

Hues and Views

The Mysterious Picture

Question.1. Read the passage and answer the questions that follow.[Marks :(5)]

The Captain was playing a game of chess with another officer. He looked curiously at Tyl.

'Where do you come from?' he asked. From Flanders,' replied Tyl.'What do you want?' 'I should like to show His Highness, the Archduke, one of my paintings. I'm a painter.' 'Well, if you are a painter and if you come from Flanders, you may come in,' said the Captain somewhat impressed. The Captain knew that Flemish painters and their pictures were in great demand all over Europe. Tyl was presented to the Archduke. He saluted the Archduke three times and stood before him with his head bowed. 'May, your Highness pardon me for my rashness in thinking that one of my paintings will please your Highness. I have brought a picture of Our Lady, the Virgin, in her royal robes. I have painted it specially so that I might lay it at your noble feet.' Tyl paused a few moments for his words to sink in. Then he continued, 'You must forgive me, Your Highness, if I've dared to hope that this picture will please you. Perhaps Your Highness might wish to offer me the chair of your court painter who died recently. I can see the empty velvet chair waiting to be filled.'

- 1) What was the captain doing when Tyl reached the place?
- 2) Where does Tyl come from?
- 3) Choose the right answer. Tyl has come to _____
 - a) meet the captain of guards
 - b) eat the food
 - c) show his painting to His Highness
 - d) see the palace

Use the words in correct order/ sequence to make a meaningful sentence-

- 4) Captain was impressed with Tyl as _____

(Hint: Flanders/he/ from/ was)

- 5) Pick out the word from the passage with a suffix -ly (that modifies the verb 'looked')

Ans.

1. The Captain was playing a game of chess with another officer.
2. Tyl comes from Flanders.
3. c) Show his painting to His Highness.
4. he was from Flanders.
5. curiously.

Question.2. Read the passage and answer the questions that follow.[Marks :(4)]

Tyl, in the course of his wanderings from court to court, rode to the palace of the Archduke of Battenburg on his donkey. His clothes and appearance attracted everyone's attention. His cap was set smartly on his head and the three bright feathers on it danced in the breeze as he rode. At the main entrance to the palace, the Captain of the Guards called out to him, 'Hei there! You fellow on the donkey We don't allow any loafers here. You and your donkey already look like skeletons.'

The Captain of the Guards was a tall, well-built, red-haired man of about twenty-five. He was handsomely dressed in his gold-braided uniform. Tyl looked at him coolly and then dismounted from his donkey. He bowed low and said, 'May God bless you, Sir Captain! If I look like a skeleton, it is not my fault. I'm very hungry. I've come here because I'm forced to. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I'll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher's shop.'

1. Why does the Captain of the Guards stop Tyl at the entrance of the palace ?

2. Some words describing Tyl and Captain of the Guards are given below. Arrange them in the appropriate column.

(wears cap, tall, loafer, smartly dressed, bright feathers on cap, well-built, skeleton like body, red haired, gold-braided uniform, rides a donkey, attractive appearance, handsomely dressed)

| TYL | CAPTAIN OF THE GUARDS |
|---|--|
| <ul style="list-style-type: none">• Smartly dressed• | <ul style="list-style-type: none">• Tall• |

3." If I look like a skeleton, it is not my fault." Tyl criticises the social system for his poverty. Pick out another example of political satire from the passage.

Ans. They don't allow loafers and moreover Tyl and his donkey look like skeletons.

| TYL | CAPTAIN OF THE GUARDS |
|---|--|
| <ul style="list-style-type: none">• Smartly dressed• wears cap• loafer• bright feathers on cap• skeleton like body• rides donkey• attractive appearance | <ul style="list-style-type: none">• Tall• well-built• red-haired• gold braided uniform• handsomely dressed |

3. Tyl requests the Captain of the Guards to give him a piece of the gold cord that he had in his coat so that he can have hang himself on the large leg of the mutton.

Question.3. Read the passage and answer the questions that follow (marks- 5 ,time- 5mnts)[Marks :(5)]

Before long, supper was served and it was like a wedding feast. The tables were loaded with every kind of food and drink. Wine flowed like water. The courtiers stuffed themselves with the choicest dishes. The Archduke made Tyl eat and drink until his stomach was about to burst. The Archduke too ate heartily. His face was flushed with drink. But he seemed lost in thought. He suddenly looked up and said loudly, 'Our court painter must paint our portrait, so that we will have the satisfaction of leaving our memory to our descendants. We too have to take our place in history along with our noble ancestors whose portraits adorn these walls. It is sad to think of death. We do not know when God will think fit to summon us. But our portrait should be painted.'

1. Fill in the blanks with proper word phrase

Supper served at the palace was like a -----

2) Pick out a sentence that shows that the Archduke liked Tyl very much.

3) Match the following:-

| Part A | Part B |
|-----------------|--|
| The Archduke | to think of death |
| The tables were | ate heartily |
| It is sad | loaded with every kind of food and drink |

4) Which are the phrasal verbs used in the paragraph? See the hints below

Hints : put on, loaded with, call at, looked up

5) Pick out the word that means 'decorate'.

Ans. wedding feast

2. The Archduke made Tyl eat and drink until his stomach was about to burst

| Part A | Part B |
|-----------------|--|
| The Archduke | Ate heartily |
| The tables were | loaded with every kind of food and drink |
| | |

It is sad

to think of death

4. loaded with, looked up.

5. adorn

Question.4. Read the passage and answer the questions that follow.[Marks :(5)]

Tyl coolly thought things over and said to himself, 'If I paint this picture, I shall certainly be killed. Either the Archduke will have me slaughtered like a pig for having disobeyed him or the courtiers will have me murdered for painting them as they really are. In either case I am to die. What am I to do? Perhaps it is wiser not to paint this picture at all.'

1) What is the confusion in Tyl's mind ?

2) Complete the sentence:-

If he paints that picture,_____

3) "In either case I am to die."

Which are the two cases mentioned her

4) Fill in the blanks with the comparative and superlative degrees of the adjective '**wise**'.

He was a ___(a)___ student .But his brother was___(b)___ than him. They had a sister who was the ___(c)___of all the three. 5) Was Tyl

tensed? Which phrase from the passage shows Tyl's state of mind?

Ans.

1. Tyl is confused whether he has to draw the picture or not.

2. He will certainly be killed.

3. a) First case is to disobey the king and draw the picture as the courtiers wish.

b) Second case is to obey the Archduke and draw the picture of the courtiers as they really are.

4. a) wise b) wiser c) wisest

5.Yes, Tyl was confused. "In either case I am to die."

Question.5. Read the passage and answer the questions that follow (marks- 5 time-5mnts) [Marks :(4)]

For thirty days Tyl and his assistants feasted themselves on the choicest dishes and drank the finest wines. On the thirty-first day the Archduke thrust his nose in through the door and said, 'It is time that you finished the painting. I am eager to see it. Is it ready?' Tyl said that the picture was being completed and that he needed some more days to finish it. The Archduke replied that as long as the painting was perfect in every detail, he was prepared to be patient. The delay of a week or two did not matter, he said.

Tyl and his companions continued their merry-making for another fortnight. On the forty-fifth day, once again the Archduke poked his nose in through the door. 'Isn't it time that the picture was completed?' he asked. Tyl said that the portrait was being given the finishing touches. He begged for

some more time. The Archduke said that his delay did not matter so long as he did an excellent job. But he added, 'You should either complete the picture within fifteen days or you should show me the unfinished picture now.' Tyl promised to complete the picture within fifteen days, saying that only a few minor details remained to be filled in. 'Should Your Lordship see the painting now, you would not be satisfied with it,' he said.

- 1) What were Tyl and his assistants doing in the palace?
- 2) Pick out the correct phrase from the two given phrases For the Archduke
a) delay mattered b) doing an excellent job mattered
- 3) Which word in the passage stands for "a period of 2 weeks"?
- 4) Complete the sentence; He should either complete the picture within fifteen days or -----
--

Ans.

1. Tyl and his assistants feasted themselves on the choicest dishes and drank the finest wine.
2. b) doing an excellent job mattered.
3. Fortnight.
4. he should show the unfinished picture then.

Question.6. Imagine that Tyl in his free time drew many pictures and portraits and the Archduke was impressed. He arranged an exhibition of the paintings and invited all the courtiers and his friends to view them. Prepare a likely notice. [Marks :(5)]

Ans. Gives details about the programme.

Uses proper salutation.

Mentions the date, time and venue of the programme.

Uses appropriate layout and format.

Uses clear and brief language.

Specifies the agency/authority that issues the notice.

Question.7. After viewing the paintings the Captain of the Guards talks to Tyl to appreciate him. Write a conversation between Tyl and the Captain of the Guards. You may begin like this ----- (attempt 5 exchanges)[Marks :(5)]

Ans. Identifies the relationship between the people engaged in the conversation.

Uses apt initiation.

Focuses the conversation on the assigned context.

Uses a variety of sentence patterns and expressions.

Uses informal expressions (interjection, contracted forms).

Ends creating a feeling of completion

Maintains a glow flow.

Question.8. After the exhibition, Tyl writes a letter to his wife in Flanders mentioning all the responses of the Archduke & the courtiers. Attempt the likely letter.

[Marks :(5)]

Ans. Relevant to the context

Uses language suitable for a formal/informal letter.

Uses proper salutation and farewell phrase.

Conveys the message.

Uses well-formed sentences.

Links the ideas properly.

Question.9. After the exhibition, Tyl writes a letter to his wife in Flanders mentioning all the responses of the Archduke & the courtiers. Attempt the likely letter. (5)

[Marks :(5)]

Ans. Relevant to the context

Uses language suitable for a formal/informal letter.

Uses proper salutation and farewell phrase.

Conveys the message.

Uses well-formed sentences.

Links the ideas properly. After the exhibition, Tyl writes a letter to his wife in Flanders mentioning all the responses of the Archduke & the courtiers. Attempt the likely letter. (5)

Question.10. "I can see no picture but a blank wall"-----[Marks :(4)]

The jester at the end of the story says this and Tyl decides to go away. Had the fool not been wise, the story would have ended in a different manner. Attempt the ending.

You may begin like this----- -"Tyl, I can see....."

Ans. Sequences the events properly.

Expresses the theme / message properly.

Uses suitable vocabulary and sentence varieties.

Uses figurative language.

Provides a proper beginning and ending.

Question.11. "My donkey has been feeding himself fairly well all along the way on the thorns in the hedges and the grass on the roadside. But I have had nothing to eat for the past three days." Attempt a character sketch of Tyl based on these lines. Use the hints.

[Marks :(5)]

[talkative-frank-ambitious, humorous]

Ans. Describes the character's personality.

Describes the character's physique/appearance.

Uses a variety of words and expressions.

Includes examples of how the character is developed throughout the story.

Sequences the ideas well.

Question.12. "The Archduke made Tyl eat and drink until his stomach was about to burst. The Archduke too ate heartily-----." [Marks :(4)]

What sort of person was the Archduke? Write his character sketch using the hints given.

Hints: (hospitable---enjoys humour---- loving)

Ans. Describes the character's personality.

Describes the character's physique/appearance.

Uses a variety of words and expressions.

Includes examples of how the character is developed throughout the story.

Sequences the ideas well.

Question.13. Fill in the blanks using the correct words given in brackets.[Marks :(3)]

The Captain of the Guards was a --(a)-----,----(b)----,----- (c)---man of about----(d)----- .He was-----
--(e)----- dressed in his----- (f)--- uniform.

(gold-braided, red-haired, handsomely, tall, twenty- five , well-built)

Ans. a) tall

b) well-built

c) red-haired

d) twenty-five

e) handsomely

f) gold-braided

Question.14. The young lady talks to her lover, the Captain of the Guards about the changes she has suggested to Tyl while painting her picture. Prepare a narrative by beginning like this. [Marks :(4)]

Captain, I met Tyl in private and I asked him to-----

(young and pretty – lost three of her front teeth- has to see herself smiling with a set of pearly teeth-)

Ans. Gives a suitable title.

Sequences the events properly.

Expresses the theme / message properly.

Uses suitable vocabulary and sentence varieties.

Uses figurative language.

Provides a proper beginning and ending.

Question.15. Tyl returns home and describes all the incidents to his wife including his final escape from the palace. Attempt a narrative by Tyl.[Marks :(5)]

Use this hints : reaches the Palace- Archduke very hospitable-makes him the court painter-asks Tyl to make a huge portrait- Tyl suggests to paint a picture including all the courtiers- courtiers want to look good- the Archduke wants the real picture...

Ans. Gives a suitable title.

Sequences the events properly.

Expresses the theme/message properly.

Uses suitable vocabulary and sentence varieties.

Uses figurative language.

Provides a proper beginning and ending.

Question.16. Arrange the following sentences and write the outline of the story 'The Mysterious Picture' using proper linkers.[Marks :(4)]

Tyl enjoys dinner with the Archduke

Tyl reaches the Palace of Archduke of Battenburg

The Captain was playing a game of chess with another officer

Archduke's jester praises Tyl for drawing his picture

Archduke asks Tyl to paint their portrait

The courtiers do not want Tyl to paint them as they look like

Tyl calmly walks out of the Palace

He is confused and decides not to paint any picture

Ans. Organisation of ideas

Ideas conveyed

Appropriate use of linkers.

Cohesive devices used.

Language and style.

Question.17. Add proper suffixes to form meaningful words.[Marks :(4)]

| | | |
|--------|--------|---------------|
| loafer | ----ly | ---- (a) ---- |
| | | |

| | | |
|--------|--------|---------------|
| clever | ----ed | ---- (b) ---- |
| boy | ----s | ---- (c) ---- |
| cool | ----er | ---- (d) ---- |
| priest | | ---- (e) ---- |
| play | | ---- (f) ---- |
| poor | | ---- (g) ---- |
| | | ---- (h) ---- |

Ans. a) loafers

b) cleverly/ cleverer

c) boys

d) coolly/cooler

e) priests/priestly

f) players/plays/played

g) poorly/poorer

Question.18. In the following passage, a word is omitted in each line. Write the correct word against the lines. Choose words from the brackets.[Marks :(4)]

The following day he asked / a)-----

Archduke /the halls where he b)-----

Was /paint the picture. He was c)-----

Shown /large room with bare walls d)-----

(at, a, for, to, the)

Ans. a) the

b) for

c) to

d) a

Question.19. Choose proper tags and fill in the blanks[Marks :(4)]

(aren't you, won't you ,could he, can't they , didn't she)

You are about to paint one portrait,____(a)____? The Captain of Guards asks a series of questions to Tyl. My lover came to meet

you,____(b)____? You will draw as we want you to,____(c)____? The courtiers can relax,____(d)____?

Ans. a) aren't you?

b) didn't she?

c) won't you?

d) can't they?

Question.20. In the phrase,' A young lady' - 'lady' is the head noun .[Marks :(2)]

Find the head nouns from the phrases listed below.

Head noun

a) the mysterious picture _____

b)the last of the countries _____

c) his splendid painting _____

d) in the palace _____

Ans. a) picture

b) countries

c) paintings

d) palace

Question.21. Tyl after his many wanderings felt sad and desperate. Before reaching the palace of the Archduke of Battenburg he sat on the wayside and sad feelings came to his mind. Write down his thoughts.[Marks :(4)]

Ans. Relates the content to the context.

Uses appropriate language.

Uses first person narrative.

Expresses personal feelings / emotions

Question.22. Tyl after his many wanderings felt sad and desperate. Before reaching the palace of the Archduke of Battenburg he sat on the wayside and he met his friend Brian who is quite jovial and optimistic. Tyl was extremely happy after conversing with him and developed a new outlook and resumed his journey.[Marks :(4)]

Attempt the conversation between Tyl and Brian. You may begin like this (4 exchanges)

Brian : Hello Tyl, why are you here?

Tyl : _____

Ans. Identifies the relationship between the people engaged in the conversation.

Uses apt initiation.

Focuses the conversation on the assigned context.

Uses a variety of sentence patterns and expressions.

Uses informal expressions (interjection, contracted forms).

Ends creating a feeling of completion. Maintains good flow.

Question.23. "Our court painter must paint our portrait so that we will have satisfaction of leaving our memory to our descendants." [Marks : (2)]

a. Have you seen the old photographs of your parents or your grandparents?

b. Where have you kept those photographs?

c. Write what you feel about such photographs.

Ans. My grandparents were a lovely couple. I saw them when my mother showed me-----

Question.24. Complete the following [Marks : (2)]

1) If I paint this picture,-----

2) Either the Archduke will have me slaughtered or-----

Ans. 1) I shall be killed.

2) the courtiers will have me murdered .

or Any relevant answer

Question.25. Read the passage and fill in the blanks to reproduce it in two sentences. [Marks : (3)]

Tyl and his companions continued their merry-making for another fortnight. On the forty-fifth day, once again the Archduke poked his nose in through the door. 'Isn't it time that the picture was completed?' he asked. Tyl said that the portrait was being given the finishing touches. He begged for some more time. The Archduke said that his delay did not matter so long as he did an excellent job. But he added, 'You should either complete the picture within fifteen days or you should show me the unfinished picture now.' Tyl promised to complete the picture within fifteen days, saying that only a few minor details remained to be filled in. 'Should Your Lordship see the painting now, you would not be satisfied with it,' he said.

Tyl and his companions got another two weeks to----- (a)----- the picture. On the 45th day, he asked for another----- (b)----- and the Archduke ----- (c)----- to it.

Ans. a) finish

b) fortnight

c) agreed

Question.26. Fill in the blanks choosing the correct preposition from the brackets.[Marks : (4)]

I'll go and hang myself ____ (a) ____ the teeth ____ (b) ____ that large leg ____ (c) ____ mutton that I see hanging ____ (d) ____ that butcher's shop.

(in, on, by, of, with)

Ans. a) by

b) on

c) of

d) in

Question.27. Read the passage and classify the noun phrases in subject position and in the object position and fill in the table.[Marks :(3)]

The Virgin's picture was a splendid painting and the Archduke made up his mind at once. He embraced and kissed him on both cheeks. He said, 'I shall be delighted to make you my court painter.' He directed him to the chair and made him sit on it. 'Well, my dear fellow,' he said, 'you do have a tongue in your head and you certainly seem to know how to use it.'

| Noun/Noun Phrases in Subject Position | Noun/Noun Phrases in Object Position |
|---------------------------------------|--------------------------------------|
| 1.----- | 1.----- |
| 2.----- | 2.----- |

Ans.

| Noun/Noun Phrases in Subject Position | Noun/ Noun Phrases in Object Position |
|---------------------------------------|---------------------------------------|
| The Virgin's picture | The Archduke |
| He | His mind |
| I | You |
| You | |

The Boy who Drew Cats

Question.1. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(5)]

A long, long time ago, in a small country-village in Japan, there lived a poor farmer and his wife, who were very good people. They had a number of children, and found it very hard to feed them all. The elder son was strong enough when only fourteen years old to help his father; and the little girls learned to help their mother almost as soon as they could walk.

1 Where is the setting of the story?

2 Identify the characters in the above paragraph

3 Why did the farmer find it difficult to feed his children?

4 In what way did the children help his parents?

5 Read the above passage and pick out two singular nouns and write corresponding plural forms

| Singular nouns | Plural nouns |
|---|--|
| <p>farmer</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>mothers</p> <p>.....</p> |

Ans. 1. In a small country village in Japan

2. A poor farmer,his wife and children

3. He was very poor

4. The elder boy helped his father and the girls helped their mother

5. farmer ----- farmers

mother ----- mothers

son ----- sons

Question.2. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(5)]

But the youngest child, a little boy, did not seem to be fit for hard work. He was very clever, cleverer than all his brothers and sisters; but he was quite weak and small, and people said he could never grow very big. So his parents thought it would be better for him to become a priest than to become a farmer. They took him with them to the village-temple, one day, and asked the good old priest who lived there, if he would have their little boy for his acolyte, and teach him all that a priest ought to know.

1. In what way was the youngest boy different from the other children?
2. Why did the boy's parents decide to make him a priest?
3. Where did the boy's parents take him to?
4. What did they request the good old priest?
5. Find out two adjectives from the passage.

Ans.

1. The boy was cleverer than others .but at the same time he was comparatively weaker and smaller
2. He was not strong enough to work as a farmer.
3. The boy's parents took him to a priest in the village.
4. To accept the boy as his acolyte and teach him.
5. youngest, little, good.

Question.3. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(4)]

The boy learned quickly what the old priest taught him, and was very obedient in most things. But he had one fault. He liked to draw cats during study hours, and to draw cats even where cats ought not to have been drawn at all. Whenever he found himself alone, he drew cats. He drew them on the margins of the priest's books, and on all the screens of the temple, and on the walls, and on the pillars. Several times the priest told him this was not right; but he did not stop drawing cats. He drew them because he could not really help it. He had what is called 'the genius of an artist,' and just for that reason he was not quite fit to be an acolyte - a good acolyte should study books.

1. Quote a sentence from the passage which shows the good qualities of the boy?
2. What was the only fault the boy had?
3. "Several times the priest told him this was not right". What was not right?
4. Pick out the word from the passage which means 'an assistant or follower'.

Ans.

1. He was obedient and learned quickly.
2. He drew cats everywhere.
3. Drawing cats everywhere was not right.
4. Acolyte

Question.4. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(5)]

The boy did not know what the priest meant by saying, 'Avoid large places keep to small.' He thought and thought, while he was tying up his little bundle of clothes to go away; but he could not understand those words, and he was afraid to speak to the priest any more, except to say good-bye. He left the temple very sorrowfully, and began to wonder what he should do. If he went straight home he felt sure his father would punish him for having been disobedient to the priest, so he was afraid to go home. All at once he remembered that at the next village, twelve miles away, there was a very big temple. He had heard there were several priests at that temple; and he made up his mind to go to them and ask them to take him for their acolyte.

1. What advice did the old priest give the boy?
2. Why was the boy afraid that his father would punish him?
3. What was the boy's next plan when he understood that he wouldn't go home?
4. Pick out a word from the passage which means 'refuse to obey'?
5. What did the boy know about the temple in the next village?

Ans.

1. Avoid large places and keep to small.
2. For being disobedient to the priest.
3. The boy decided to go to the temple in the neighboring village and approach the priests there
4. disobedient.
5. He had heard that it was a big temple and there were several priests there.

Question.5. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(5)]

Now that, big temple was closed up but the boy did not know this fact. The reason it had been closed up was that a goblin had frightened the priests away, and had taken possession of the place. Some brave warriors had afterward gone to the temple at night to kill the goblin; but they had never been seen alive again. Nobody had ever told these things to the boy - so he walked all the way to the village hoping to be kindly treated by the priests! When he got to the village it was already dark, and all the people were in bed, but he saw the big temple on a hill at the other end of the principal street, and he saw there was a light in the temple. People who tell the story say to ask for shelter the goblin used to make that light, in order to tempt lonely travellers. The boy went at once to the temple, and knocked. There was no sound inside. He knocked and knocked again; but still nobody came. At last he pushed gently at the door, and was quite glad to find that it had not been fastened. So he went in, and saw a lamp burning, but no priest.

1. Why was the temple remain closed?
2. "But they had never been seen alive again". Who are 'they' referred to here?
3. In what way did the goblin tempt the lonely travelers?
4. What did the boy see when he entered the temple?
5. Find out the word from the passage which means 'afraid' ?

Ans.

1. The reason it had been closed up was that a goblin had frightened the priests away, and had taken possession of the place.
2. The warriors
3. The goblin used to make a light in the dark temple to tempt lonely travelers.
4. The boy saw that a lamp was burning in the temple but there were no priests.
5. Frightened

Question.6. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(4)]

The temple was very large, he was all alone; and as he thought of these words, though he could not quite understand them - he began to feel for the first time a little afraid; and he resolved to look for a small place in which to sleep. He found a little cabinet, with a sliding door, and went into it, and shut himself up. Then he lay down and fell fast asleep. Very late in the night, he was awakened by a most terrible noise, a noise of fighting and screaming. It was so dreadful that he was afraid even to look through a chink of the little cabinet: he lay very still, holding his breath for fright.

1. Why was the boy feeling afraid for the first time ?
2. Where did he decide to sleep ?
3. 'He was awakened by a most terrible noise'. What was that noise?
4. Find out the word from the passage which means 'a narrow opening'.

Ans.

1. The temple was very large and the boy was alone in the temple. When he thought about the advice of the priest to avoid large places he was afraid.
2. In a little cabinet.
3. The noise of fighting and screaming.
4. chink

Question.7. Read the following passage from the lesson 'The Boy who Drew Cats' and answer the questions[Marks :(5)]

The light that had been in the temple went out; but the awful sounds continued, and became more awful, and all the temple shook. After a long time silence came; but the boy was still afraid to move. He did not move until the light of the morning sun shone into the cabinet through the chinks of the little door. Then he got out of his hiding place very cautiously, and looked about. The first thing he saw was that all the floor of the temple was covered with blood. And then he saw, lying dead in the middle of it, an enormous, monstrous rat, a goblin rat, bigger than a cow!

1. How does the author establish a frightful atmosphere in the passage?
2. When did he come out of his resting place?
3. What did the boy see in the temple when he woke up?
4. Which word in the passage means 'carefully'?

5. Find out the noun phrases from the sentence given below

'The light that had been in the temple went out'.

Ans.

1. The light had gone out, the awful sound continued and the temple shook.

2. In the morning.

3. The boy saw that the floor of the temple was covered with blood and in the middle of it an enormous goblin rat was lying dead.

4. cautiously

5. The light

Taj Mahal

Question.1. Read the following lines from the poem Taj Mahal and answer the questions that follow.[Marks :(6)]

You knew, Emperor of India, Shah Jahan,

That life, youth, wealth, renown

All float away down the stream of time.

Your only dream

Was to preserve forever your heart's pain.

The harsh thunder of imperial power

Would fade into sleep

Like a sunset's crimson splendour,

1. What would fade away with the passing of time?

2. What does the poet compare the fading of imperial power to?

3. Find out an example for simile from the given lines.

4. What, according to the poet, was the Emperor's dream?

5. Pick out an example for visual image from the given lines.

Ans.

1. The harsh thunder of imperial power.

2. It is compared to the transient glory of sunset.

3. The harsh thunder of imperial power

Would fade into sleep

Like a sunset's crimson splendour,

4. The Emperor's dream was to preserve his heartfelt grief forever.

5. sunset's crimson splendour,

**Question.2. Read the lines from the poem Taj Mahal and answer the questions that follow.
[Marks :(6)]**

But it was your hope

That at least a single, eternally-heaved sigh would stay

To grieve the sky.

Though emeralds, rubies, pearls are all

But as the glitter of a rainbow tricking out empty air

And must pass away,

Yet still one solitary tear

Would hang on the cheek of time

In the form

Of this white and gleaming Taj Mahal.

1. What does the phrase 'one solitary tear' stand for?

2. What does 'eternally heaved sigh' refer to?

3. What can surpass the passing of time?

4. Pick out an example for alliteration from the given lines.

5. Pick out an example for metaphor from the above lines.

6. Pick out an example for Simile from the above lines.

Ans.

1. The white and gleaming Taj Mahal.

2. It refers to the sigh of grief which lasts for ever.

3. Art in any form can surpass the passing of time.

4. Yet still one solitary tear.

5. A solitary tear on the cheek of time.

6. Though emeralds, rubies, pearls are all

But as the glitter of a rainbow tricking out empty air

And must pass away,

**Question.3. Read the following lines from the poem and prepare a note of appreciation.
[Marks :(4)]**

You knew, Emperor of India, Shah Jahan,
That life, youth, wealth, renown
All float away down the stream of time.
Your only dream
Was to preserve forever your heart's pain.
The harsh thunder of imperial power
Would fade into sleep
Like a sunset's crimson splendour,
But it was your hope
That at least a single, eternally-heaved sigh would stay
To grieve the sky.
Though emeralds, rubies, pearls are all
But as the glitter of a rainbow tricking out empty air
And must pass away,
Yet still one solitary tear
Would hang on the cheek of time
In the form
Of this white and gleaming Taj Mahal.

Ans. Identifying the theme

Interpret the lines

Identifying Images and poetic devices

Language suitable for an appreciation

Question.4. Prepare a short profile of Rabindranath Tagore.[Marks :(5)]

Born : 07th May 1861, Kolkata

Nationality : Indian

Career : Poet, Short Story Writer ,Musician,Artist

Major works : Kabuliwala, The Post Master, Geethanjali, Gora

Awards and honours : Nobel Prize for Literature (1913)

Died : 07th August 1941, Kolkata

Ans. Gives an appropriate title.

Writes an effective introduction and conclusion.

Organises important details.

Uses appropriate descriptive vocabulary.

Uses proper linkers for connecting the ideas.

Uses precise and concise language.

We are the World

Question.1. Read the lines from the poem 'We're the World' and answer the questions that follow.[Marks :(4)]

There comes a time when we heed a certain call

When the world must come together as one

There are people dying

And it's time to lend a hand to life

The greatest gift of all

We can't go on pretending day by day

That someone, somewhere will soon make a change

We all are a part of God's great big family

And the truth, you know,

Love is all we need

1. Why does the lyricist say that the world must come together as one?
2. What according to the lyricist is the greatest gift of all?
3. Why does the lyricist ask us to stop pretending?
4. What is the most essential thing in God's great big family?

Ans.

1. There are people dying and the only solution is to stand together as one.
2. Lending a hand to life is the greatest gift of all.
3. It is high time we stopped pretending and acted for a common cause because many people are dying of hunger.
4. Love

Question.2. Read the lines from the poem We're the World and answer the questions that follow.[Marks :(4)]

We are the world, we are the children

We are the ones who make a brighter day

So let's start giving

There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me

1. How according to the lyricist could one make a brighter day?
2. Pick out an instance of alliteration from the given lines.
3. 'So let's start giving'. What does the lyricist mean by this?
4. Which line do you like the most. Why?

Ans.

1. By giving love/help/attention.
2. We are the world.
3. We should give love, kindness, sympathy..etc.
4. Free response.

Question.3. Read the lines from the poem 'We're the World' and answer the questions that follow.[Marks :(4)]

Send them your heart so they'll know that someone cares

And their lives will be stronger and free

As God has shown us by turning stone to bread

So we all must lend a helping hand

When you're down and out, there seems no hope at all

But if you just believe there's no way we can fall

"Well...well...well..."

Let's realise that a change can only come

When we stand together as one.

1. When will our lives become stronger and free?
2. 'Let's realise that a change can only come
When we stand together as one.'

What do these lines convey?

3. When, according to the lyricist, will a change come in this world?
4. Pick out an example for alliteration from the above lines.

Ans.

- 1.** When someone cares for us.
- 2.** We can change our lives when there is unity among us.
- 3.** When the people in this world stand together as one.
- 4.** helping hand