

**EDUMATE**

**XII**

**ENGLISH LITERATURE**



**Government of Kerala**

**DEPARTMENT OF EDUCATION**

**State Council of Educational Research and Training (SCERT), Kerala**

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## *Foreword*

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As part of the comprehensive revision of curriculum from pre-primary to the Higher Secondary sector, new textbooks have been developed for Std. XI and Std XII during the years 2014 -15 and 2015-16 respectively. Evaluation activities should go hand in hand with the new curriculum. Real learning takes place by constructing knowledge through various learning processes.

In a constructive classroom, learners have opportunities to engage in a number of activities in which a range of attributes can be developed. The same activities provide the learner with scope for assessing development of these attributes. Hence there has been a shift from assessing only the products of learning to the process of learning. Anyhow it is to be noted that term end assessment is a part of continuous and comprehensive evaluation.

The main objective of this book is to help the learners to face the public examination with confidence. In this context, questions from all chapters of each subject of Std. XII have been developed along with the scoring indicators. Hope that this question bank titled “Edumate” will be helpful to learners as well as teachers.

Your comments and suggestions are welcome and will assist us in improving the content of this book.

Wish you all the best.

**Dr. J. Prasad**  
**Director**

# Content

## **I. Poetry Section**

1. **The Wild Swans at Coole**
2. **The Unknown Citizen**
3. **No More Hiroshimas**
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5. **Ecology**
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7. **Million Man March**
8. **Africa**

## **II. Short Story Section**

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## **IV. Pygmalion**

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**I****POETRY SECTION****1. The Wild Swans at Coole**

## Question 1

1. Which is the season the poet refers to in the poem The Wild Swans at Coole?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

1. Autumn 1

***Time: 1 minute***

Mark: 1 mark

## Question 2

2. Which is the month referred to by the poet in the poem 'The Wild Swans at Coole'?

**Learning Outcome**

Poetry.2,4

**Scoring Indicators**

1. October 1

***Time: 1 minute***

Mark: 1 mark

## Question 3

3. What is the figure of speech used in the line 'Under the October twilight, the water/Mirrors a still sky'?

**Learning Outcome**

Poetry.3

**Scoring Indicators**

1. Metaphor 1

***Time: 1 minute***

Mark: 1 mark

## Question 4

4. Which is the number chosen by the poet as the number of swans?

**Learning Outcome**

Poetry 2, 4

**Scoring Indicators**

- 1. Fifty nine 1

*Time: 1 minute*

Mark: 1 mark

Question 5

- 5. What does 'Coole' in the poem 'The Wild Swans at Coole' refer to?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

- 1. Coole Park 1

*Time: 1 minute*

Mark: 1 mark

Question 6

- 6. "I have looked upon that brilliant creatures". Which are the brilliant creatures referred to?

**Learning Outcome**

Poetry. 3, 4

**Scoring Indicators**

- 1. Swans 1

*Time: 1 minutes*

Mark: 1 mark

Question 7

- 7. 'Their hearts have not grown old'. What is the figure of speech used here?

**Learning Outcome**

Poetry.3, 4

**Scoring Indicators**

- 1. Synecdoche 1

*Time: 1 minute*

Mark: 1 mark

Question 8

- 8. 'Their hearts have not grown old'. Whose heart?

**Learning Outcome**

Poetry.3, 4

**Scoring Indicators**

- 1. Swans' 1

*Time: 1 minute*

Mark: 1 mark

Question 9

- 9. What are the changes the poet suggests when he says 'All's changed'?

**Learning Outcome**

Poetry.4, 5

**Scoring Indicators**

1. Changes in the life and attitude of the poet 2

**Time: 4 minutes**

Mark: 2 marks

## Question 10

10. What does the poet suggest in the line 'Their hearts have not grown old'?

**Learning Outcome**

Poetry.3, 4, 5

**Scoring Indicators**

1. The permanence of nature as observed in the life of swans 1
2. Changes in the life and attitude of the poet 1

**Time: 4 minutes**

Mark: 2 marks

## Question 11

11. The poem 'The Wild Swans at Coole' begins in a romantic mood and ends in a philosophical tone. Explain

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                      |   |
|--------------------------------------|---|
| 1. Theme, message and poetic devices | 4 |
| 2. The point of view of the poet     | 2 |
| 3. Logical organisation of the text  | 1 |
| 4. Language and style                | 1 |

**Time: 15minutes**

Mark: 8marks

## Question 12

12. What is the theme and message of the poem 'The Wild Swans at Coole'?

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                      |   |
|--------------------------------------|---|
| 1. Theme, message and poetic devices | 3 |
| 2. The point of view of the poet     | 2 |
| 3. Logical organisation of the text  | 2 |
| 4. Language and style                | 1 |

**Time: 15 minutes**

Mark: 8 marks

## Question 13

13. Who or what according to the poet, 'delight men's eyes'?

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

1. Swans

*Time: 1 minute*

Mark: 1 mark

## Question 14

14. What are the anxieties and pains Yeats share in the poem 'The Wild Swans at Coole'?

**Learning Outcome**

Poetry.2, 3, 4, 6

**Scoring Indicators**

- |                                      |   |
|--------------------------------------|---|
| 1. Theme, message and poetic devices | 2 |
| 2. The point of view of the poet     | 1 |
| 3. Logical organisation of the text  | 1 |
| 4. Language and style                | 1 |

*Time: 8 minutes*

Mark: 5 marks

**2. The Unknown Citizen**

## Question 1

1. The unknown citizen was a \_\_\_\_ in the modern sense of an old-fashioned word.

**Learning Outcome**

Poetry.2,

**Scoring Indicators**

- |          |   |
|----------|---|
| 1. Saint | 1 |
|----------|---|

*Time: 1 minutes*

Mark: 1 mark

## Question 2

2. Describe the indicators of modernity satirised by the poet.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

1. Various security measures mentioned in the poem 3



2. Access to modern amenities

2

**Time: 7 minutes**

Mark: 5marks

Question 3

3. How many children did the unknown citizen have?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

1. Five children

**Time: 1 minute**

Mark: 1 mark

Question 4

4. Where did the unknown citizen work?

**Learning Outcome**

Poetry.2, 4

1. Fudge Motors Inc.

**Time: 1 minute**

Mark: 1 mark

Question 5

5. How do we know that the unknown citizen wasn't a scab?

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

1. His membership in a trade union, paid his dues 2

**Time: 4 minutes**

Mark: 2 marks

Question 6

6. Explain the elements of modernity in the poem, 'The Unknown Citizen'

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                      |   |
|--------------------------------------|---|
| 1. Theme, message and poetic devices | 2 |
| 2. The point of view of the poet     | 1 |
| 3. Logical organisation of the text  | 1 |
| 4. Language and style                | 1 |

**Time: 8 minutes**

Mark: 5 marks

## Question 7

7. The poem 'The Unknown Citizen' is an impersonal account of the personal life of a citizen in the modern world. Do you agree? Substantiate.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                     |   |
|-------------------------------------|---|
| 1. Theme, message                   | 3 |
| 2. Analysis of the poem             | 3 |
| 3. Logical organisation of the text | 1 |

**Time: 7minutes**

Mark: 7marks

## Question 8

8. Discuss the irony and satire employed in the poem 'The Unknown Citizen'?

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                     |   |
|-------------------------------------|---|
| 1. Theme and poetic devices         | 2 |
| 2. The point of view of the poet    | 2 |
| 3. Logical organisation of the text | 1 |

**Time: 8 minutes**

Mark: 5marks

## Question 9

9. Name the different agencies of the state which give reports about unknown citizens. Does the poet have a purpose in suggesting these names? Discuss.

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |  |   |
|--|---|
| 1. Various state agencies mentioned in the poem      | 2 |
| 2. Satiristic attack on the concept of welfare state | 2 |

**Time: 8 minutes**

Mark: 4 marks

**3. No More Hiroshimas**

## Question 1

1. What is the poetic device used in the line, 'The river remains unchanged, sad, refusing rehabilitation' of the poem 'No More Hiroshimas'?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

1. Pathetic fallacy

*Time: 1 minute*

Mark: 1 mark

## Question 2

2. Which are the relics that made the poet weep as referred in the poem 'No More Hiroshimas'?

**Learning Outcome**

Poetry.4, 5

**Scoring Indicators**

1. The relics that the poet finds in the museum 2
2. The poet's point of view 2

*Time: 7 minutes*

Mark: 4 marks

## Question 3

3. How does the poet employ death imagery in the poem No More Hiroshimas?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

1. The remnants of nuclear devastation 2
2. Strong anti-war feeling 2

*Time: 7 minutes*

Mark: 4 marks

## Question 4

4. Critically review the poem 'No More Hiroshimas' as an anti-war poem.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- 1.1.Theme, message and poetic devices 4
2. The point of view of the poet 2
3. Logical organisation of the text 1
4. Language and style 1

*Time: 15 minutes*

Mark: 8 marks

## Question 5

5. The poem 'No More Hiroshimas' exposes the romantic notions of war. Discuss.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |                                       |   |
|---------------------------------------|---|
| 1.1.Theme, message and poetic devices | 4 |
| 2. The point of view of the poet      | 1 |
| 3. Anti-war feelings                  | 2 |
| 4. Language and style                 | 1 |

**Time: 15 minutes**

Mark: 8marks

**Question 6**

6. The poem 'No More Hiroshimas' presents a gallery of anti war visuals. Discuss.

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |   |   |
|---|---|
| 1. The remnants of nuclear devastation as presented in the poem | 3 |
| 2. Poet's effort in exposing the cruelty of nuclear devastation | 2 |

**Time: 10minutes**

Mark: 5marks

**Question 7**

7. What is the colour of the lawn described in the poem 'No More Hiroshimas'? What does it suggest?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |                                    |   |
|------------------------------------|---|
| 1. Brown                           | 1 |
| 2. After effects of nuclear attack | 2 |

**Time: 4 minutes**

Mark: 3 marks

**Question 8**

8. What 'kind of life' goes on in post war Hiroshima?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |  |   |
|--|---|
| 1. A kind of life, just surviving after a nuclear attack | 2 |
| 2. Nuclear devastation taking away values                | 2 |

**Time: 5minutes**

Mark: 4marks

## Question 9

9. What is described as 'Ramshackle, muddy, noisy, drab' in the poem 'No More Hiroshimas'?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

1. Railway station exit at Hiroshima 1

*Time: 1 minute*

Mark: 1 mark

## Question 10

10. What is the season mentioned in the poem 'No More Hiroshimas'?

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

1. Winter 1

*Time: 1 minute*

Mark: 3 mark

**4. The Journey of the Magi**

## Question 1

1. Who are the three wise men called the Magi?

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

1. Gaspar, Melchoir and Balthasar 2

*Time: 2 minutes*

Mark: 2 marks

## Question 2

2. What was the purpose behind the journey of the Magi?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

1. To witness the birth of Jesus 1

*Time: 1 minute*

Mark: 1 mark

Question 3

3. The first line of the poem 'The Journey of the Magi' is a quote from \_\_\_\_\_

**Learning Outcome**

Poetry.4

**Scoring Indicators**

1. Lancelot Andrews 1

*Time: 1 minute*

Mark: 3 marks

Question 4

4. What was the destination of the Magi?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

1. Bethlehem 1

*Time: 1 minute*

Mark: 1 mark

Question 5

5. 'An old white horse' is a metaphor for \_\_\_\_\_

**Learning Outcome**

Poetry.4, 5

**Scoring Indicators**

1. Christ's resurrection 1

*Time: 1 minute*

Mark: 1 mark

Question 6

6. The reference to watermill in the poem 'The Journey of the Magi' is \_\_\_\_\_

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

1. The extinction and renewal or birth of Jesus

*Time: 1 minute*

Mark: 1 mark

Question 7

7. Analyse the modernist elements in the poem 'The Journey of the Magi'.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |  |   |
|--|---|
| 1. Theme and message of the poem                 | 3 |
| 2. Point of view of the poet                     | 2 |
| 3. Poetic devices, mood, tone etc.               | 2 |
| 4. Logical organisation and language of the text | 1 |

**Time: 15 minutes**

Mark: 8 marks

**Question 8**

8. Assess the poem 'The Journey of the Magi' as critique on society.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Theme and message of the poem                          | 4 |
| 2. Poet's view and commentary on the contemporary society | 3 |
| 3. Logical organisation of ideas                          | 1 |

**Time: 15 minutes**

Mark: 8 marks

**Question 9**

9. Comment on the symbolic significance of the title of the poem 'The Journey of the Magi'.

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Theme of the poem                                      | 2 |
| 2. Magi representing the quest for truth and spirituality | 2 |

**Time: 5minutes**

Mark: 4marks

**Question 10**

10. Analyse the poem 'The Journey of the Magi' as a quest for spirituality.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Magi representing the journey of life-quest for spirituality | 2 |
| 2. Autobiographic elements in the poem and theme                | 2 |

**Time: 8 minutes**

Mark: 4 marks

**Question 11**

11. What is the message in the line, 'I should be glad of another death' in the poem Journey of the Magi?

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- 1. Search for spirituality-corrupt contemporary life 2
- 2. Theme of the poem-autobiographic elements 2

*Time: 8 minutes*

Mark: 4 marks

Question 12

12. 'Vine leaves over the lintel' is symbolic of \_\_\_\_\_

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- 1. Ritual of Passover or Christ's last supper

*Time: 2 minutes*

Mark: 1 marks

**5. Ecology**

Question 1

1. The poet's Mother suffers from \_\_\_\_\_

**Learning Outcome**

Poetry.2, 4, 5

**Scoring Indicators**

- 1. Migraine

*Time: 1 minute*

Mark: 1 marks

Question 2

2. What is the poetic device used in the line 'our black pillared house whose walls had ears and eyes'?

**Learning Outcome**

Poetry.2, 4, 8

**Scoring Indicators**

- 1. Pathetic fallacy 1

*Time: 1 minute*

Mark: 1 mark

Question 3

3. Examine the poet as a spokesman of eco-conservatism as evident in 'Ecology'.



**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |  |   |
|--|---|
| 1. Theme and message   | 2 |
| 2. The concept of eco conservatism as reflected in the poem  | 2 |
| 3. Appropriate language use and logical organisation of text | 2 |

**Time: 12minutes**

Mark: 6 marks

**Question 4**

4. Comment on the thematic significance of the poem, 'Ecology'.

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |  |   |
|--|---|
| 1.The concept of eco conservatism as reflected in the poem | 2 |
| 2. Appropriate language use                                | 2 |

**Time: 7 minutes**

Mark: 4 marks

**Question 5**

5. What caused the Mother's migraine?

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |                                 |   |
|---------------------------------|---|
| 1. Allergy from Champak flowers | 1 |
|---------------------------------|---|

**Time: 1 minute**

Mark: 1 mark

**Question 6**

6. Analyze the poem Ecology as a nature poem.

**Learning Outcome**

Poetry.2, 3, 4

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Theme and message                          | 3 |
| 2. The concept of eco-conservatism            | 3 |
| 3. Logical presentation and proper sequencing | 2 |

**Time: 15minutes**

Mark: 8 marks

**Question 7**

7. The poem Ecology is an attack on the growing trends of new generation to eliminate whatever seen in their path. Substantiate.

**Learning Outcome**

Poetry.2, 3, 4, 5

**Scoring Indicators**

- 1. The theme and message of the poem 2
- 2. The concept of eco-conservatism as reflected in the poem 2

*Time: 7 minutes*

Mark: 4 marks

Question 8

8. The poem 'Ecology' is taken from the collection of poems titled \_\_\_\_\_

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

- 1. Second Sight 1

*Time: 1 minutes*

Mark: mark

**6. Bicycle**

Question1

- 1. Since Thursday last, the bare living room  
Of my flat's been occupied  
By a stranger from the streets, a light-limbed traveller.  
What is described as a light limbed traveller?

**Learning Outcome**

Poetry.4

**Scoring Indicators**

- 1. Bicycle 1 Mark

*Time: 1 minutes*

Mark: 1 marks

Question 2

- 2. Describe the stranger from the streets who occupied the bare living room of the speaker of the poem, 'Bicycle'?

**Learning Outcome**

Poetry.2, 4

**Scoring Indicators**

- 1. Appearance of the bicycle 2
- 2. Appropriate language use 1

*Time: 4 minutes*

Mark: 3 marks

**18** Question 3

**Learning Outcome**

Poetry 1,2,6,8

3. Comment on the use of poetic diction in the poem Bicycle?

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Identifying the modern trends in poetry    | 2 |
| 2. Explanation of the significance of diction | 2 |
| 3. Language and style                         | 1 |

**Time: 10 minutes**

Mark: 5 marks

## Question 4

**Learning Outcome**

Poetry 5

4. What are the other inmates of the room where the bicycle has been shifted to in the poem, 'Bicycle'?

**Scoring Indicators**

- |                 |   |
|-----------------|---|
| 1. A book shelf | ½ |
| 2. Two chairs   | ½ |

**Time: 1 minutes**

Mark: 1 marks

## Question 5

**Learning Outcome**

Poetry 5, 6

5. Why do the other inmates of the room described in the poem, 'Bicycle' happened to be 'a bookcase and two chairs'?

**Scoring Indicators**

- |                                     |   |
|-------------------------------------|---|
| 1. Explanation of the point of view | 2 |
| 2. Language and style               | 1 |

**Time: 4 minutes**

Mark: 3 marks

## Question 6

**Learning Outcome**

Poetry 3,4,5,6

6. What message does the messengers of time deliver to us in the poem, 'Bicycle'?

**Scoring Indicators**

Poetry Section

- |  |   |
|--|---|
| 1. Explanation of the poet's point of view | 2 |
|--|---|

- |                       |   |
|-----------------------|---|
| 2. Theme and message  | 2 |
| 3. Language and style | 1 |

**Time: 10 minutes**

Mark: 5 marks

## Question 7

**Learning Outcome**

Poetry 4,5,6,8

7. What aspect of modernity do you find in the poem, 'Bicycle'?

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Summary and explanation of the poetic elements | 2 |
| 2. Theme, structure and literary devices          | 3 |
| 3. Organization and logical presentation          | 2 |
| 4. Language and style                             | 2 |

**Time: 14 minutes**

Mark: 8 marks

**7. Million Man March**

## Question 1

**Learning Outcome**

Poetry 3, 4,

1. "The night has been long  
The wound has been deep"  
What does the word 'night' suggest?

**Scoring Indicators**

- |                               |   |
|-------------------------------|---|
| 1. Explanation of the context | 2 |
|-------------------------------|---|

**Time: 4 minutes**

Mark: 2 marks

## Question 2

**Learning Outcome**

Poetry 3, 4, 6

2. "You've worn a badge of shame"  
What does the phrase 'a badge of shame' suggest?

**Scoring Indicators**

- |                                  |   |
|----------------------------------|---|
| 1. Theme and historic background | 2 |
|----------------------------------|---|

**Time: 4 minutes**

Mark: 2 marks

## Question 3

**Learning Outcome**

Poetry 3, 4, 5

3. "The old ones remind us that slavery's chains  
Have paid for our freedom again and again" Explain.

**Scoring Indicators**

- |                                  |   |
|----------------------------------|---|
| 1. Theme and historic background | 2 |
| 2. Language and style            | 1 |

**Time: 5 minutes**

Mark: 3 marks

Question 4

**Learning Outcome**

Poetry 3,4,5,6

4. "The ancestors remind us , despite the history of pain  
We are a going-on people who will rise again"  
What history of pain does the speaker refer to?

**Scoring Indicators**

- |                        |   |
|------------------------|---|
| 1. Historic background | 2 |
| 2. Language and style  | 1 |

**Time: 5 minutes**

Mark: 3 marks

Question 5

**Learning Outcome**

Poetry 3, 4,

5. What does the title of the poem, 'Million Man March' refer to?

**Scoring Indicators**

- |                        |   |
|------------------------|---|
| 1. Historic background | 1 |
|------------------------|---|

**Time: 2 minutes**

Mark: 1 marks

Question 6

**Learning Outcome**

Poetry 2, 3,4,5,8

6. Identify the features of a march song in the poem, Million Man March.

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Theme and poetic device                                  | 3 |
| 2. Analyse features of march song like refrain, rhythm etc. | 2 |
| 3. Historic background                                      | 1 |
| 4. Language and style                                       | 2 |

**Time: 14 minutes**

Mark: 8 marks

## 8. Africa

### Question 1

#### Learning Outcome

Poetry 3, 4, 6

1. Explain the term Negritude.

#### Scoring Indicators

1. Historic background 1

*Time: 1 minutes*

Mark: 1 mark

### Question 2

#### Learning Outcome

Poetry 3, 4,

2. Why does the speaker in the poem, 'Africa' wonder at the fact that the back of Africa is unbent?

#### Scoring Indicators

1. Theme and message 1
2. Historic background and poet's view 1

*Time: 4 minutes*

Mark: 2 marks

### Question 3

#### Learning Outcome

Poetry 3, 4, 6

3. How does the grave voice in the poem, 'Africa' clarify the poet's doubts?

#### Scoring Indicators

1. Historic background of the fight against slavery and colonialism 1

*Time: 1 minutes*

Mark: 1 mark

### Question 4

#### Learning Outcome

Poetry 3, 4, 6

4. Which is central imagery of the poem, 'Africa'?

#### Scoring Indicators

1. The Tree 1

*Time: 1 minutes*

Mark: 1 mark

### Question 5

#### Learning Outcome

Poetry 3, 4, 6

2. "That tree over there  
Splendidly alone amidst white and faded flowers"  
What do white and faded flowers suggest?

**Scoring Indicators**

- |                          |   |
|--------------------------|---|
| 1. Historic background   | 1 |
| 2. Racial discrimination | 1 |

*Time: 3 minutes*

Mark: 2 marks

## Question 6

**Learning Outcome**

Poetry 3, 4, 6

3. What picture of slavery and colonisation emerge in the poem, 'Africa' by David Diop?

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Historic background                            | 1 |
| 2. Centuries of slavery and racial discrimination | 1 |

*Time: 4 minutes*

Mark: 2 mark

## Question 4

**Learning Outcome**

Poetry 3, 4, 6

4. Relate the poem 'Africa' with the peaceful struggle of the people of Africa for freedom.

**Scoring Indicators**

- |                                   |   |
|-----------------------------------|---|
| 1. The theme, message of the poem | 3 |
| 2. Historic background            | 2 |
| 3. Poetic devices and imagery     | 2 |
| 4. Logical organization and style | 1 |

*Time: 15 minutes*

Mark: 8 marks

**9. Night Rain**

## Question 1

**Learning Outcome**

Poetry 3, 4, 6

1. How does the poet relate the life of women to night rain in the poem, 'Night Rain'?

**Scoring Indicators**

- |                      |   |
|----------------------|---|
| 1. Theme and message | 2 |
|----------------------|---|

2. Different stages in a woman's life as portrayed in the poem 2

**Time: 8 minutes**

Mark: 4 mark

Question 2

**Learning Outcome**

Poetry 3, 4, 6

2. "Night rain  
The pensive daughter of the dusky dark"  
Identify the figure of speech.

**Scoring Indicators**

1. Metaphor 1

**Time: 1 minute**

Mark: 1 mark

Question 3

**Learning Outcome**

Poetry 3, 4, 6

3. "Night rain  
Witness to my love  
Who lulled me to sleep"  
Identify the figure of speech.

**Scoring Indicators**

1. Pathetic fallacy or personification 1

**Time: 1 minute**

Mark: 1 mark

Question 4

**Learning Outcome**

Poetry 3,4,5,6

4. "You wiping your face and forcing a smile  
Your hurry and your putting on an act"  
What picture of a matured woman does emerge in these lines?

**Scoring Indicators**

1. Different roles that a woman enacts in life 2  
2. Suppression of the real self a woman 2

**Time: 8 minutes**

Mark: 4 mark



## Question 6

**Learning Outcome**

Poetry 3, 4, 6

5. Comment on the aptness of the title of the poem, 'Night Rain' by Sugathakumari.

**Scoring Indicators**

- |                              |   |
|------------------------------|---|
| 1. Theme and message         | 2 |
| 2. Significance of the title | 2 |

*Time: 7minutes*

Mark: 4mark

**II****SHORT STORY SECTION****1. Doves on the Wing**

## Question 1

**Learning Outcome**

Short Story 2, 3, 4

1. Write a paragraph on the different themes of the story, 'Doves on the Wing'.

**Scoring Indicators**

1. Theme and message 3
2. Logical arrangement and language 2

**Time: 8 minutes**

Mark: 5 mark

## Question 2

**Learning Outcome**

Short Story 2, 3, 4

2. How does the setting of the story contribute to the effective portrayal of the Egyptian society?

**Scoring Indicators**

1. Theme and message 2
2. Element of satire 2
3. Logical arrangement and style 1

**Time: 7 minutes**

Mark: 5 marks

## Question 3

**Learning Outcome**

Short Story 3, 4, 6

3. Why does the narrator remain neutral throughout the story, 'Doves on the Wing' which employs a third person objective narration? Why the action in the story is compared to a game of Doves on the Wing?

**Scoring Indicators**

1. Theme and message 2
2. The passengers and the thieves are on one side the establishment on the other 2

**Time: 7 minutes**

Mark: 4 marks

## Question 4

**Learning Outcome**

Short Story 3, 4, 6

4. Why does the author portray the conscript soldier devoid of all heroism associated with military life?

**Scoring Indicators**

1. Anti-war sentiments 2
2. Sentiments against the corrupt system 2

**Time: 7 minutes**

Mark: 4 marks

## Question 5

**Learning Outcome**

Short Story 2,3,4,6

5. The story, 'Doves on the Wing' brings out the helplessness of all other players in front of a smart player. Whom do you identify as the smart player? Why do you think so?

**Scoring Indicators**

1. The corrupt system is controlling the passengers and the thieves 2

**Time: 4 minutes**

Mark: 2 mark

## Question 6

**Learning Outcome**

Short Story 3, 4, 6

6. Where does the story Doves on the Wing mainly take place?

**Scoring Indicators**

1. In a bus 1

**Time: 1 minute**

Mark: 1 mark

## Question 7

**Learning Outcome**

Short Story 3, 4, 6

7. Consider the bus in story, Doves on the Wing as a symbol of life.

**Scoring Indicators**

1. People with different aims in life subject to the outside control 2

**Time: 4 minutes**

Mark: 2 marks

## 2. We too are Human Beings

### Question 1

#### Learning Outcome

Short Story 2, 3, 4, 6

1. Do confessional elements in a short story reduce its aesthetic value? Substantiate in the light of your reading the story 'We too are Human Beings'.

#### Scoring Indicators

1. Theme and message 2
2. Confessional or autobiographical element 2

*Time: 7 minutes*

Mark: 4 mark

### Question 2

#### Learning Outcome

Short Story 2,3,4,6

2. Comment on the narrative style in the short story We too are Human Beings.

#### Scoring Indicators

1. First person, confessional 2
2. Reads almost like an anecdote 2

*Time: 7 minutes*

Mark: 4 mark

### Question 3

#### Learning Outcome

Short Story 3, 4, 6

3. Describe the socio-cultural background that formed the basis of the short story We too are Human Beings

#### Scoring Indicators

1. Historic background and theme, message of the story 2
2. Racial discrimination 2

*Time: 7 minutes*

Mark: 4 marks

### Question 4

#### Learning Outcome

Short Story 3,4,5,6

4. Examine the short story We Too are Human Beings as a work of Dalit writing

#### Scoring Indicators

1. Historic background and theme, message of the story 2
2. Racial discrimination 2

*Time: 7 minutes*

Mark: 4 mark

## Question 5

**Learning Outcome**

Short Story 3,4,5,6

5. Describe the childhood experiences of the author which became a turning point in her life as presented in the story *We Too are Human Beings*.

**Scoring Indicators**

1. Racial discrimination and the will power to face it 2

*Time: 4 minutes*

Mark: 2 marks

## Question 6

**Learning Outcome**

Short Story 3, 4, 6

6. Education is a weapon that eradicates social evils in the society. Discuss the statement in the light of the story *We Too are Human Beings*.

**Scoring Indicators**

1. Theme and message of the story 2  
2. Childhood experience of the author 2

*Time: 8 minutes*

Mark: 4 marks

## Question 7

**Learning Outcome**

Short Story 3, 4, 6

7. 'The words that Annan spoke to me that day made a very deep impression on me'. Explain the context.

**Scoring Indicators**

1. Annan's comments about racial discrimination 2  
2. How Annan influenced the author 2

*Time: 7 minutes*

Mark: 1 mark

**3. My Old Home**

## Question 1

**Learning Outcome**

Short Story 1,2,3,4

1. Describe the multiple themes explored in the story *My Old Home*

**Scoring Indicators**

1. Theme and message 2  
2. Logical organisation and style 2

*Time: 7 minutes*

Mark: 4 mark

## Question 2

**Learning Outcome**

Short Story 1,2,3,4

2. Analyse the narrative technique in the story My Old Home.

**Scoring Indicators**

- |   |   |
|---|---|
| 1. Mode of narration and effective use of flashback       | 2 |
| 2. Proper organization and correctness of factual details | 2 |

***Time: 7 minutes***

Mark: 4 mark

## Question 3

**Learning Outcome**

Short Story 1,2,3,4

3. 'I felt a shiver run through me'. Why does the narrator of the story 'My Old Home' feel so?

**Scoring Indicators**

- |                         |   |
|-------------------------|---|
| 1. Element of nostalgia | 2 |
| 2. Theme of the story   | 2 |

***Time: 7 minutes***

Mark: 4 mark

## Question 4

**Learning Outcome**

Short Story 1, 2,3,4,6

4. "I was a child then and didn't understand". What didn't Jun-tu understand?

**Scoring Indicators**

- |                       |   |
|-----------------------|---|
| 1. Social status      | 2 |
| 2. Theme of the story | 2 |

***Time: 7 minutes***

Mark: 4 mark

## Question 5

**Learning Outcome**

Short Story 1, 2, 3, 4, 6

5. '...the earth had no roads to begin with, but when many men pass one way, road is made'. Comment on this conclusion in the story My Old Home.

**Scoring Indicators**

- |                             |   |
|-----------------------------|---|
| 1. Theme of the story       | 3 |
| 2. Need for a social change | 2 |

***Time: 7 minutes***

Mark: 5 mark

## 4. Yzur

### Question 1

#### Learning Outcome

Short Story 4, 5

1. Describe the narrator's efforts to 'humanise' an ape as part of experimentation.

#### Scoring Indicators

- |                                |   |
|--------------------------------|---|
| 1. Theme and plot of the story | 3 |
| 2. Point of view of the author | 2 |

*Time: 7 minutes*

Mark: 5 mark

### Question 2

#### Learning Outcome

Short Story 4, 5

2. Animals also possess the ability to think and respond, though they are not as articulate as humans are. Justify the statement in the light of the story Yzur.

#### Scoring Indicators

- |                                  |   |
|----------------------------------|---|
| 1. The theme of the story        | 2 |
| 2. Relevant ideas from the story | 2 |

*Time: 7 minutes*

Mark: 4 mark

### Question 3

#### Learning Outcome

Short Story 4, 5

3. Comment on the narrative style of the short story 'Yzur'.

#### Scoring Indicators

- |  |   |
|--|---|
| 1. Theme and narrative aspect of the story | 2 |
| 2. Language and style                      | 2 |

*Time: 7 minutes*

Mark: 4 mark

### Question 4

#### Learning Outcome

Short Story 4, 5

4. What are the good traits of the ape identified by the author?

#### Scoring Indicators

- |                        |   |
|------------------------|---|
| 1. Factual correctness | 3 |
| 2. Language and style  | 1 |

*Time: 7 minutes*

Mark: 4 mark

## Question 5

**Learning Outcome**

Short Story 4, 5

5. '...his look was so human that I was seized with horror'. Whose look does the narrator describe here in the story 'Yuzur'?

**Scoring Indicators**

- |                                    |   |
|------------------------------------|---|
| 1. Theme of the story              | 3 |
| 2. How Annan influenced the author | 2 |

*Time: 8 minutes*

Mark: 5 mark

## Question 6

**Learning Outcome**

Short Story 4, 5

6. Which are the dying words of Yzur? What does this suggest?

**Scoring Indicators**

- |                        |   |
|------------------------|---|
| 1. Factual correctness | 1 |
|------------------------|---|

*Time: 1 minutes*

Mark: 1 mark

**5. Lt. Aaron Eats his Hat**

## Question 1

**Learning Outcome**

Short Story 4, 5, 6

1. Lt. Aaron Eats His Hat relates to the story of the rivalry between the two towns \_\_\_\_\_ and Deewar.

**Scoring Indicators**

- |                        |   |
|------------------------|---|
| 1. Factual correctness | 1 |
|------------------------|---|

*Time: 1 minutes*

Mark: 1 mark

## Question 2

**Learning Outcome**

Short Story 3, 4, 6

2. According to Manohar Ram, his father Dheeraj Ram was a native of the town \_\_\_\_\_.

**Scoring Indicators**

- |                        |   |
|------------------------|---|
| 1. Factual correctness | 1 |
|------------------------|---|

*Time: 1 minutes*

Mark: 1 mark



## Question 3

**Learning Outcome**

Short Story 3, 4, 6

3. Name of the gold plated trophy instituted by Manahan Ram for the winners of the annual Kabbadi competition

**Scoring Indicators**

1. Factual correctness 1

*Time: 1 minute*

Mark: 1 mark

## Question 4

**Learning Outcome**

Short Story 3, 4, 6

4. Name of the bakery set up by Lt. Aaron

**Scoring Indicators**

1. Factual correctness 1

*Time: 1 minute*

Mark: 1 mark

## Question 5

**Learning Outcome**

Short Story 3, 4, 6

5. Attempt a critical review of the short story Lt. Aaron Eats his Hat.

**Scoring Indicators**

1. Theme, narrative technique 3  
2. Plot and main ideas discussed 2  
3. Character analysis 2  
4. Language and style 1

*Time: 15 minutes*

Mark: 8 mark

## Question 6

**Learning Outcome**

Short Story 3, 4, 6

6. Briefly describe how did Lt. Aaron outwit the people of Dilshan and Deewar.

**Scoring Indicators**

1. Plot and main ideas discussed 2  
2. Character analysis 2  
3. Language and style 1

*Time: 10 minutes*

Mark: 5 mark

# III NON-FICTION

## 1. Excerpts from The Sixth Sense

Question 1

### Learning Outcomes

- o N.12,13,14

Question Text

Match the following

- |               |  |
|---------------|--|
| o beat        | - existing outside the frame                               |
| o intercut    | - a dialogue by a character who is not on the screen       |
| o voice over  | - an idea or after thought marked by brackets, dashes etc. |
| o parenthesis | - a pause  |

### Scoring indicators

- o Matching each term with the suitable definition : 1 mark each

**Time : 3 minutes**

Score : 4

Question 2

### Learning Objectives

- o N.13,14,15

Question Text

Write a paragraph on the structure of a screen play.

### Scoring Indicators

- |   |   |
|---|---|
| o An account of the structure of a script             | 2 |
| o Explanation of the different terms used in a script | 2 |
| o Language and style employed                         | 1 |

**Time : 10 minutes**

Score : 5

Question 3

### Learning Outcomes

- o N.13,14

Question Text

In a script, the sounds other than dialogues are written in \_\_\_\_\_

- o upper case
- o lower case

- o parenthesis
- o sentence case

**Scoring Indicators**

- o Chooses the correct answer 1

*Time : 1 minute*

Score : 1

## Question 4

**Learning Outcomes**

- o N. 13,14

## Question Text

While writing a script, the term 'slam cut' is used to denote

- o one scene fading into black
- o one scene ending violently
- o one scene cutting into another scene abruptly
- o two scenes going on simultaneously

**Scoring Indicators**

- o Identifies the correct answer 1

*Time : 1 minute*

Score : 1

## Question 5

**Learning Outcomes**

- o N . 13,14

## Question Text

What are the different steps in writing a screenplay?

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time : 10 minutes*

Score : 5

## Question 6

**Learning Outcomes**

- o N.14, N.15

## Question Text

You are writing a screenplay. What technical terms would you use to express the following conditions?

- o An action taking place indoors
- o A dialogue by the same character after an action or parenthesis
- o An action taking place outdoors
- o A pause in action

**Scoring Indicators**

- o Uses the correct technical terms 4

*Time : 5 minutes*

Score : 4

## Question 7

**Learning Outcomes**

- o N. 13,14

## Question Text

Distinguish between the terms 'cut to', 'slam cut' and 'fade to black'.

**Scoring Indicators**

- o Indicating the situations in which the terms are used 2
- o Detailed explanation 2
- o Use of appropriate language 1

*Time : 6 minutes*

Score : 5

**2. In Memory of Azores**

## Question 1

**Learning Outcomes**

- o N.2,10

## Question Text

The people of Azores are mainly \_\_\_\_\_

- o Spanish
- o American
- o Irish
- o Portuguese

**Scoring Indicators**

- o Chooses the correct answer 1

*Time : 1 minute*

Score : 1

## Question 2

**Learning Outcomes**

- o N.2.10

## Question Text

Attempt a paragraph on the life and occupation of the people of Azores.

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time : 10 minutes**Score : 5*

## Question 3

**Learning Outcomes**

- o N.2,10

## Question Text

What reasons will you accord for the poorly maintained Cathedral in Azores?

**Scoring Indicators**

- o Comprehensiveness and factual correctness 2
- o Proper organisation 2
- o Use of appropriate language 1

*Time : 10 minutes**Score : 5*

## Question 4

**Learning Outcomes**

- o N.2,10

## Question Text

Mark Twain called the people of Azores 'lazy'. But, the readers form an opposite view of them as we finish reading 'In Memory of Azores'. Justify.

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1

*Time : 8 minutes**Score : 4*

## Question 5

**Learning Outcomes**

- o N.2,10

## Question Text

Bring out elements of humour as reflected 'In Memory of Azores'.

**Scoring Indicators**

- o Identifying instances of humour and satire 3
- o Proper organisation of facts 1

*Time : 8 minutes**Score : 4*

## Question 6

**Learning Outcomes**

- o N.2,10

## Question Text

Samuel Langhorne Clemens is better known as \_\_\_\_\_

**Scoring Indicators**

Factual correctness 1

*Time : 1 minute*

*Score : 1*

**3. Role Play**

## Question 1

**Learning Outcomes**

- o N.4,5,6

## Question Text

According to V Geetha what injustice does the society show in assigning and demanding a role play from women?

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time : 10 minutes*

*Score : 5*

## Question 2

**Learning Outcomes**

- o N.4,5,6

## Question Text

How are different behavioural patterns created for boys and girls in their houses and schools?

**Scoring Indicators**

- o The role of society, family, schools etc. in assigning different behavioural patterns 3
- o Proper organisation of facts and supporting materials 1
- o Use of appropriate language 1

*Time : 10 minutes*

*Score : 5*

## Question 3

**Learning Outcomes**

- o N.4.5.6,7

## Question Text

How does gender differentiate and discriminate achievements in career of men and women?

## Scoring Indicators

- o Comparison of career achievements of men and women 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 10 minutes*

*Score: 5*

## Question 4

## Learning Outcomes

- o N.4,5,6,7

## Question Text

Why do women get an image of 'one of the guys'? How does society respond when men assume similar roles?

## Scoring Indicators

- o Women taking up role of men 3
- o Proper organisation 1
- o Appropriate language used 1

*Time: 10 minutes*

*Score: 5*

## 4. Are the Rich Happy?

## Question 1

## Learning Outcomes

- o N.3,5

## Question Text

Bring out the snobbery and pretensions of people as expressed in the essay, 'Are the Rich Happy?'

## Scoring Indicators

- o Elements of satire and social criticism 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 10 minutes*

*Score: 5*

## Question 2

## Learning Outcomes

- o N.3,5

## Question Text

How does the author communicate the idea that happiness has nothing to do with one's wealth and position in life?

## Scoring Indicators

- o Comparison of different incidents 2
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 8 minutes*

*Score: 4*

## Question 3

## Learning Outcomes

- o N.3.5

## Question Text

Consider 'Are the Rich Happy?' as an essay of a lighter tone and attempt a critical appreciation.

## Scoring Indicators

- o Theme, message and style of the essay 3
- o Proper organisation of facts 1
- o Use of appropriate language 1

*Time: 10 minutes*

*Score: 5*

## 5. The Story of English - An Overview

## Question 1

## Learning Outcomes

- N.5, 6

## Question Text

Attempt a paragraph on the role of English Language in post independence India.

## Scoring Indicators

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 10 minutes*

*Score: 5*

## Question 2

## Learning Outcomes

- N.1.2

## Question Text

What was the language spoken by Celts?



**Scoring Indicators**

Celtic

1

*Time: 1 minute**Score: 1*

## Question 3

**Learning Outcomes**

- o N.4,5

## Question Text

Attempt a paragraph on the impact of Norman Conquest on English language.

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 10 minutes**Score: 5*

## Question 4

**Learning Outcomes**

- o N.4,5

## Question Text

How did the invention of printing help in fixing a Standard English language?

**Scoring Indicators**

- o Comprehensiveness and factual correctness 3
- o Proper organisation 1
- o Use of appropriate language 1

*Time: 10 minutes**Score: 5*

## IV PYGMALION

### Question 1

#### Learning Outcome

D.4

#### Question Text

In the play 'Pygmalion', Shaw uses the same character to represent different social classes. Explain.

#### Scoring Indicators

- o Comparing Eliza's past and present 2
- o Explanation of the social context 2
- o Language and style 1

*Time: 10 minutes*

*Score: 5*

### Question 2

#### Learning Outcomes

D2, D4, D7

#### Question Text

Compare and contrast the appearance, manners and mode of speech of Eliza, the flower girl and Eliza, the lady.

#### Scoring Indicators

- o Stating the character traits 1
- o Comparing and contrasting 3
- o Use of proper expressions 1
- o Proper language 1

*Time: 10 minutes*

*Score: 6*

### Question 3

#### Learning Outcomes

D2

#### Question Text

Write a paragraph on Eliza's transformation into a lady.

**Scoring Indicators**

- o Comprehensiveness of ideas 3
- o Proper sequencing 1
- o Language employed 1

*Time: 10 minutes**Score: 5*

## Question 4

**Learning Outcomes**

D1

## Question Text

How does Shaw connect Higgins and Pygmalion?

**Scoring Indicators**

- o Narrating the story 2
- o Establishing the connection between the characters 2
- o Use of appropriate language 1

*Time: 10 minutes**Score: 5*

## Question 5

**Learning Outcomes**

D2, D4

## Question Text

Explain the title of the play 'Pygmalion'.

**Scoring Indicators**

- o Exposition of proper ideas 3
- o Quality of language used 1

*Time: 6 minutes**Score: 4*

## Question 6

**Learning outcomes**

D2

## Question Text

Describe Eliza the flower girl.

**Scoring Indicators**

- o Description of appearance 2
- o Description of character 2

*Time: 5 minutes**Score: 4*

## Question 7

**Learning Outcomes**

D2

## Question Text

Who represents the mythological character 'Pygmalion' in the play?  
Why?

**Scoring Indicators**

- o Naming the character 1
- o Giving explanation 3

*Time: 5minutes**Score: 4*

## Question 8

**Learning Outcomes**

D2, D10

## Question Text

Compare Higgins to the mythological character 'Pygmalion'.

**Scoring Indicators**

- o Comprehensiveness of ideas 2
- o Proper organisation 1
- o Language employed 1

*Time: 6 minutes**Score: 4*

## Question 9

**Learning Outcomes**

D.4 D.6 D.7 D.10 D8

## Question Text

Prepare a write-up on Shaw's portrayal of the Victorian society in  
'Pygmalion'.

**Scoring Indicators**

- o Theme of the play 2
- o Description of the Victorian society 4
- o Proper sequencing of ideas 1
- o Use of correct language 1

*Time: 15 minutes**Score: 8*

## Question 10

**Learning Outcomes**

D.2 D.5

## Question Text

'Though a trainer of finesse, Higgins is a savage at heart.' Do you agree? Justify.

**Scoring Indicators**

- o Analysis of the character 2
- o Justification of the opinion expressed 2
- o Quality of language 1

*Time: 10 minutes*

*Score: 5*

## Question 11

**Learning Outcomes**

D.2

## Question Text

Prepare a character sketch of Mrs. Higgins.

**Scoring Indicators**

- o Listing of the character traits 1
- o Describing the character in a comprehensive way 3
- o Use of appropriate language 1

*Time: 10 minutes*

*Score: 5*

## Question 12

**Learning Outcomes**

D.2, 8

## Question Text

How is the mother- son relationship portrayed in the play 'Pygmalion'?

**Scoring Indicators**

- o Comprehensive and appropriate ideas 3
- o Proper sequencing 2
- o Quality of language 1

*Time: 15 minutes*

*Score: 6*

## Question 13

**Learning Outcomes**

D. 13, 14

## Question Text

Mrs. Higgins and Mr. Doolittle are entirely different in their attitude towards their children. Write a paragraph comparing them as parents based on the social conditions which have shaped them.

**Scoring Indicators**

- o Description of characters 2
- o Comparison as parents 3
- o Use of proper language 1

*Time: 12 minutes**Score: 6*

## Question 14

**Learning outcomes**

D. 12, 13, 14

## Question Text

What is the role played by Mrs. Pearce in the play 'Pygmalion'?

**Scoring Indicators**

- o Analysing the role of the character in the play 2
- o Proper sequencing of ideas 1
- o Language used 1

*Time: 7 minutes**Score: 4*

## Question 15

**Learning Outcomes**

D 8

## Question Text

What warning does Mrs Pearce give Higgins when she hears about his decision to train Eliza?

**Scoring Indicators**

- o Comprehensiveness of ideas 3
- o Appropriate language used 1

*Time: 7 minutes**Score: 4*

## Question16

**Learning Outcomes**

D.10

## Question Text

Compare and contrast the characters of Mr. Higgins and Mr. Pickering.

**Scoring Indicators**

- o Character sketches of Mr. Higgins and Mr. Pickering 2
- o Comparison of characters 2
- o Use of proper expressions of comparison 2

*Time : 12minutes**Score: 6*

## Question 17

**Learning Outcomes**

D.1

## Question Text

Why was Mr. Higgins planning to visit India?

**Scoring Indicators**

- o Stating suitable reasons. 2

*Time: 4 minutes**Score: 2*

## Question18

**Learning Outcomes**

D.10

## Question Text

What aspects of Higgins' character does the description of his drawing room give?

**Scoring Indicators**

- o Description of the room 3
- o Explaining the character on the basis of the description of the room 2
- o Use of proper language 1

*Time: 15 minutes**Score: 6*

## Question19

**Learning Outcomes**

D.4

## Question Text

What is the purpose of introducing the women of Eynsford Hill in the play?

**Scoring Indicators**

- o Use of appropriate ideas 2
- o Proper sequencing of ideas 2
- o Quality of language 1

*Time: 10 minutes**Score: 5*

## Question 20

**Learning Outcomes**

D.10

## Question Text

The play ends with a very agitated Eliza proclaiming her independence. Write a paragraph assessing Eliza as a liberated woman.

**Scoring Indicators**

- o Comprehensiveness of ideas 2
- o Proper sequencing 2
- o Language & style 1

*Time: 10 minutes**Score: 5*

## Question 21

**Learning Outcomes**

D.5

## Question Text

Analyse the 'Pygmalion' as a romance in five acts with reference to its theme, characters, structure and message.

**Scoring Indicators**

- o Summary of the play 3
- o Analysis of structure 3
- o Proper sequencing of events 1
- o Language & style 1

*Time: 15 minutes**Score: 8*

## Question 22

**Learning outcomes**

D10

## Question Text

Pygmalion portrays the pathetic condition of women in a male dominated society. Respond to this statement and justify your response.

**Scoring Indicators**

- o Summary 3
- o Analysis of the theme 3
- o Comprehensive & proper sequencing 1
- o Appropriate language used 1

*Time: 15 minutes**Score: 8*

## Question 23

**Learning Outcomes**

D4, 10

## Question Text

Compare Eliza and Mrs. Higgins as representatives of women in the Victorian era.



**Scoring Indicators**

- o Analysis of the theme & the characters 3
- o Comparison of characters 3
- o Proper sequencing of ideas 1
- o Language & style 1

*Time: 15 minutes**Score: 8*

## Question 24

**Learning Outcomes**

D9

## Question Text

Shaw explores the themes of inequality and suppression in the play. Illustrate.

**Scoring Indicators**

- o Summary 3
- o Analysis of theme & characters 2
- o Proper sequencing of incidents 1
- o Language & style 1

*Time: 15 minutes**Score: 8*

## Question 25

**Learning Outcomes**

D5

## Question Text

Though Shaw calls his play 'Pygmalion', the story of Higgins and Eliza differ from their mythological counterparts. Substantiate.

**Scoring Indicators**

- o Description of characters 2
- o Comparison of characters 2
- o Language & style 1

*Time: 10 minutes**Score: 5*

## Question 1

**Learning Outcomes**

NOVEL 3, 5

## Question Text

Gregor after his transformation becomes a symbol of the alienation of modern man. Explain.

**Scoring Indicators**

- o Summary 3
- o Analysis of the theme of alienation 3
- o Proper sequencing of ideas 1
- o Language and style 1

*Time: 15 minutes**Score: 8*

## Question 2

**Learning Outcomes**

NOVEL 2

## Question Text

Write a paragraph on the absurd elements in 'Metamorphosis'.

**Scoring Indicators**

- o Comprehensiveness of ideas 2
- o Sequencing of facts 2
- o Language used 1

*Time: 10 minutes**Score: 5*

## Question 3

**Learning Outcomes**

NOVEL 8

## Question Text

Write a paragraph describing the change of attitude in Greta towards Gregor.

**Scoring Indicators**

- o Proper ideas 3
- o Quality of language 1

*Time: 6 minutes**Score: 4*

## Question 4

**Learning Outcomes**

NOVEL 5

## Question Text

The metamorphosis in Gregor is not only physical, it has psychological dimensions too. Substantiate.

**Scoring Indicators**

- o Summary of the novel 3
- o Analysis of theme & character 3
- o Sequencing of ideas 1
- o Language and style 1

*Time: 15 minutes**Score: 8*

## Question 5

**Learning Outcomes**

NOVEL 4

## Question Text

Illustrate how Kafka presents Gregor's family as a symbol of modern society.

**Scoring Indicators**

- o Summary of the novel 3
- o Analysis of theme 3
- o Proper sequencing of facts 1
- o Quality of language 1

*Time: 15 minutes**Score: 8*

## Question 6

**Learning Outcomes**

NOVEL 7

## Question Text

What are the reasons for the vehement hatred Gregor's father has towards him?

**Scoring Indicators**

- o Comprehensiveness of ideas 2

- o Sequencing of ideas 1
- o Language and style 1

*Time: 6 minutes*  
*Score: 4*

Question 7

**Learning Outcomes**

NOVEL 5

Question Text

Towards the end of the novel, the maid is the only one who does not hate Gregor. What does this signify?

**Scoring Indicators**

- o Proper sequencing of ideas 2
- o Language used 2

*Time: 6 minutes*  
*Score: 4*

Question 8

**Learning Outcomes**

NOVEL 7

Question Text

Compare and contrast the attitudes of the two maids in the novel 'Metamorphosis'.

**Scoring Indicators**

- o Comparison of characters 2
- o Character traits of the maids 1
- o Use of appropriate language 1

*Time: 6 minutes*  
*Score: 4*

Question 9

**Learning Outcomes**

NOVEL 5

Question Text

How does the family react to Gregor's death?

**Scoring Indicators**

- o Comprehensive of ideas expressed 3
- o Proper sequencing of the ideas 1
- o Use of suitable language 1

*Time: 10 minutes*  
*Score: 5*

## Question 10

**Learning Outcomes**

NOVEL 7

## Question Text

Write in a paragraph the portrayal of the brother-sister relationship in the novel?

**Scoring Indicators**

- o Comprehensive of the ideas expressed 3
- o Sequencing of ideas 2
- o Use of suitable language 1

*Time: 12 minutes**Score: 6*

## Question 11

**Learning Outcomes**

NOVEL 4

## Question Text

Assess 'Metamorphosis' as a modern novel and write an essay highlighting its features.

**Scoring Indicators**

- o Theme & summary 3
- o Analysis of the text 3
- o Sequencing of ideas 1
- o Use of appropriate language 1

*Time: 15 minutes**Score: 8*

## Question 12

**Learning Outcomes**

NOVEL 7

## Question Text

Write an account of the encounter between Gregor and the cleaning woman.

**Scoring Indicators**

- o Appropriate sequencing of ideas 3
- o Use of suitable language 1

*Time: 6 minutes**Score: 4*

## Question 13

**Learning Outcomes**

NOVEL 5

## Question Text

Narrate the evolution of plot in the novel, 'Metamorphosis '.

**Scoring Indicators**

- o Comprehensiveness of ideas 4
- o Sequencing of ideas and facts 2
- o Language and style 2

*Time: 15 minutes*

*Score: 8*

## Question 14

**Learning Outcomes**

NOVEL 7

## Question Text

Gregor's mother does not qualify as a perfect mother. Do you agree? Justify your answer.

**Scoring Indicators**

- o Analysis of the character 2
- o Expressing of viewpoints 2
- o Quality of language 1

*Time: 10 minutes*

*Score: 5*

## Question 15

**Learning Outcomes**

NOVEL 7

## Question Text

Guilt is the dominant emotion in Gregor's life. Explain.

**Scoring Indicators**

- o Summary of the novel 3
- o Analysis of text 3
- o Proper sequencing of facts 1
- o Language and style 1

*Time: 15 minutes*

*Score: 8*

## Question 16

**Learning Outcomes**

NOVEL 5

## Question Text

What were the responsibilities that fell upon Grete after Gregor turned into a vermin?

**Scoring Indicators**

- o Sequencing of proper events 3
- o Language and style employed 1

*Time: 8 minutes**Score: 4*

Question 17

**Learning Outcomes**

NOVEL 5

Question Text

Gregor's father wears his uniform constantly. What does this signify?

**Scoring Indicators**

- Analysis of theme & character 3
- Proper sequencing of facts 1
- Quality of language employed 1

*Time: 10 minutes**Score: 5*

Question 18

**Learning Outcomes**

NOVEL 5

Question Text

In the course of the novel, Gregor's room turns into a dumping yard of junks. What does this imply?

**Scoring Indicators**

- o Comprehensiveness of the ideas expressed 3
- o Organisation of ideas 1
- o Use of suitable language 1

*Time: 10 minutes**Score: 5*

Question 19

**Learning Outcomes**

NOVEL 7

Question Text

How did the lodgers react when they saw Gregor?

**Scoring Indicators**

- o Proper expression of the reactions 3
- o Use of suitable language 1

*Time: 6 minutes**Score: 4*

## Question 20

**Learning Outcomes**

NOVEL 5

## Question Text

Describe the dying moments of Gregor.

**Scoring Indicators**

- o Comprehensiveness of ideas 3
- o Proper sequencing of ideas 1
- o Quality of language used 1

*Time: 10 minutes**Score: 5*

## Question 21

**Learning Outcomes**

NOVEL 5

## Question Text

What plans were made by the Samsa family regarding their future after Gregor's death?

**Scoring Indicators**

- o Expression and sequencing of proper ideas 2
- o use of appropriate language 2

*Time: 6 minutes**Score: 4*

## Question 22

**Learning outcomes**

NOVEL 7

## Question Text

Describe the appearance of Gregor as a vermin.

**Scoring Indicators**

1. Appropriateness of ideas 3
2. Proper sequencing 1
3. Language and style 1

*Time: 10 minutes**Score: 5*

## Question 23

**Learning Outcomes**

Novel 5, 7

## Question Text

Gregor was a perfect son though his parents never realised it. Do you agree? Justify your answer.



**Scoring Indicators**

- |                          |   |
|--------------------------|---|
| 1. Analysis of theme     | 3 |
| 2. Analysis of character | 3 |
| 3. Appropriate language  | 1 |

*Time: 15 minutes*

*Score: 7*

## Question 24

**Learning outcomes**

Novel 7

## Question Text

Grete was very possessive of Gregor during her role as his caretaker. Cite an incident to prove this.

**Scoring Indicators**

- |                            |   |
|----------------------------|---|
| 1. Description of incident | 3 |
| 2. Sequencing of ideas     | 1 |
| 3. Proper use of language  | 1 |

*Time: 10*

*Score: 5*