. Refused even his favourite dishes; and besides, he had bouts of vomiting. He spent all his time lying on a rug, panting. Didn't want to go for walks, didn't want to do anything. I had made my plans in advance. The only way was to get Tricki out of the house for a period. I suggested that he be hospitalized for about a fortnight to be kept under observation. The poor lady almost swooned. She was sure he would pine and die if he did not see her every day. But I took a firm line. Tricki was very ill and this was the only way to save him.</p> <p>(A Triumph of Surgery)</p> <p>(i) Why had the author made his plans in advance? 1</p> <p>(A) Mrs. Pumphrey was worried that Tricki would pine and die without her.</p> <p>(B) The author was aware of the severity of Tricki's medical condition.</p> <p>(C) The author knew about Mrs. Pumphrey's financial condition.</p> <p>(D) The author had planned his own vacation.</p> <p>(ii) The author firmly proposed the need to remove Tricki from the house for a specified period. Elaborate the reason for doing so in about 40 words. 2</p> <p>(iii) Fill in the blank with the correct word from the brackets. 1 The word 'swooned' in the following sentence indicates almost _____ (tripped/fainted). 1</p> <p>(iv) "Mrs. Pumphrey was distraught." What does this suggest about her</p>	

	character? Mention any one reason. 1	
	Suggestive Value Points: <p>i. (B) The author was aware of the severity of Tricki's medical condition.</p> <p>(ii) The author suggested removing Tricki because the dog's illness was worsened by overfeeding and pampering at home. Placing him under controlled care and observation was the only way to restore his health safely.</p> <p>(iii) fainted</p> <p>(iv) This suggests that Mrs. Pumphrey is overly emotional and excessively attached to her pet, showing her tendency to worry excessively about Tricki's well-being.</p>	
	6 MARKS QUESTION	
2	In the story, 'A Triumph of Surgery', a wealthy woman's nonsensical behaviour, is depicted. Do you think such individuals are merely displaying foolishness or could their actions potentially, inflict harm upon others? Support your answer from the text.	
	Suggestive Value Points: <ul style="list-style-type: none"> • Mrs. Pumphrey's behaviour may seem foolish, but her extreme pampering—overfeeding Tricki with rich food, vitamins, and tonics—actually harms him and makes him seriously ill. • Her lack of understanding of real care puts Tricki's health at risk, showing that such actions can hurt others even if done with good intentions. • She fails to recognise the consequences of her indulgence, proving that ignorance can be dangerous. • Only when Tricki is taken away and given proper care does he recover, highlighting how her behaviour had caused real damage. 	

Textbook: Footprints without Feet

CHAPTER 2 – THE THIEF'S STORY

		MAIN /COMPTT.
	3 MARKS QUESTIONS	
1.	How do Anil's initial reaction to Hari Singh's cooking and his subsequent actions reflect Anil's evolving relationship with Hari Singh? (The Thief's Story)	

	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Anil's initial suspicion about Hari's cooking, yet allowing him to stay, shows the start of trust and openness in their relationship. • Teaching Hari to cook, read, and write reflects Anil's growing faith in him and his desire to help Hari improve his life. 	
2	<p>How was the Hari Singh's 'appealing smile' at the end different from similar smiles of his on earlier occasions?</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Earlier, Hari's smile was often fake and used to win trust so he could steal, but it lacked genuine feeling. • At the end, his smile was sincere, showing honesty, relief, and a real desire to change after Anil forgave him. 	
3	<p>According to popular quote – "kindness is stronger than iron bars". Anil did not hand the thief over to the police. In what way did Anil's act of wisdom and forgiveness transform Hari Singh?</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Anil's kindness and forgiveness made Hari feel trusted for the first time, which awakened his conscience and made him regret stealing. • Anil's decision to teach him reading and writing gave Hari hope for a better future, motivating him to leave behind his life of crime. 	
4	<p>What makes Hari Singh describe Anil as the most trusting person he had ever met?</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Anil trusted Hari easily, giving him work, money for shopping, and even teaching him without doubting his intentions. • He didn't question Hari even after the theft, showing rare trust and kindness, which deeply affected Hari. 	
5	<p>What led the narrator to believe that 'friends were more trouble than help'?</p>	

	(The Thief's Story)	
VP	<ul style="list-style-type: none"> The narrator's so-called friends abandoned him when he needed help, showing that they were unreliable and added to his problems. Instead of supporting him, they created difficulties, making him feel that friends caused more trouble than giving real assistance. 	
	5 MARK QUESTIONS	
6	<p>Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve. It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day's supplies, usually making a profit of about a rupee a day. I think he knew I made a little money this way but he did not seem to mind.</p> <p>(The Thief's Story)</p> <p>(i) What does the following line tell us about the character of Anil? "I think he knew I made a little money this way but he did not seem to mind." 1</p> <p>(ii) Which of the following best describes the realization Hari Singh had while working for Anil? 1 (A) that he would become a rich person one day (B) that Anil was a very intelligent master but a miser (C) that he would be able to accomplish a lot if he gets educated (D) that Anil made a lot of money from his job</p> <p>(iii) What did Anil promise to teach Hari Singh, and how did Hari Singh feel about the opportunity to learn? Answer in about 40 words. 2</p> <p>(iv) Fill in the blank with the correct word from the brackets. 1 The narrator earned extra money by making a/an _____ (profit/investment) of about a rupee a day.</p>	
	<p>Suggestive Value Points:</p> <p>(i) The line shows that Anil is kind, understanding, and generous, allowing Hari Singh to earn a little extra without reprimanding him, reflecting his trust and patience.</p> <p>(ii) (C) that he would be able to accomplish a lot if he gets educated</p> <p>(iii) Anil promised to teach Hari Singh to cook, write his name, form sentences, and add numbers. Hari felt grateful and hopeful, realizing that education would give him the ability to achieve much in life.</p> <p>(iv) profit</p>	

7	<p>There was a fifty-rupee note between his fingers. My heart sank. I thought I had been discovered. “I made some money yesterday,” he explained. “Now you’ll be paid regularly.” My spirits rose. But when I took the note, I saw it was still wet from the night’s rain. “Today we’ll start writing sentences,” he said. He knew. But neither his lips nor his eyes showed anything</p> <p>(The Thief’s Story)</p> <p>i. In the context of the given extract: What was the feelings UNLIKELY to have been on seeing ‘a fifty rupee note between his fingers’? (a) Joyous (b) Sad (c) Unhappy (d) Worried</p> <p>ii. How does the prospect of being paid regularly affect the narrator’s motivation and hope for the future? Answer in about 40 words.</p> <p>iii. Fill in the blank with the correct word in the bracket The person spoken about did not let the narrator realise that his act of stealing was caught. It reflects the _____ (nobility/dishonesty) of his character.</p> <p>iv. Compare the meaning of the expressions: “my heart sank” and “my spirits rose”</p>	
Suggestive Value Points:		
<p>(i) (D)Worried</p> <p>(ii) The prospect of being paid regularly gives the narrator a sense of security and stability, boosting his motivation to work honestly and study under Anil, while fostering hope for a better, more dependable future.</p> <p>(iii) Nobility</p> <p>(iv) “My heart sank” indicates sudden fear, worry, or disappointment. a. “My spirits rose” indicates relief, happiness, or renewed hope after a moment of anxiety.</p>		
6 MARKS QUESTION		
8	Anil’s acceptance and forgiveness of the thief demonstrate empathy and	

	<p>generosity. Elaborate.</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Anil shows empathy by understanding Hari's struggles, choosing not to scold or hand him over to the police even after discovering the theft. • He expresses generosity by continuing to teach Hari and giving him another chance to change his life. • Anil's quiet forgiveness makes Hari feel genuinely trusted, awakening his conscience and inspiring him to reform. • Through kindness instead of punishment, Anil helps Hari choose honesty and a better future. 	
9	<p>How and when did Hari Singh meet Anil? Why did Hari Singh lie that he knew how to cook?</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Hari Singh met Anil at a wrestling match, where he approached Anil because he seemed like an easy and good-natured person to work for. • Hari lied about knowing how to cook so he could secure the job quickly, as he needed a steady source of income to survive. • He believed Anil would hire him only if he had some useful skill, so lying felt necessary to win his trust. • The lie also helped him stay close to Anil, whom he later planned to steal from. 	
10	<p>How did Hari Singh meet Anil? Why did Anil forgive Hari Singh and promise to pay him regularly?</p> <p>(The Thief's Story)</p>	
VP	<ul style="list-style-type: none"> • Hari Singh met Anil at a wrestling match, where he approached him in hopes of getting work, noticing Anil's kind and easy-going nature. • Anil forgave Hari after the theft because he understood the boy's difficult life and wanted to give him a chance to change. • He promised to pay Hari regularly to help him feel secure and prevent him from returning to stealing. • Anil's kindness and trust were meant to guide Hari toward an honest, better future. 	
11	<p>How did Anil bring about a change in Hari Singh?</p> <p>(The Thief's Story)</p>	
	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Anil showed trust and kindness, giving Hari work and money without suspicion, which made Hari feel valued. • He forgave Hari for stealing, demonstrating empathy rather than 	

	<p>punishment.</p> <ul style="list-style-type: none"> • Anil taught Hari to read, write, and cook properly, providing him with skills for a better life. • Through patience and guidance, Anil inspired Hari to reform, building his confidence and sense of responsibility. 	
12	<p>Why did Hari Singh choose to go back to Anil in the end? (The Thief's Story)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Hari Singh felt remorse for his theft, realizing Anil had treated him with trust and kindness despite his wrongdoing. • He respected Anil's generosity and guidance, which gave him hope for a better, honest life. • Hari valued the skills and lessons Anil had taught him, including cooking, reading, and writing. • Returning to Anil offered him security and a chance to reform, motivating him to stay on the path of honesty. 	
13	<p>Hari's character evolves from being deceitful and opportunistic to remorseful and seeking redemption. In the light of the above information, describe how his decision to return the money signifies a moral awakening in him and a newfound appreciation for Anil's kindness and mentorship. (The Thief's Story)</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Hari's return of the stolen money shows he recognizes the wrongness of his earlier actions, marking the start of his moral awakening. • It reflects genuine remorse, indicating he no longer prioritizes deceit and personal gain over ethics. • The act demonstrates gratitude toward Anil, acknowledging the trust and guidance he received. • Returning the money signifies his readiness to embrace honesty, valuing Anil's mentorship and the opportunity for a better life. 	

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CHAPTER 3- THE MIDNIGHT VISITOR

		MAIN /COMPTT.
	6 MARKS QUESTIONS	
1.	‘The devil is in the details’ captures the power of unexamined details and how it results in unforeseen difficulties. Discuss the statement in context to “The Midnight Visitor”.	Comptt.

	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Ausable notices small details, like the window that shouldn't have been open, and uses this to create a believable story that confuses Max. • Max fails to examine these details, blindly trusting the situation, which leads him into danger. • Fowler also overlooks Ausable's calm observations, missing how carefully Ausable controls the situation. • The story shows that unnoticed details can shape outcomes, turning a simple misunderstanding into Max's downfall. 	
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Chapter 4 – A Question of Trust

		MAIN /COMPTT.
	3 MARK QUESTIONS	
1	The unexpected encounter with the voice in the doorway affects Horace's burglary attempt. Elaborate.	2/3/1
	<p>Value points:</p> <ul style="list-style-type: none"> • Horace is startled when he hears a calm, confident voice at the doorway while opening the safe. • The voice belongs to a young woman in red, who pretends to be the owner's wife and demands the jewels. • Her authority + threat of calling police makes Horace panic; he obeys blindly, hands over jewels, and leaves—turning his planned theft into a trap. 	
	6 MARK QUESTIONS	
2	Horace ends up in prison, only to regret that a man should not trust anyone blindly without finding out the truth. Do you think his own foolishness was responsible for his arrest? Give a reasoned answer.	2/1/1
	<p>Value points:</p> <ul style="list-style-type: none"> • Yes, largely his foolishness contributed to his arrest. • He trusted a stranger without verification, believing her claim of being the lady of the house. • He ignored basic caution: no identity proof, no familiarity, no confirmation from staff. • He also allowed her to control him by fear (police threat), showing weak judgement under pressure. 	

	<ul style="list-style-type: none"> • However, the woman was highly intelligent and manipulative, using disguise and confidence to deceive him. • Conclusion: He is a victim of a clever con, but his carelessness + blind trust made the con successful. 	
3	How did the lady in red manage to outsmart and outmanoeuvre the other thief, Horace Danby, by robbing the safe without leaving a single fingerprint?	2/1/2
	<p>Value points:</p> <ul style="list-style-type: none"> • She entered confidently and posed as the owner's wife, creating instant authority. • She exploited Horace's fear by threatening to call the police, forcing him to cooperate. • She ordered him to open the safe for her, so the fingerprints on the safe would be Horace's, not hers. • She avoided touching the safe/locks directly and let Horace handle everything. • She collected the jewels and exited smoothly, leaving Horace as the perfect scapegoat. • Result: Horace is later arrested because only his fingerprints are found. 	
4	What plan did Horace Danby make to rob the house at Shotover Grange?	2/1/3
	<p>Value points:</p> <ul style="list-style-type: none"> • Horace studied the house and chose a time when the family was away, reducing risk. • He entered quietly and safely, showing he was an experienced burglar. • His main target was the safe in the drawing room, which he intended to open. • He planned to open it using his tools, but needed his gloves to avoid fingerprints. • When he realised he had forgotten the gloves, he decided to use a handkerchief to handle the lock safely. • Overall: a carefully timed, low-noise, methodical theft—spoiled only by the unexpected woman. 	
5	Explain why and how Horace Danby was mistakenly accused and caught for a theft he did not commit in the story 'A Question of Trust'.	2/6/3
	<p>Value points:</p> <ul style="list-style-type: none"> • Horace's fingerprints were found on the safe because he opened it himself. • The actual thief (lady in red) cleverly ensured she left no evidence, making Horace the only suspect. • Horace had earlier been caught once and had a known background as a thief, so suspicion fell on him easily. 	

	<ul style="list-style-type: none"> When arrested, he could not describe the woman properly or prove her identity because she was a stranger and likely disguised. His story sounded unbelievable: he claimed he gave jewels to the “owner’s wife,” but there was no proof. Thus, the police concluded Horace committed the theft and he was convicted, later realising the danger of blind trust. 	
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Chapter 5 – Footprints Without Feet

		MAIN /COMPTT.
3 MARK QUESTIONS		
1	Discuss the character development of Griffin, as he grapples with the repercussions of his actions and attempts to navigate a world, where his once extraordinary abilities have become a burden.	2/1/1
	<p>Value points:</p> <ul style="list-style-type: none"> Griffin begins as a brilliant but ambitious scientist who achieves invisibility. Instead of empowerment, invisibility leads to isolation, hunger, and fear. His frustration grows into anger and lawlessness, showing moral decline rather than growth. 	
2	Mrs. Hall’s suspicion on Griffin for the theft grew stronger and she confronted him. Describe Griffin’s reaction.	2/6/3
	<p>Value points:</p> <ul style="list-style-type: none"> Mrs. Hall confronts Griffin after noticing missing money and strange behaviour. Griffin reacts with rage and arrogance, denying the charge aggressively. He reveals his invisibility partially to frighten her, showing threatening behaviour. 	
3	Why does Griffin in “Footprints without Feet” flee from the store in London?	2/S/1
	<p>Value points:</p> <ul style="list-style-type: none"> Griffin steals clothes to escape cold and exposure. When shopkeepers suspect theft, they try to catch him. He removes his clothes to become invisible and escapes in panic. 	
4	Describe Griffin’s room as seen by the Hall couple.	2/S/2
	<p>Value points:</p> <ul style="list-style-type: none"> The room appears strangely empty and disordered. 	

	<ul style="list-style-type: none"> • Furniture and clothes move on their own, frightening the couple. • The invisible presence creates an atmosphere of fear and mystery. 	
5	Describe Griffin's experience in the shop of a theatrical company.	2/S/3
	<p>Value points:</p> <ul style="list-style-type: none"> • Griffin breaks into a theatrical company's shop to steal clothes, bandages, and disguise items. • He creates a false visible appearance using these materials. • Though temporarily successful, he remains unsafe and homeless. 	
6 MARK QUESTIONS		
1	'Brilliant scientist though he was, Griffin was rather a lawless person.' Elaborate.	2/2/2
	<p>Value points:</p> <ul style="list-style-type: none"> • Griffin's discovery of invisibility proves his exceptional scientific brilliance. • However, he misuses science for selfish and criminal purposes. • He steals money, food, and clothes instead of seeking lawful help. • He shows no remorse, using fear and violence to survive. • His lack of ethical responsibility highlights the danger of science without morality. • Thus, his brilliance is overshadowed by his lawlessness and moral failure. 	
2	Evaluate Griffin's character as a brilliant scientist and a lawless person	2/4/1
	<p>Value points:</p> <ul style="list-style-type: none"> • Griffin's successful experiment reflects intelligence, dedication, and innovation. • However, he isolates himself and ignores ethical boundaries. • Invisibility makes him arrogant and cruel, not responsible. • He exploits people through theft and intimidation. • His actions show that knowledge without values is destructive. • Griffin emerges as a warning figure against unchecked scientific ambition. 	
3	Griffin was a lawless person even though he was a brilliant scientist. Discuss	2/4/2
	<p>Value points:</p> <ul style="list-style-type: none"> • Griffin chooses crime over conscience after becoming invisible. • He steals repeatedly and terrorises innocent people. • His scientific success increases his sense of superiority, not humility. • He lacks empathy and social responsibility. • Society rejects him, but his own choices cause his downfall. 	

	<ul style="list-style-type: none"> The story highlights the need for ethical control over knowledge. 	
4	Discuss Griffin as a brilliant scientist who degenerates into a lawless and homeless wanderer?	2/4/3
	<p>Value points:</p> <ul style="list-style-type: none"> Griffin begins as a gifted researcher driven by discovery. His invisibility experiment cuts him off from society. Hunger, cold, and fear push him towards crime and violence. He becomes homeless, restless, and isolated, moving from place to place. Instead of using science for good, he uses it for survival through wrongdoing. His journey reflects moral degeneration caused by unchecked ambition. 	

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Chapter 6 – Making of a Scientist

3 MARK QUESTIONS		
1.	Books play a significant role in shaping the personality of a person. In what way did a book cause a significant shift in Richard Bright's life?	Main
	<p>(Any two points)</p> <ul style="list-style-type: none"> The book 'The Travels of Monarch X' opened the world of science for Richard/made him met Dr. Urquhart Book made him interested in tracking the migration of butterflies. Led to his other projects and experiments. Became a great scientist. 	
6 MARK QUESTIONS		
1.	Trace the transformation of Richard Ebright from a young man with potential to a respected and accomplished scientist.	Main
	<p>(Any three value points, atleast one from each stage) (All the three stages with an example)</p> <p>Early influences: Mother's support:</p> <ul style="list-style-type: none"> scientific equipments time spent together travels of Monarch X <p>Early successes:</p> <ul style="list-style-type: none"> laurels at county science fair article in science journal experiments with butterflies in the basement Monarch Viceroy experiment association with Dr. Urquhart <p>Later successes:</p>	

	<ul style="list-style-type: none"> • curious about gold spots on Monarch Butterflies • discovered DNA 	
2.	What was the role of Ebright's mother in his life?	Main
	<p>(Any three points- well developed)</p> <p>Ebright's mother—a single parent, encouraged/ fuelled his interest/played a crucial role in Ebright's life.</p> <ul style="list-style-type: none"> • She brought his friends home • She found work for him, helped in learning things/ did things together at night • She took him on trips • She bought him telescopes, microscopes, cameras and other equipment. • She bought books for Ebright (<i>The Travels of Monarch X</i> particularly opened the world of science for him) • Encouraged him when he did not win in the County Fair. 	
3.	What book opened the world of science to the eager Richard Ebright? Why and where did Ebright send the tagged butterflies?	Main
	<p>(All points should be included)</p> <p>Name of book:</p> <ul style="list-style-type: none"> • <i>The Travels Of Monarch X</i> – opened the world of science to Ebright. <p>Why and where:</p> <ul style="list-style-type: none"> • Readers of above mentioned book—invited to help study migration of monarch butterfly. • Readers were asked—tag butterflies for Dr Urquhart – Ebright attached light adhesive tags to the wings of monarch butterflies – left them for other researchers to find and report to Dr Urquhart. 	
4.	E Bright's journey of becoming a leading scientist conveys a strong message to us. His inquisitiveness and competency drove him to become a great scientist. In what manner does Richard E-Bright's perseverance, dedication and inquisitiveness inspire you to pursue your dreams?	Main
	<p>any three value points</p> <ul style="list-style-type: none"> • He was an inquisitive child right from the beginning • Collected all 25 species of butterfly by the time he was in grade two • He was a straight –A student –second out of 1500 students in Howard • Did not give up after his first loss in County fair • Continued his experiments on butterfly-found the gold spot hormone and discovered cell theory • His unwavering commitment to scientific inquiry • His refusal to give up in the face of challenges serve as a profound inspiration • His ability to overcome obstacles • It inspires to Embrace curiosity/stay dedicated/persist despite setbacks 	

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Chapter 7 – NECKLACE

3 MARK QUESTIONS		
1.	Why does Mme Loisel hastily depart from the ball when her husband places a modest wrap on her shoulders? (Any two value points) <ul style="list-style-type: none">• swift departure highlights her hypocrisy/ pretentiousness/ ostentatiousness• didn't want people to know about her poverty• beauty of the dress clashes with her modest wrap• reveals her underlying dissatisfaction/ anger/ frustration with her situation	Main
2.	Refusing to accept our circumstances can result in an unhappy life. Discuss in brief with reference to the story, 'The Necklace'. Value Points: (any two) <ul style="list-style-type: none">• Never happy with what she had• Always wanted more• Thought she was born as an error of destiny• Wanted to look rich – borrowed necklace/purchased an expensive dress• Lost the necklace• Became indebted for 10 years/ had to borrow 18000 francs for the necklace• Lived a tough and poor life/exhausted all savings in purchasing the necklace• Had she accepted her situation – would have lived peacefully	Main
3.	Explain why Matilda's husband was so excited at having received an invitation? Value Points: (both value points to be written) <ul style="list-style-type: none">• One of the few clerks to get the invitation• Thought Matilda would be happy	Main
4.	How did M Loisel manage to buy a new Necklace? Value Points: (both value points to be written) <ul style="list-style-type: none">• Found a necklace same as the lost one at a shop• Collected 36000 francs (18000 from inheritance and remaining from usurers and moneylenders)	Main
5.	The Necklace is a lesson in discontentment and unreasonable materialism. In light of the preceding statement, discuss Matilda's greatest failings. any two value points <ul style="list-style-type: none">• She yearns for a luxurious lifestyle and constantly desires more• Leads her to borrow a costly necklace to impress others at a party• Her failure lies in her inability to appreciate what she has• Discontentment with her life/marriage• Unhappy with house/curtains• Vanity/error of destiny	Main
6.	Considering 'The Necklace' as a tale of dissatisfaction and excessive materialism, analyse Matilda's primary flaw. any two value points <ul style="list-style-type: none">• Her excessive materialism• Dissatisfaction with her modest life• Yearning for wealth/luxury• Her preoccupation with status and appearances• Losing the necklace plunges into years of hardship• Her superficial desires	Main
7.	Why is Matilda unhappy with her life? any two value points	Main

	<ul style="list-style-type: none"> • Felt born for all delicacies • Her lifestyle made her discomfort or discontented • Shabby walls/worn chairs 	
8.	M. Loisel is a caring and considerate husband. Support the statement with evidence from the text.	C
	<ul style="list-style-type: none"> • Tries hard to comfort Matilda when she is upset with her life. • Sacrifices his savings (400 francs) to buy her a dress for the ball. • Supports her in finding the lost necklace; helps search all night. • Takes extra jobs, works late evenings to help repay the debt. • Shows patience and love, never blames Matilda for their suffering. 	
9.	What changes came into the life of the Loisels after the necklace was lost?	C
	<ul style="list-style-type: none"> • They fall into extreme poverty after borrowing money to replace the necklace. • Move to a smaller, cheaper house. • Mme Loisel now does all household chores: washing, cleaning, cooking. • M. Loisel works multiple jobs to repay the debt. • Life becomes one of constant hardship and struggle for 10 years. • Their social life and comfort completely disappear. 	
10.	Why was Mme Forestier shocked to hear Matilda's story	C
	<ul style="list-style-type: none"> • Matilda returns the necklace after ten years of suffering. • Mme Forestier reveals that her original necklace was fake/ imitation. • Shocked that Matilda and her husband endured unnecessary poverty and struggle. • Surprised they never informed her earlier about the loss. • Realises Matilda ruined her youth over something that was not even valuable. 	
5 MARK QUESTIONS(RTC)		
1.	<p>"He was silent, stupefied, in dismay, at the sight of his wifeweeping. He stammered, "What is the matter? What is thematter?" By a violent effort, she had controlled her vexation andresponded in a calm voice, wiping her moist cheeks, "Nothing, Only I have no dress and consequently I cannot go to this affair.Give your card to some colleague whose wife is better fitted outthan I." He was grieved, but answered, "Let us see, Matilda.How much would a suitable costume cost, something that woudserve for their occasions, something very simple?" She reflectedfor some seconds thinking of a sum that could ask for withoutbringing with it an immediate refusal and a frightenedexclamation from the economical clerk."</p> <p>I. What can we infer about Matilda's emotions and financial situation based on her husband's reaction and her response to not having a dress for the affair? 2</p> <p>II. Which of the following is NOT a reason for Matilda's distress in the extract? 1</p> <p>(A) She has no suitable dress for the affair. (B) She is upset about her husband's reaction. (C) She is worried about the cost of a suitable costume. (D) The card did not bear her name.</p> <p>III. What did Matilda suggest that her husband does with the card?1</p> <p>IV In the given extract what does the term, 'economical clerk' imply?1</p>	Main

	<p>B.I</p> <ul style="list-style-type: none"> Matilda's emotional state-upset/ unhappy/ dissatisfied/ frustrated/ vexed, etc. due to the inability to buy the desired costume for the ball. Financial situation- financial constraints/ husband's economical nature made her anxious about the dress <p>II (D) The card did not bear her name. 1</p> <p>III To give the card to some colleague whose wife was better fitted out 1</p> <p>IV One who is mindful at spending (due to financial constraints) 1</p>	
6 MARK QUESTIONS		
1.	<p>Matilda's character embodies the journey of change or progression throughout the story, encapsulating the transformations she endured as a consequence of her experiences, trials, and engagements with other characters. In the light of the above information, trace the transformation seen in Matilda's character in the story.</p> <p>(Any Three Value Points)</p> <ul style="list-style-type: none"> Matilda - pretty, young lady - wanted to lead a luxurious life - born in a humble family - married an ordinary man/clerk Wanted to pretend to be a rich woman at the Ball lacked wisdom and prudence. Just to show off at the ball - borrowed necklace from a friend – lost it - led to enormous sufferings for her and her husband for many years. After the loss - became mature, humble and grateful. Earlier, did not understand the importance of living within one's means - later on realized her mistake. 	Main
2.	<p>How did Mr. & Mrs. Loisel replace the lost necklace? What kind of life did the Loisels lead thereafter?</p> <ul style="list-style-type: none"> They found a necklace exactly like the one they had lost - got it for 36000 francs - Mr. Loisel had 18000 Francs – They borrowed the rest and returned the necklace to Madam Forester. They led a miserable life/ exhausted the savings – changed lodgings, rented a room in the attic - Matilda did menial work in the kitchen, washed dishes and soiled linen - Clothed like an ordinary woman. Mr. Loisel put the books of a merchant in order - He did copying at five sous a page – It took ten years to pay off all the debts. 	Main
3.	<p>Were the sacrifices made by the Loisels in vain? Justify your answer with reference to the text.</p> <p>(Any Three Value Points)</p> <ul style="list-style-type: none"> Matilda – borrowed the necklace from her friend – lost it – made sacrifices to return the necklace Led a miserable life – changed lodgings – rented a room in the attic – did menial work in the kitchen – took down the refuge to the street – clothed like an ordinary woman Mr. Loisel also worked hard for a merchant- did copying at 5 sous a page Took ten years to pay the debt incurred in buying a new necklace Accidentally met her friend after ten years – was informed that the necklace was fake <ul style="list-style-type: none"> Realized – all her sacrifices were in vain 	Main

Chapter 8 - Bholi

3 MARK QUESTIONS		
1.	<p>“In time you will be more learned than anyone else in the village. Then no one will ever be able to laugh at you.” What effect did her teacher’s words have on Bholi? Elaborate.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> For the first time in her life, Bholi felt that someone believed in her. This made her feel hopeful and less alone. The teacher’s gentle words helped her let go of her fear and slowly trust the classroom space. Bholi began to see herself differently, not as a weak or foolish girl, but as someone capable of learning. This encouragement gave her the courage to try, even when reading and speaking were difficult for her. With time, Bholi’s confidence grew, and she learnt to speak clearly and stand up for herself. Eventually, these words stayed with her and helped her become a self-respecting and independent person, no longer afraid of being laughed at. 	Main
2.	<p>Bholi’s heart was brimming with “fresh optimism and a renewed existence.” What significance does the expression “a new hope and a new life” hold for?</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> The expression reflects a turning point in Bholi’s life after years of neglect, fear, and humiliation. School and her teacher’s kindness gave her hope that she could change her future through education. It marks the beginning of self-belief, where Bholi no longer saw herself as helpless or inferior. ‘A new life’ symbolises her emotional rebirth—from a frightened child to a confident individual. This hope later empowered her to take independent decisions and demand dignity for herself. 	Main
3.	<p>Inspite of his wife’s refusal, Ramlal still sent Bholi to school. Elaborate.</p> <p>Suggestive Value Points:</p> <ul style="list-style-type: none"> Ramlal believed education could secure Bholi’s future, especially since her prospects of marriage were uncertain. He felt a sense of parental responsibility towards Bholi, knowing she was ignored and vulnerable at home. The opening of a new school encouraged him to think that education might improve her social standing. Unlike his wife, Ramlal showed practical concern, hoping learning would make Bholi less dependent. His decision, though hesitant, proved life-changing for Bholi. 	Main
4.	<p>Was it easy for Bholi to refuse to marry Bishamber? What gave her the confidence to do so?</p>	Main

	<p>Suggestive Value Points:</p> <ul style="list-style-type: none"> • Refusing the marriage was not easy, as Bholi had faced lifelong rejection and was conditioned to accept humiliation. • Social pressure, fear of remaining unmarried, and her family's expectations made the decision difficult. • Her education and the teacher's encouragement gave her the confidence to speak up. • Learning had taught her self-respect and awareness of her rights. • She realised that accepting an unjust marriage would mean losing her dignity, which she now valued deeply. • This moment shows her complete transformation into a confident, independent woman. 	
6 MARK QUESTIONS		
1.	Discuss how Bholi evolves through the story. What are the qualities that contribute to her transformation from a timid girl to a confident young woman?	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Bholi begins life as a shy, speech-impaired child who suffers neglect and ridicule. • Fear, insecurity, and lack of confidence shape her early personality. • Being sent to school becomes a turning point that requires courage. • The teacher's kindness and patience help her feel safe and accepted. • Regular learning builds perseverance and confidence. • Education helps her become aware of her own worth. • Emotional strength and self-respect gradually replace fear. • She learns to make independent and dignified choices. • By the end of the story, she emerges as a confident and self-respecting young woman. 	
2.	Imagine you are Bholi and write a diary entry, explaining how you dare to take such a bold step of refusing to marry Bhisamber.	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • Bholi realises that a marriage based on dowry would destroy her dignity. • Bishamber's insulting behaviour awakens her sense of self-respect. • Education gives her clarity of thought and confidence to speak. • The teacher's encouragement strengthens her inner resolve. • Despite social pressure, she shows courage in taking a firm stand. • Her refusal reflects maturity, independence, and moral strength. 	
3.	It is truly said that a good teacher is the light that helps one cross even the darkest of paths through honing their inherent qualities which enable them to shine bright and strong in life. In what ways, does Sulekha's teacher epitomize this saying? How did she become the pillar of support and strength for Sulekha?	Main
	<p>Suggestive Value Points</p> <ul style="list-style-type: none"> • The teacher approaches Bholi with empathy and understanding. • Gentle words and patience help reduce Bholi's fear. 	

	<ul style="list-style-type: none"> Constant encouragement builds confidence and resilience. The teacher values effort and progress over weakness. Education becomes a tool to nurture self-respect and independence. Emotional support helps Bholi trust herself. The teacher's belief empowers Bholi to stand strong in life. 	
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Textbook: Footprints without Feet

Chapter 9- The Book That Saved the Earth

3 MARK QUESTIONS		
1.	<p>Think-tank excelled in misinterpreting and misrepresenting things. Do you agree? Justify giving appropriate reasons.</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> Think-Tank shows intelligence but lacks wisdom and balance in judgment. He misinterprets simple Earth objects and ideas due to fear and arrogance. His limited understanding leads him to draw exaggerated and incorrect conclusions. Instead of verifying facts, he relies on assumptions and half-understood information. This behaviour proves that he excels in misinterpreting and misrepresenting things. 	Main
6 MARK QUESTIONS		
1.	<p>In what ways does Think-Tank misinterpret innocent nursery rhymes as threats to the Martians?</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> Think-Tank interprets innocent nursery rhymes from Mother Goose as coded messages meant to threaten Mars. He considers phrases like 'Humpty Dumpty' and 'silver spoons' as references to Earth's military power. Common food items and children's stories are seen as symbols of invasion and destruction. His lack of cultural understanding prevents him from recognising the rhymes as harmless children's verses. Fear and overconfidence combine to distort his judgment. These misinterpretations ultimately lead to unnecessary panic among the Martians. 	Main
2.	<p>Half-baked knowledge is always dangerous. Rushing to conclusions without getting deep into the details of things always leads to uninvited chaos and disasters. Explain the above mentioned statements in the light of Think-Tank's interpretation of the rhymes in the book 'Mother Goose'</p> <p>Suggestive Value Points</p> <ul style="list-style-type: none"> Think-Tank's actions clearly show how half-baked knowledge can be dangerous. He jumps to conclusions without studying Earth's culture or 	Main

language deeply.

- His superficial reading of Mother Goose results in false assumptions about Earth's intentions.
- Rushing to conclusions creates fear, confusion, and chaos among the Martians.
- Instead of seeking clarity, Think-Tank allows his ego to guide his decisions.
- The episode highlights that lack of proper understanding can lead to serious errors and avoidable disasters.