

JAC Board Class 12, 2026 English 'A' Question Paper with Solutions

Time Allowed :3 Hours	Maximum Marks :100	Total questions :38
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General Instructions

Read the following instructions very carefully and strictly follow them:

1. The paper is divided into two sections – Section A (Compulsory) and Section B (Elective).
2. Section A is compulsory for all candidates and generally includes objective-type questions, short answer questions, and long answer questions from the prescribed syllabus.
3. In Section A, candidates are required to answer all questions. The questions will cover topics from ancient, medieval, and modern history as prescribed by the syllabus.
4. Section B consists of elective questions. Candidates are required to attempt questions from the chosen topic according to the provided options.
5. The questions in Section A will be in the form of multiple-choice, short answer, and essay-type questions.
6. Answers to all questions must be written in neat and legible handwriting. Candidates must adhere strictly to the word limit mentioned in the questions.
7. Use of unfair means or electronic devices during the examination is strictly prohibited.
8. Candidates must ensure that they write their answers in the correct format, following the instructions given for each section.

1. 'The Last Lesson' is set in the days of

- (A) The Franco-Prussian War
- (B) The French Revolution
- (C) The Russian Revolution
- (D) The First World War

Correct Answer: (A) The Franco-Prussian War

Solution:

”The Last Lesson” is a short story by French author Alphonse Daudet, first published in 1873. The story is set during the **Franco-Prussian War (1870-1871)**.

Historical Context:

- France lost the war to Prussia (led by Otto von Bismarck), resulting in the Treaty of Frankfurt (1871).
- As part of the treaty, France was forced to cede the territories of Alsace and Lorraine to Prussia.
- The new German rulers mandated that German, instead of French, would be the language of instruction in schools in these regions.

The story takes place in a school in Alsace on the day when the villagers receive the heartbreaking news that this will be the *last* French lesson, as German is to be imposed from the next day onward. The narrative captures the emotional impact of this linguistic and cultural loss.

The other options are incorrect:

- **French Revolution (1789-1799):** A period of radical social and political upheaval in France, too early for this story.
- **Russian Revolution (1917):** Occurred much later and in Russia, not relevant to Alsace-Lorraine.
- **First World War (1914-1918):** Also occurred later; the story was written before this war.

Final Answer: The Franco-Prussian War

Quick Tip

”The Last Lesson” by Alphonse Daudet reflects the impact of the Franco-Prussian War (1870-71) and the loss of French identity in Alsace-Lorraine through the imposition of the German language in schools.

2. When and where was the Annual Convention of the Indian National Congress party held?

- (A) December 1916, Mumbai
- (B) January 1917, Bangalore
- (C) December 1916, Lucknow
- (D) January 1917, Varanasi

Correct Answer: (C) December 1916, Lucknow

Solution:

The Annual Convention of the Indian National Congress referred to in this context was held in **December 1916 at Lucknow**. This session is historically significant for several reasons:

- **Date:** The 31st Annual Session of the Indian National Congress took place from December 26 to 29, 1916 [citation:5].
- **Location:** The session was held in Lucknow, which is now the capital city of Uttar Pradesh [citation:7].
- **President:** The session was presided over by Ambica Charan Mazumdar [citation:7].
- **Lucknow Pact:** During this session, the historic Lucknow Pact was signed between the Indian National Congress and the All India Muslim League, marking a significant moment of Hindu-Muslim unity in the freedom struggle [citation:1][citation:3][citation:6].
- **Reunion of Factions:** This session also witnessed the reunion of the Moderates and Extremists factions within the Congress, who had been divided since the Surat session of 1907 [citation:7].

- **Gandhi's Attendance:** This was also the first Congress session attended by Mahatma Gandhi after his return to India from South Africa in 1915 [citation:4].

The other options are incorrect:

- **December 1916, Mumbai:** While the first session of Congress (1885) was held in Mumbai (then Bombay), the 1916 session was not held there.
- **January 1917, Bangalore:** No significant Congress session was held in Bangalore during this period.
- **January 1917, Varanasi:** The 1905 session was held in Benaras (Varanasi), but not in 1917.

Final Answer: December 1916, Lucknow

Quick Tip

The Lucknow Session of 1916 is remembered for two major developments: (1) The reunification of the Moderates and Extremists within Congress, and (2) The Lucknow Pact between Congress and the Muslim League, which demanded self-government for India.

3. What is the story 'Deep Water' speaking about?

- (A) Fear of water and the way to overcome it
- (B) Fear of people and the way to overcome it
- (C) Fear of dogs and the way to overcome it
- (D) Fear of swimming and the way to overcome it

Correct Answer: (A) Fear of water and the way to overcome it

Solution:

'Deep Water' is an autobiographical essay by William Douglas, which was excerpted from his book 'Of Men and Mountains'. The story primarily deals with:

- **The Origin of Fear:** Douglas recounts a terrifying incident from his childhood when he nearly drowned at a YMCA pool in Yakima, Washington. A big boy tossed him into the deep end, and he sank to the bottom, struggling for breath and life. This traumatic experience left him with an intense and paralyzing fear of water .
- **The Impact of Fear:** The fear of water haunted him for years, preventing him from enjoying aquatic activities like fishing, canoeing, and swimming. He describes how this fear became a burden, robbing him of joy and confidence .
- **Overcoming the Fear:** The story then focuses on Douglas’s determined and methodical efforts to conquer his fear. He hires an instructor who teaches him swimming step-by-step. Beyond just learning to swim, Douglas undergoes a psychological journey, repeatedly confronting his fear until he finally overcomes it. He ventures into different water bodies, including the deep waters of Lake Wentworth and Warm Lake, to prove to himself that he is truly free from fear .

The story is a powerful metaphor for facing one’s deepest fears and the sense of liberation that comes from conquering them.

Final Answer: Fear of water and the way to overcome it

Quick Tip

‘Deep Water’ by William Douglas is not just about learning to swim; it is about the psychological journey of confronting and conquering a deep-seated fear, using water as the central element.

4. Where was Saheb employed?

- (A) at a tea stall
- (B) at a saree shop
- (C) at a jewellery shop
- (D) at a sweet shop

Correct Answer: (D) at a sweet shop

Solution:

This question refers to the story "Lost Spring" by Anees Jung, which depicts the lives of street children in India, focusing on Saheb-e-Alam, a ragpicker, and Mukesh, a bangle maker. Saheb, whose full name ironically means 'Lord of the Universe', is a poor boy from Dhaka, Bangladesh, who migrated to Delhi with his mother. Initially, he is seen ragpicking in the neighborhood of Seemapuri, searching for recyclable materials like rags, paper, and sometimes "gold" (anything valuable) in the garbage dumps.

Later in the story, the author encounters Saheb again and learns that he is no longer ragpicking. When asked where he works, Saheb replies that he is employed at a sweet shop. However, his employment is not a matter of pride or improvement:

- **The Job:** Saheb works at a sweet shop in the market, carrying sacks of sugar and other items .
- **The Irony:** Despite having a steady job, Saheb has lost his former freedom. He is now paid Rs. 800 per month and given meals, but he expresses a sense of loss. He misses the freedom of his ragpicking days, where he was his own master. The author notes that while ragpicking had no future, it at least had the "promise of surprise" – the chance of finding something valuable. In the sweet shop, there is no such surprise, only the monotony of work .
- **The Name:** The owner of the sweet shop calls him by a different name, further stripping him of his identity and individuality .

Thus, Saheb's employment at the sweet shop represents a complex transition from poverty with freedom to employment with lost autonomy.

Final Answer: at a sweet shop

Quick Tip

In 'Lost Spring', Saheb's employment at the sweet shop symbolizes the loss of freedom and identity that often accompanies poverty, even when one moves from ragpicking to formal employment.

5. Whom did Gandhiji send telegram to, in Muzaffarpur?

- (A) Rajendra Prasad
- (B) Rajkumar Shukla
- (C) J. B. Kriplani
- (D) Commissioner of Tirhut

Correct Answer: (C) J. B. Kriplani

Solution:

This question refers to Gandhi's historic journey to Champaran in 1917, which marked his first active involvement in India's freedom struggle [citation:2].

Background: Rajkumar Shukla, a persistent farmer from Champaran, convinced Gandhiji to visit Bihar and investigate the plight of indigo farmers suffering under the oppressive tinkathia system [citation:2].

The Telegram: Before proceeding directly to Champaran, Gandhiji decided to first go to Muzaffarpur to gather more complete information about the conditions. He sent a telegram to **Professor J. B. Kripalani** of the arts college in Muzaffarpur, whom he had previously met at Tagore's Shantiniketan School [citation:1].

The Arrival: When Gandhiji's train arrived at Muzaffarpur station at midnight on April 15, 1917, Professor Kripalani was waiting at the station with a large group of students to receive him [citation:1]. Gandhiji stayed for two days at the home of Professor Malkani, a government school teacher, which was considered extraordinary at the time since government employees were afraid to openly sympathize with home rule advocates [citation:1].

Why Others Are Incorrect:

- **Rajendra Prasad:** He joined Gandhiji later during the Champaran movement but was not the recipient of this particular telegram [citation:2].
- **Rajkumar Shukla:** He was the persistent farmer who accompanied Gandhiji from Calcutta to Patna and then to Muzaffarpur, not the telegram recipient [citation:2].
- **Commissioner of Tirhut:** Gandhiji did meet the Tirhut Commissioner L.F. Morshed

later in Muzaffarpur, but this was through a written note seeking an interview, not a telegram sent from before arrival [citation:2].

Final Answer: J. B. Kriplani

Quick Tip

The Champaran episode (1917) was Mahatma Gandhi's first civil disobedience movement in India. Remember that J.B. Kripalani (who later became a prominent Congress leader) was the professor who received Gandhi at Muzaffarpur station.

6. Which of the following can be added to make article writing interesting?

- (A) Quotes
- (B) Statistics
- (C) Both (A) and (B)
- (D) None of these

Correct Answer: (C) Both (A) and (B)

Solution:

Article writing is a form of expression that aims to inform, persuade, or entertain readers. To make an article engaging and impactful, writers employ various stylistic and structural elements. Both quotes and statistics serve as powerful tools to enhance the quality and interest of an article:

- **Quotes:**

- Adding quotes from experts, famous personalities, or relevant sources lends authority and credibility to the article .
- Quotes can provide a human element, making the content more relatable and emotionally resonant .
- They break the monotony of text and offer a fresh perspective, often summarizing complex ideas in memorable words .

- **Statistics:**

- Statistics provide concrete evidence and factual support for the claims made in the article .
- They add precision and objectivity, helping readers understand the scale or significance of an issue .
- Well-presented data (numbers, percentages, trends) can make abstract concepts tangible and more convincing .

Why Both Are Important: When used together, quotes and statistics create a balanced article. Statistics provide the logical backbone (logos), while quotes add emotional appeal (pathos) and ethical credibility (ethos). For example, an article on climate change might use statistics to show rising global temperatures and quotes from climate scientists to explain the implications. Together, they make the article more comprehensive, trustworthy, and engaging for the reader.

The other options are incomplete:

- **(A) Quotes:** Only partially correct, as statistics are equally valuable.
- **(B) Statistics:** Only partially correct, as quotes are equally valuable.
- **(D) None of these:** Incorrect, as both elements are widely recommended in writing guides .

Final Answer: Both (A) and (B)

Quick Tip

In article writing, use quotes for authority and emotional connection, and use statistics for evidence and logical appeal. Combining both creates a well-rounded, interesting, and persuasive piece of writing.

7. While writing notices the signature of the issuing authorities should be written at the

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- (A) bottom
- (B) margin
- (C) top
- (D) none of these

Correct Answer: (A) bottom

Solution:

Notice writing follows a specific format, especially in formal, academic, or official contexts. The signature of the issuing authority is an essential component that validates the notice.

Standard Format of a Notice:

- **Heading:** The word "NOTICE" is written at the top center.
- **Date:** The date of issue is usually mentioned on the left or right side below the heading.
- **Title/Subject:** A brief subject line indicating the purpose of the notice.
- **Body:** The main content, providing details such as event, schedule, instructions, etc., in clear and concise language.
- **Signature Line:** This includes:
 - Name and designation of the issuing authority.
 - The **signature** is placed at the **bottom right corner** of the notice.
 - Sometimes the name is typed/written below the signature line.

Why at the Bottom?

- **Authentication:** The signature at the end certifies that the information in the notice is authorized and official.
- **Completion Marker:** Just like in letters, the signature at the bottom signals the conclusion of the message.
- **Convention:** This placement follows standard business correspondence practices and is universally recognized in formal documents.

Why Other Options Are Incorrect:

- **(B) Margin:** Signatures are not placed in the margin; they are part of the main content area.
- **(C) Top:** The top of a notice contains the heading "NOTICE," date, and subject line, not the signature.
- **(D) None of these:** Incorrect, as the signature has a specific standard placement.

Final Answer: bottom

Quick Tip

Remember the basic structure of a notice: Heading (NOTICE) → Date → Subject → Body → Signature (with name and designation) at the bottom right corner.

8. What is the motive of writing a letter to the editors?

- (A) To ask him to take action
- (B) To threaten him to take action
- (C) To order him to take action
- (D) To request him to give some space in his letter to Editor

Correct Answer: (A) To ask him to take action

Solution:

A letter to the editor is a formal written communication addressed to the editor of a newspaper, magazine, or journal. Understanding its purpose is essential for effective writing.

Primary Motives for Writing a Letter to the Editor:

- **To Draw Attention to an Issue:** Citizens write to highlight problems in their community, such as poor infrastructure, social injustices, or public grievances. The goal is to bring these issues to public notice through the newspaper's platform .
- **To Request Action:** The underlying motive is to **ask** or **request** the relevant authorities—through the medium of the newspaper—to take corrective action. The

editor acts as a bridge between the public and those in power (government officials, municipal corporations, etc.) .

- **To Express Opinions:** Readers share their views on recent news articles, editorials, or current events, contributing to public discourse .
- **To Inform or Educate:** Sometimes letters provide additional information or correct factual errors in previously published articles .

Why Option (A) is Correct: The word "ask" implies a polite and formal request, which aligns with the respectful tone expected in a letter to the editor. The writer cannot directly order or threaten authorities; instead, they use the newspaper's influence to appeal for action .

Why Other Options Are Incorrect:

- **(B) To threaten him to take action:** Threatening language is inappropriate and unprofessional in formal correspondence. It would likely result in the letter being rejected and defeats the purpose of constructive dialogue .
- **(C) To order him to take action:** A private citizen cannot "order" an editor or public authorities. The relationship is one of request and appeal, not command .
- **(D) To request him to give some space in his letter to Editor:** This option is poorly worded and redundant. The very act of writing is a request for space in the newspaper's letters column. The primary motive extends beyond just getting space; it is about using that space to prompt action .

Final Answer: To ask him to take action

Quick Tip

A letter to the editor is a powerful tool for civic engagement. Always maintain a respectful, formal tone. Your motive is to **request** action, not to demand or threaten. The editor is a facilitator, not a direct authority.

9. What is written on the top while writing a Notice?

- (A) Name of organization
- (B) Date
- (C) Notice
- (D) Subject of notice

Correct Answer: (C) Notice

Solution:

Notice writing follows a specific format that is standardized for clarity and formal communication. The layout of a notice has distinct sections arranged in a particular order.

Correct Sequence at the Top of a Notice:

1. The Heading "NOTICE":

- The word "NOTICE" is written at the **top center** of the page .
- It is usually written in bold, capital letters, and sometimes underlined to make it prominent .
- This immediately identifies the document type to the reader .

2. Next Elements (Below "NOTICE"):

- After "NOTICE," the **name of the organization/institution** is typically written .
- Following that, the **date** of issue is mentioned, usually on the left side .
- Then comes the **subject/title** of the notice, briefly indicating its purpose .
- Finally, the **body** of the notice contains the detailed information .

Why "NOTICE" is at the Very Top: The word "NOTICE" serves as the primary heading. It immediately alerts the reader that the following content is an official announcement requiring attention. Placing it at the top center is a universally accepted convention in schools, colleges, government offices, and organizations .

Analysis of Other Options:

- **(A) Name of organization:** This is important and appears near the top, but typically *after* the word "NOTICE," not before it .

- **(B) Date:** The date comes after the organization’s name and before the subject line, not at the very top .
- **(D) Subject of notice:** The subject line appears after the date and before the body, not at the very top .

Thus, the element that is written first and at the top is ”NOTICE” itself.

Final Answer: Notice

Quick Tip

Remember the top-to-bottom order of a notice: 1. NOTICE (top center, bold/caps) 2. Name of organization 3. Date 4. Subject 5. Body 6. Signature, name, designation (bottom right)

10. A Formal Letter starts with

- (A) Date
- (B) To
- (C) Sender’s address
- (D) Salutation

Correct Answer: (C) Sender’s address

Solution:

A formal letter follows a specific structure and sequence of elements. Understanding the correct order is essential for proper letter writing.

Correct Sequence at the Beginning of a Formal Letter:

1. Sender’s Address:

- The sender’s address is always written first at the **top left corner** of the page .
- It includes the house number, street name, city, and PIN code .
- This allows the recipient to identify where the letter has come from and reply if necessary .

2. **Date:**

- After the sender's address, the **date** is written (usually below the address with one line gap) .
- The date is important for record-keeping and reference .

3. **Receiver's Address:**

- The address of the person or organization being written to comes next .
- It is written after the date, often preceded by "To," or simply as the address .

4. **Subject Line:**

- A brief subject indicating the purpose of the letter .

5. **Salutation:**

- The greeting, such as "Sir," "Madam," or "Dear Sir/Madam," comes after the subject .

Why Sender's Address Comes First: The sender's address is placed at the beginning because it establishes who is writing the letter. In the absence of a pre-printed letterhead, this is the first piece of information the reader sees, allowing them to identify the source immediately .

Analysis of Other Options:

- **(A) Date:** The date is important but comes *after* the sender's address, not before it .
- **(B) To:** The receiver's address comes after the date, not at the very beginning .
- **(D) Salutation:** Salutation appears after the receiver's address and subject line, much later in the sequence .

Final Answer: Sender's address

Quick Tip

Remember the sequence for formal letters: 1. Sender's address (top left) 2. Date 3. Receiver's address 4. Subject line 5. Salutation 6. Body 7. Complementary close 8. Signature with name and designation

11. Which of the following statements is correct for report writing?

- (A) A report may use slang words
- (B) A report must be creative, but not factual
- (C) A report presents facts and observations logically
- (D) A report must be humorous

Correct Answer: (C) A report presents facts and observations logically

Solution:

Report writing is a formal style of writing that is used in academic, scientific, journalistic, and professional contexts. It has distinct characteristics that set it apart from other forms of writing.

Key Characteristics of Report Writing:

- **Factual Accuracy:**

- A report is based on facts, evidence, data, and observations .
- It presents information objectively without personal opinions or biases .
- Accuracy and truthfulness are paramount .

- **Logical Organization:**

- Information is presented in a structured, logical manner .
- Reports typically follow a standard format: title, introduction, methodology, findings, analysis, conclusions, and recommendations .
- The logical flow helps readers understand the information easily .

- **Clarity and Precision:**

- Language is clear, concise, and unambiguous .
- Technical terms may be used but should be explained if necessary .

- **Objectivity:**

- The writer remains neutral and does not let personal feelings influence the content .

– Observations are recorded as they are, without exaggeration or distortion .

Why Option (C) is Correct: The statement "A report presents facts and observations logically" captures the very essence of report writing. It emphasizes both the factual basis and the structured presentation, which are the two most fundamental requirements of any good report .

Why Other Options Are Incorrect:

- **(A) A report may use slang words:** Slang is informal, casual language that is inappropriate in formal report writing. Reports require standard, formal language .
- **(B) A report must be creative, but not factual:** Creativity is not the primary goal of a report. While presentation can be clear and engaging, the content must be factual. A report that is not factual is worthless and misleading .
- **(D) A report must be humorous:** Humor is subjective and generally avoided in formal reports, especially in academic, business, or scientific contexts where seriousness and professionalism are expected .

Final Answer: A report presents facts and observations logically

Quick Tip

Remember the 4 F's of report writing: Factual, Formal, Focused, and Fair (objective). Reports inform and analyze; they do not entertain or express personal opinions.

12. Speech writing is a formal and verbal communication to

- (A) Deliver thoughts
- (B) Messages
- (C) Opinions and perspectives to readers
- (D) All of these

Correct Answer: (D) All of these

Solution:

Speech writing is the art of composing a spoken presentation to be delivered before an audience. Understanding its purpose helps in crafting effective speeches.

Purposes of Speech Writing:

- **To Deliver Thoughts:**

- A speech allows the speaker to share their ideas, reflections, and inner thinking with the audience .
- Thoughts can range from personal experiences to philosophical insights .
- Example: A motivational speaker sharing thoughts on success and perseverance .

- **To Convey Messages:**

- Speeches are often used to communicate specific messages, announcements, or important information .
- This could be a political message, a public service announcement, or a ceremonial message .
- Example: A CEO addressing employees about company policy changes .

- **To Express Opinions and Perspectives:**

- Speeches provide a platform to present viewpoints, argue a position, or influence audience thinking .
- The speaker shares their perspective on issues, events, or topics of interest .
- Example: A debater presenting arguments for or against a motion, or a leader expressing views on social issues .

Why Option (D) is Correct:

Speech writing encompasses all these purposes. A single speech may combine all three elements:

- The speaker's **thoughts** form the foundation .
- A central **message** gives the speech direction and purpose .
- **Opinions and perspectives** add depth and personality to the delivery .

The phrase "to readers" in option (C) might seem confusing since speeches are delivered to listeners, but speech writers often consider both the immediate audience and those who might read the speech later (in print or online) .

Why Other Options Are Incorrect:

- **(A) Deliver thoughts:** This is correct but incomplete on its own .
- **(B) Messages:** This is correct but incomplete on its own .
- **(C) Opinions and perspectives to readers:** This is correct but incomplete on its own, and the reference to "readers" makes it slightly narrower than the full scope of speech writing .

Final Answer: All of these

Quick Tip

Effective speech writing combines three elements: personal thoughts that connect emotionally, clear messages that inform, and strong opinions/perspectives that persuade. A good speech does all of these simultaneously.

13. Pablo Neruda wants the entire humanity to

- (A) keep talking
- (B) keep running
- (C) keep laughing
- (D) keep still

Correct Answer: (D) keep still

Solution:

This question refers to the poem "Keeping Quiet" by Pablo Neruda, a Nobel Prize-winning Chilean poet. The poem is included in the Flamingo textbook for Class 12 English.

About the Poem "Keeping Quiet":

In this poem, Neruda appeals to humanity to pause and reflect. He advocates for a moment of silence and stillness—a brief cessation of all activities that cause division, conflict, and destruction.

Key Themes and Messages:

• **Stillness Over Constant Activity:**

- Neruda asks everyone to "keep still" and count up to twelve moments of silence .
- He criticizes the frantic pace of modern life where people are always "talking," "running," and engaged in endless activities without introspection .

• **Self-Reflection and Understanding:**

- The poet believes that in stillness, we can understand ourselves better .
- He suggests that by pausing, we can avoid harmful actions and connect with our deeper humanity .

• **Unity and Brotherhood:**

- Neruda envisions a moment where all humans, regardless of nationality, language, or culture, can come together in shared silence .
- This silence would transcend barriers and promote peace and mutual understanding .

• **Against Destruction:**

- The poem refers to those who prepare wars and engage in destructive activities. Neruda implies that if people paused to reflect, they might abandon such harmful pursuits .

Why Option (D) is Correct: The central message of the poem is captured in the repeated plea for humanity to "keep still." Neruda does not want people to continue their usual activities (talking, running, laughing) without thought; instead, he wants them to experience the transformative power of silence and stillness .

Why Other Options Are Incorrect:

- **(A) keep talking:** The poet criticizes endless, meaningless talk and advocates for silence .
- **(B) keep running:** The poem highlights the futility of constant movement and activity without purpose or reflection .
- **(C) keep laughing:** While laughter can be positive, Neruda’s focus is on a serious moment of introspection, not lighthearted amusement .

Final Answer: keep still

Quick Tip

In "Keeping Quiet," Pablo Neruda’s message is about the power of stillness and silence. He believes that a moment of collective introspection can lead to peace, understanding, and a better world.

14. Identify the literary device in "like late winter’s moon".

- (A) Simile
- (B) Alliteration
- (C) Metaphor
- (D) Personification

Correct Answer: (A) Simile

Solution:

This question refers to the line "like late winter’s moon" which appears in the poem "An Elementary School Classroom in a Slum" by Stephen Spender. The line describes the pale, thin face of a young girl in the classroom.

Analysis of the Literary Devices:

- **Simile:**
 - A simile is a figure of speech that directly compares two different things using the words "like" or "as" .

- In the given phrase, the word **”like”** is explicitly used: ”like late winter’s moon” .
- The girl’s face is being compared to the pale, weak, and distant moon of late winter .
- This comparison highlights the girl’s malnutrition, poverty, and lifelessness .

- **Alliteration:**

- Alliteration is the repetition of initial consonant sounds in nearby words .
- Example: ”Peter Piper picked” (repetition of ’p’) .
- In ”like late winter’s moon,” there is some repetition of the ’l’ sound (”like late”), but this is not the primary or most significant device in this line .

- **Metaphor:**

- A metaphor is an implied comparison between two unlike things without using ”like” or ”as” .
- Example: ”Her face was a pale moon” (direct equation) .
- Since the line uses ”like,” it is explicitly a simile, not a metaphor .

- **Personification:**

- Personification gives human qualities or characteristics to inanimate objects or abstract ideas .
- Example: ”The wind whispered through the trees” .
- There is no personification in this line, as the moon is not given human attributes .

Why Simile is the Correct Answer: The presence of the word ”like” makes this an unmistakable example of a simile. The poet uses this comparison to create a vivid visual image and convey the emotional state of the child .

Final Answer: Simile

Quick Tip

Remember: Simile uses ”like” or ”as” for comparison. Metaphor makes a direct comparison without these words. When you see ”like” or ”as” in a comparison, it’s a simile.

15. Who is Endymion in the poem "A Thing of Beauty"?

- (A) Worker
- (B) Farmer
- (C) An office boy
- (D) A young shepherd

Correct Answer: (D) A young shepherd

Solution:

This question refers to the poem "A Thing of Beauty" by John Keats, which is an excerpt from his longer poem "Endymion." The poem is included in the Flamingo textbook for Class 12 English.

About Endymion in Greek Mythology:

In Greek mythology, Endymion was a **young and handsome shepherd** (or, in some versions, a hunter or king) from Asia Minor. He was renowned for his extraordinary beauty.

The Myth:

- Selene, the goddess of the moon, fell deeply in love with Endymion .
- She was so captivated by his beauty that she asked Zeus to grant him eternal youth so he would never age or die .
- Zeus granted this wish but put Endymion into an **eternal sleep** so that he would remain forever young and beautiful, preserved in timeless slumber .
- Selene would visit him every night while he slept, gazing upon his beauty .

Endymion in Keats' Poem:

Keats begins his poem "Endymion" with the famous line: "A thing of beauty is a joy forever." In the excerpt "A Thing of Beauty," Keats refers to Endymion as part of the "endless fountain of immortal drink" that pours beauty into the world from heaven's brink . The reference to Endymion serves multiple purposes:

- It connects the idea of eternal beauty with the mythical figure who was granted eternal youth .

- It illustrates how beautiful legends and stories (like that of Endymion) themselves become "things of beauty" that provide joy across generations .
- The shepherd boy's eternal sleep represents the timeless, unchanging nature of true beauty .

Why Other Options Are Incorrect:

- **(A) Worker:** Endymion was not depicted as a common laborer in mythology .
- **(B) Farmer:** While shepherds are associated with rural life, Endymion's specific identity is that of a shepherd, not a farmer .
- **(C) An office boy:** This is an anachronistic and completely incorrect option, as the myth is ancient Greek .

Final Answer: A young shepherd

Quick Tip

In Greek mythology, Endymion was a beautiful young shepherd loved by the moon goddess Selene. Keats uses this reference in "A Thing of Beauty" to symbolize eternal, timeless beauty.

16. Who wanted a photograph of himself holding the gun and standing over the tiger's carcass?

- (A) The Durai
- (B) The courtier
- (C) The astrologer
- (D) The king

Correct Answer: (D) The king

Solution:

This question refers to the short story "The Tiger King" by Kalki Krishnamurthy, which is included in the Vistas textbook for Class 12 English.

About the Story "The Tiger King":

"The Tiger King" is a satirical story about Maharaja Jilani Jung Bahadur, also known as the Tiger King. The story revolves around his obsession with tigers and a prophecy that predicted his death would come from a tiger.

Key Plot Points:

- **The Prophecy:** At his birth, astrologers predicted that the Tiger King would die at the hands of a tiger. The first astrologer predicted that the king would be killed by a tiger on the day he killed his hundredth tiger .
- **The Obsession:** Upon hearing this prophecy, the king vowed to kill one hundred tigers to prove the astrologers wrong. He became obsessed with tiger hunting .
- **The Photograph:** Throughout the story, the king is portrayed as someone who wants to document his achievements and display his power. After killing tigers, he would pose with his gun over the tiger's carcass for photographs .
- **The Specific Incident:** In the story, when the king kills his hundredth tiger (or so he believes), he wants to celebrate this milestone. He specifically asks for a photograph of himself **holding the gun and standing over the tiger's carcass** to commemorate his achievement and prove the astrologers wrong .
- **The Irony:** Ironically, the hundredth tiger was not actually killed by the king's bullet—it died from shock when the king's men failed to kill it properly. Later, the king dies from an infection caused by a wooden tiger toy, fulfilling the prophecy that his death would come from a tiger .

Why Other Options Are Incorrect:

- **(A) The Durai:** The Durai was a British officer whom the king had to please by not hunting in his territory .
- **(B) The courtier:** Courtiers served the king and accompanied him on hunts but were not the ones wanting such photographs .
- **(C) The astrologer:** Astrologers made the prophecy but had no desire for tiger hunt photographs .

Final Answer: The king

Quick Tip

”The Tiger King” is a satire on power, pride, and the foolishness of trying to defy fate. The king’s desire for a photograph with his hundredth tiger symbolizes his vanity and his desperate attempt to prove the prophecy wrong.

17. The name of the programme that takes high school students to the end of the earth is

- (A) Student of Ice
- (B) Student for Ice
- (C) Student above Ice
- (D) Students on Ice

Correct Answer: (D) Students on Ice

Solution:

This question refers to the travelogue ”Journey to the End of the Earth” by Tishani Doshi, which is included in the Vistas textbook for Class 12 English.

About the Programme ”Students on Ice”:

- **Programme Name:** The correct name of the educational programme is ”**Students on Ice**” (not ”Student on Ice,” as it involves multiple participants) .
- **Founder:** The programme was founded by Canadian Geoff Green in 2000 .
- **Purpose:** Students on Ice is an international educational expedition programme that takes high school students to the polar regions—both the Arctic and Antarctica .
- **Objective:** The programme aims to:
 - Provide students with firsthand experience of the Earth’s most extreme environments .
 - Foster environmental awareness and understanding of climate change .

- Inspire future leaders in environmental science and conservation .
- Create a global network of young people committed to protecting the planet .
- **The Expedition:** In the story "Journey to the End of the Earth," the author Tishani Doshi accompanies a group of students on a Students on Ice expedition to Antarctica. The journey begins from Madras (Chennai) and takes them through various locations before reaching the Antarctic continent .
- **Significance:** Geoff Green started this programme because he realized that earlier expeditions only took scientists and researchers to Antarctica, but young students—who would inherit the planet and its problems—rarely got such opportunities. The programme bridges this gap .

Why Other Options Are Incorrect:

- **(A) Student of Ice:** Incorrect wording; the programme name uses "on" not "of" .
- **(B) Student for Ice:** Incorrect wording; does not match the actual programme name .
- **(C) Student above Ice:** Incorrect wording; the programme emphasizes being "on" the ice (i.e., experiencing the polar regions firsthand), not above it .

Final Answer: Students on Ice

Quick Tip

Remember: "Students on Ice" is the correct name of the educational programme founded by Geoff Green that takes high school students on expeditions to Antarctica and the Arctic to raise environmental awareness.

18. Gondwana existed roughly around

- (A) 110 million years ago
- (B) 450 million years ago
- (C) 250 million years ago
- (D) 650 million years ago

Correct Answer: (C) 250 million years ago

Solution:

This question refers to the geological concept of Gondwana, which is discussed in the travelogue "Journey to the End of the Earth" by Tishani Doshi, included in the Vistas textbook for Class 12 English.

About Gondwana:

- **Definition:** Gondwana (or Gondwanaland) was an ancient supercontinent that existed millions of years ago before the Earth's landmasses separated into the continents we know today .
- **Time Period:** Gondwana existed approximately **250 million years ago** during the late Paleozoic and early Mesozoic eras .
- **Composition:** It comprised what are now:
 - South America
 - Africa
 - India
 - Australia
 - Antarctica
 - The Arabian Peninsula
- **Formation and Breakup:**
 - Gondwana formed around 550-600 million years ago during the assembly of the supercontinent Pangea .
 - Around 250 million years ago, Gondwana was part of the larger supercontinent Pangea .
 - The breakup of Gondwana began around 180 million years ago during the Jurassic period .
 - India separated from Antarctica and Australia around 120-100 million years ago and began drifting northward .

- **Significance in "Journey to the End of the Earth":**

- The author, Tishani Doshi, refers to Gondwana while describing Antarctica's geological history .
- She mentions that when Gondwana existed, Antarctica was part of a green, lush landmass teeming with life—very different from the frozen continent it is today .
- This reference helps readers understand the dramatic climate changes Earth has undergone and the importance of studying Antarctica to learn about Earth's past and future .

- **Why 250 Million Years Ago is Correct:**

- While Gondwana existed for hundreds of millions of years, the question asks for the time when it "existed roughly around" .
- 250 million years ago represents the peak period when Gondwana was fully formed and integrated as a major landmass before its breakup began .
- This is also the time period commonly referenced in textbooks and the story .

Analysis of Other Options:

- **(A) 110 million years ago:** This is too recent; by this time, Gondwana had already begun breaking apart, and India was separating from Antarctica .
- **(B) 450 million years ago:** This is too early; while parts of Gondwana were forming, the supercontinent was not fully assembled as we understand it .
- **(D) 650 million years ago:** This is much too early; this period predates the formation of Gondwana .

Final Answer: 250 million years ago

Quick Tip

Gondwana existed around 250 million years ago as a supercontinent comprising today's southern hemisphere landmasses. Its breakup shaped the current configuration of continents and influenced climate patterns.

19. Sadao went to America to learn

- (A) Psychiatry
- (B) Surgery and medicine
- (C) Music
- (D) Fine Arts

Correct Answer: (B) Surgery and medicine

Solution:

This question refers to the short story "The Enemy" by Pearl S. Buck, which is included in the Vistas textbook for Class 12 English.

About Dr. Sadao Hoki and His Education:

- **Background:** Dr. Sadao Hoki was a renowned Japanese surgeon who had studied in America .
- **Purpose of Going to America:** Sadao went to America specifically to study **surgery and medicine** .
 - He wanted to acquire advanced medical knowledge and surgical skills .
 - America was considered a center of excellence for medical education at that time .
- **Time Spent in America:** He spent eight years in America pursuing his medical education and training .
- **Return to Japan:** After completing his studies, Sadao returned to Japan as a highly skilled surgeon. He was married to Hana and settled in his ancestral home on the Japanese coast .
- **Significance in the Story:**
 - Sadao’s American education and exposure made him more modern and scientific in his thinking .
 - This background created a contrast with traditional Japanese values, especially during wartime .

- His medical skills, learned in America, were put to the test when he had to operate on a wounded American prisoner of war, Tom, who washed ashore near his house .
- The internal conflict Sadao faced—between his duty as a doctor (learned in America) and his loyalty to his country (Japan at war with America)—forms the central theme of the story .

Why Other Options Are Incorrect:

- **(A) Psychiatry:** The story does not mention Sadao studying psychiatry. He was a general surgeon, not a mental health specialist .
- **(C) Music:** There is no reference to Sadao having any musical training or interest in America .
- **(D) Fine Arts:** Sadao was a medical professional, not an artist. His education was purely in medicine .

Final Answer: Surgery and medicine

Quick Tip

In "The Enemy," Dr. Sadao Hoki's American education in surgery and medicine creates the central conflict: his professional oath to save lives clashes with his national duty during wartime Japan.

20. What percentage did the British planters agree to repay the Indian planters?

- (A) 10%
- (B) 30%
- (C) 25%
- (D) 40%

Correct Answer: (C) 25%

Solution:

This question refers to the chapter "Indigo" by Louis Fischer, which is included in the Flamingo textbook for Class 12 English. The chapter describes Mahatma Gandhi's involvement in the Champaran Satyagraha (1917) to address the grievances of indigo sharecroppers [citation:3].

Background:

- In Champaran, Bihar, British landlords forced Indian tenants to cultivate indigo on 15% of their land and surrender the entire harvest as rent [citation:3][citation:4][citation:9].
- When Germany developed synthetic indigo, natural indigo cultivation became unprofitable for the British planters [citation:3][citation:6].
- The landlords obtained agreements from sharecroppers to pay compensation for being released from the 15% arrangement, extorting money illegally and deceitfully [citation:6][citation:8].
- When peasants learned about synthetic indigo, they demanded their money back, leading to widespread disputes [citation:3][citation:8].

The Settlement:

- Gandhi arrived in Champaran and an official inquiry was constituted, with Gandhi as the sole representative of the peasants [citation:1][citation:3].
- As evidence mounted against the planters, they agreed in principle to refund the peasants [citation:1].
- The planters expected Gandhi to demand 100% repayment of the illegally extorted money [citation:1].
- However, Gandhi asked for only **50%** and remained firm on this amount [citation:1].
- The planters' representative then offered to refund **25%** [citation:1].
- To their amazement, Gandhi immediately agreed to this settlement [citation:1].

Why Gandhi Accepted 25%: Gandhi explained that the amount of refund was not important. The real breakthrough was that the landlords had been obliged to surrender part

of their illegally taken money and with it, their prestige. The peasants now realized they had rights that could not be infringed upon [citation:1][citation:3].

Final Answer: 25%

Quick Tip

In the Champaran settlement, Gandhi asked for 50% but immediately accepted when the planters offered 25%. His goal was not the money itself but establishing the peasants' right to challenge injustice and breaking the landlords' prestige.

21. Why was Louisa, Charley's wife, worried?

- (A) Knowing the incident
- (B) For not getting tickets
- (C) Tickets were delayed
- (D) Sam was scaring her

Correct Answer: (A) Knowing the incident

Solution:

This question refers to the short story "The Third Level" by Jack Finney, which is included in the Vistas textbook for Class 12 English.

About the Story: "The Third Level" is a psychological story about Charley, a 31-year-old New Yorker who believes he has discovered a third level at Grand Central Station—a portal to the year 1894.

The Incident:

- Charley claims to have found the third level at Grand Central Station, which leads to Galesburg, Illinois, in the year 1894 .
- He describes this experience to his psychiatrist friend, Sam Weiner .
- Charley becomes so convinced of this time travel possibility that he attempts to purchase tickets to travel back in time .

- He later shows his wife, Louisa, old-style currency he had converted from modern money, believing he could use it in 1894 .
- He also shows her a first-day cover envelope addressed to him from Sam Weiner, postmarked July 18, 1894, which he presents as evidence .

Louisa’s Worry:

- Louisa becomes worried **”knowing the incident”**—meaning after learning about Charley’s strange experience and his obsession with the third level .
- She is concerned because:
 - Charley’s story seems increasingly fantastical and unbelievable .
 - His behavior indicates possible mental distress or delusion .
 - She fears for his psychological well-being .
- Like Charley’s psychiatrist friend Sam, Louisa likely views this as a psychological escape mechanism—Charley retreating into a fantasy world to avoid the stress and anxiety of modern life in the 1950s .

Why Other Options Are Incorrect:

- **(B) For not getting tickets:** Charley did try to buy tickets for the third level, but this is not specifically mentioned as Louisa’s worry .
- **(C) Tickets were delayed:** This is not mentioned in the story; ticket delays are not a factor .
- **(D) Sam was scaring her:** Sam is Charley’s psychiatrist friend who tries to rationally explain Charley’s experience. He is not trying to scare Louisa .

Final Answer: Knowing the incident

Quick Tip

In “The Third Level,” Louisa’s worry stems from hearing about Charley’s unusual experience at Grand Central Station. Her concern represents the rational world’s reaction to Charley’s psychological escape from modern life’s pressures.

22. What does the metaphor Rattrap in the lesson signify?

- (A) Humans
- (B) Thieves
- (C) Attraction
- (D) Human greed and distraction

Correct Answer: (D) Human greed and distraction

Solution:

This question refers to the short story "The Rattrap" by Selma Lagerlöf, which is included in the Flamingo textbook for Class 12 English.

About the Story: "The Rattrap" is a philosophical story about a poor rattrap seller who wanders through Sweden, selling rattraps he makes from materials he finds. Through his experiences and encounters, the story explores deeper themes about human nature.

The Rattrap Metaphor:

- **The Peddler's Philosophy:**

- The peddler (the rattrap seller) develops a philosophical idea about the world being a giant rattrap .
- He observes that just as a rattrap offers bait (cheese or pork) to lure rats to their death, the world offers riches, joys, shelter, food, and luxuries to tempt humans .
- Those who succumb to these temptations and reach out for the bait get caught in the trap—losing their freedom, happiness, and sometimes their very souls .

- **Significance of the Metaphor:**

- **Human Greed:** The primary significance is that human greed leads people into trouble. The bait represents material desires and temptations .
- **Distraction:** The metaphor also signifies how humans are distracted from true values (kindness, honesty, contentment) by worldly attractions .
- **Universal Application:** The peddler believes that no one is immune to this trap—everyone is tempted by something .

- **Evidence from the Story:**

- The peddler himself falls into the trap when he steals money from the kind crofter who sheltered him .
- His greed leads him into trouble—he gets lost in the forest, fearful of being caught .
- The ironmaster’s daughter, Edla, shows him kindness, which ultimately transforms him, suggesting that goodness can help people escape the trap .

- **Author’s Message:**

- Through this metaphor, Lagerlöf suggests that worldly temptations are indeed traps that can ensnare people .
- However, the story also offers hope—through human kindness, understanding, and redemption, one can escape these traps .
- The peddler’s transformation at the end shows that even those caught in greed can find a way out .

Why Other Options Are Incorrect:

- **(A) Humans:** The rattrap symbolizes the world that traps humans, not humans themselves .
- **(B) Thieves:** While the peddler is a thief, the metaphor has broader philosophical meaning beyond thievery .
- **(C) Attraction:** Attraction (the bait) is only part of the metaphor; the full significance includes both greed (the bait) and distraction (the trap) .

Final Answer: Human greed and distraction

Quick Tip

The rattrap metaphor in Selma Lagerlöf’s story signifies that the world with all its temptations is a trap—human greed and desire for material pleasures lead people into trouble, just as bait leads rats into rattraps.

23. Who is the poet of the poem "Aunt Jennifer's Tigers"?

- (A) Adrienne Rich
- (B) Robert Frost
- (C) Kamala Das
- (D) John Keats

Correct Answer: (A) Adrienne Rich

Solution:

This question asks about the poet of the poem "Aunt Jennifer's Tigers," which is included in the Flamingo textbook for Class 12 English.

About the Poet: Adrienne Rich

- **Full Name:** Adrienne Cecile Rich (1929-2012)
- **Nationality:** American poet, essayist, and feminist
- **Key Themes in Her Poetry:**
 - Women's experiences and struggles
 - Gender inequality and patriarchy
 - Female identity and creativity
 - Social justice and political activism
- **Major Works:**
 - "Aunt Jennifer's Tigers" (1951) - from her first collection
 - "Diving into the Wreck" (1973)
 - "The Dream of a Common Language" (1978)
- **Awards and Recognition:**
 - Yale Younger Poets Award (1951) for her first collection
 - National Book Award (1974)

- MacArthur Fellowship (“Genius Grant”)
- Bollingen Prize (2003)

About the Poem “Aunt Jennifer’s Tigers”:

- **Publication:** First published in 1951 in Adrienne Rich’s debut collection
- **Summary:** The poem contrasts the vibrant, fearless tigers embroidered by Aunt Jennifer with her own oppressed, fearful existence in a patriarchal marriage
- **Themes:**
 - Female oppression within marriage
 - Art as a form of liberation
 - Gender roles and patriarchy
 - The contrast between women’s desires and their constrained reality
- **Significance:** This early poem foreshadows Rich’s later feminist themes and her exploration of women’s creative expression within restrictive social structures

Why Other Options Are Incorrect:

- **(B) Robert Frost:** American poet known for rural, pastoral themes (“Stopping by Woods on a Snowy Evening,” “The Road Not Taken”) — not the author of this poem
- **(C) Kamala Das:** Indian poet writing in English and Malayalam, known for confessional poetry and exploring female sexuality (“My Story,” “An Introduction”) — different poet and tradition
- **(D) John Keats:** English Romantic poet (1795-1821) known for odes and sensuous imagery (“Ode to a Nightingale,” “Ode on a Grecian Urn”) — wrote more than a century before Adrienne Rich

Final Answer: Adrienne Rich

Quick Tip

Adrienne Rich (1929-2012) was an influential American feminist poet. "Aunt Jennifer's Tigers" from her first collection explores themes of female oppression and artistic liberation through the contrast between Aunt Jennifer's fearful reality and her powerful embroidered tigers.

24. The founder of Gemini Studios was

- (A) Subbu
- (B) S. S. Vasan
- (C) Kalki
- (D) None of them

Correct Answer: (B) S. S. Vasan

Solution:

This question refers to the lesson "Poets and Pancakes" by Asokamitran, which is included in the Flamingo textbook for Class 12 English. The lesson provides a humorous and insightful glimpse into the workings of Gemini Studios, one of India's most famous film studios in its heyday.

About Gemini Studios:

- **Founder:** Gemini Studios was founded by **S. S. Vasan** (Srinivasan Sankara Vasan) .
- **Location:** The studio was located in Chennai (then Madras), Tamil Nadu .
- **Era:** It was one of the most influential film production houses in South India during the 1940s-1960s .
- **Significance:** Gemini Studios produced numerous successful Tamil and Telugu films and was known for its grand production style .

About S. S. Vasan:

- S. S. Vasan was a pioneer of the Indian film industry .

- He was also the editor of the popular Tamil magazine "Ananda Vikatan" .
- Under his leadership, Gemini Studios became a hub of creativity, employing thousands of people .
- He was known for his perfectionism and larger-than-life productions .
- In the lesson, he is referred to as the "boss" whom everyone respected and feared .

Why Other Options Are Incorrect:

- **(A) Subbu:**

- Subbu was an important figure at Gemini Studios, serving as a key assistant to S. S. Vasam .
- He was a versatile genius—actor, poet, writer, and filmmaker .
- However, he was an **employee**, not the founder .
- The lesson describes him as the number two at Gemini Studios .

- **(C) Kalki:**

- Kalki (R. Krishnamurthy) was a renowned Tamil writer, journalist, and freedom fighter .
- He was associated with "Ananda Vikatan" magazine but not with founding Gemini Studios .
- He is famous for historical novels like "Ponniyin Selvan" .

- **(D) None of them:** Incorrect, as S. S. Vasam is explicitly the founder .

Final Answer: S. S. Vasam

Quick Tip

In "Poets and Pancakes," remember: S. S. Vasam = founder of Gemini Studios (the boss), while Subbu = his trusted right-hand man (number two at the studio).

25. What was Maharaja's preference for marrying a girl?

- (A) She must be tall
- (B) She must have blonde hair
- (C) She must have been poor
- (D) She must have tigers in her estate

Correct Answer: (D) She must have tigers in her estate

Solution:

This question refers to the short story "The Tiger King" by Kalki Krishnamurthy, which is included in the Vistas textbook for Class 12 English.

About the Tiger King's Marriage:

- **The King's Obsession:** Maharaja Jilani Jung Jung Bahadur (the Tiger King) was completely obsessed with tigers. His sole mission in life was to kill one hundred tigers to prove the astrologers wrong who had predicted his death from a tiger .
- **The Marriage Condition:** When it came time for the king to marry, he had a very unusual preference for his bride. He decreed that he would only marry a girl from a royal family that had **tigers in its estate** .
- **Reason for This Preference:**
 - The king's primary goal was to continue his tiger-hunting mission .
 - By marrying into a family with tigers in their territory, he would have access to more tigers to kill .
 - This would help him reach his target of one hundred tigers more quickly .
- **The Outcome:**
 - The king found a suitable bride from the royal family of a state that had plenty of tigers .
 - After marriage, he continued his tiger hunts in his in-laws' territory as well .

The Satirical Element:

This unusual marriage preference highlights the satirical nature of the story:

- The king’s obsession with tigers has completely overtaken normal human considerations in choosing a life partner .
- Physical appearance, personality, or compatibility are irrelevant to him—only the presence of tigers matters .
- This exaggeration serves to mock the irrationality of those in power and their single-minded pursuits .

Why Other Options Are Incorrect:

- **(A) She must be tall:** Height is never mentioned as a criterion for the king’s marriage .
- **(B) She must have blonde hair:** Hair color is not discussed in the story; the king is not concerned with such features .
- **(C) She must have been poor:** The king specifically married into royalty (a princess), not someone poor. Poverty would not help his tiger-hunting mission .

Final Answer: She must have tigers in her estate

Quick Tip

The Tiger King’s marriage preference perfectly illustrates his all-consuming obsession with tigers. Even his choice of bride was determined by one factor only: whether her family’s estate had tigers for him to hunt.

26. What does V. S. Naipaul feel about interviews?

- (A) Horror
- (B) Happy
- (C) Wanted
- (D) None of these

Correct Answer: (D) None of these

Solution:

This question refers to the lesson "The Interview" (Part II) by Christopher Silvester, which is included in the Flamingo textbook for Class 12 English. This section features excerpts from interviews with several prominent writers, including V. S. Naipaul, discussing their views on being interviewed .

V. S. Naipaul's View on Interviews:

- **Not Horror or Happiness:** Naipaul's feelings about interviews cannot be simply categorized as "horror" (which is too strong) or "happiness" (which is opposite to his stance) .
- **Wounded:** According to the Class 12 textbook explanation, many celebrity writers, including Naipaul, feel that interviews leave a disparaging effect on their personalities. They consider interviews an encroachment on their privacy. Writers like Naipaul feel they are being **wounded** by interviews and thus losing a part of themselves [citation:9] .
- **Key Aspects of Naipaul's View:**
 - **Intrusion:** Naipaul viewed interviews as an intrusion and disruption to his life [citation:3] .
 - **Privacy:** He believed interviews exposed personal aspects of a writer's life that should remain private [citation:3] .
 - **Superficiality:** He felt interviews were often superficial, reducing complex ideas to simplistic soundbites and not allowing deep exploration of thoughts [citation:1] .
 - **Writing Over Speaking:** Naipaul preferred to express his ideas through his writing, which he saw as a more controlled and effective medium [citation:1] .

Why the Given Options Are Incorrect:

- **(A) Horror:** While Naipaul was dismissive of interviews, "horror" is too extreme a word to describe his feelings .
- **(B) Happy:** Naipaul was clearly not happy about interviews; he found them frustrating and time-consuming [citation:1] .

- **(C) Wanted:** Naipaul did not feel "wanted" through interviews. In fact, he resented the interview process and sometimes had contentious interactions with journalists [citation:5][citation:9] .

Since none of the given options accurately capture Naipaul's complex feelings of being wounded, intruded upon, and dismissive of interviews, the correct answer is "None of these."

Final Answer: None of these

Quick Tip

In "The Interview," V. S. Naipaul's feelings about interviews can be described as wounded—he felt interviews intruded upon his privacy, reduced his ideas to sound-bites, and detracted from the solitary nature of writing.

27. To whom did Sophie tell her secrets out first?

- (A) Her father
- (B) Her brother-Geoff
- (C) Dancy Casey
- (D) Her friend-Jansie

Correct Answer: (D) Her friend-Jansie

Solution:

This question refers to the short story "Going Places" by A. R. Barton, which is included in the Flamingo textbook for Class 12 English.

About the Story: "Going Places" is about a teenage girl named Sophie who lives in a lower-middle-class family with big dreams and fantasies. She often escapes her mundane reality by imagining glamorous encounters and future successes.

Sophie's Secrets:

- Sophie has wild, imaginative dreams—she wants to open a boutique, become an actress, or manage a shop .

- She idolizes a football player named Danny Casey and fantasizes about meeting him .

Who She Tells First:

- **First Confidante:** Sophie first shares her secrets with her **friend Jansie** .
 - After school, as the two girls are walking home, Sophie excitedly tells Jansie about her plans for the future .
 - She talks about opening a boutique and becoming famous .
- **Jansie’s Reaction:**
 - Jansie is practical and realistic—she knows both girls come from poor families and such dreams are unrealistic .
 - She warns Sophie that such big dreams are ”nothing but silly ideas” .
 - She also cautions Sophie not to share such fantasies with others, especially at home, as they might worry .

Why Sophie Tells Jansie First:

- Jansie is Sophie’s closest friend and classmate, so she is the most accessible person to talk to after school .
- Sophie is excited and needs someone to share her dreams with immediately .
- Despite Jansie’s practicality, Sophie trusts her enough to reveal her aspirations .

Why Other Options Are Incorrect:

- **(A) Her father:** Sophie’s father is strict, practical, and dismissive of her dreams. She does not confide in him first .
- **(B) Her brother-Geoff:** Sophie later shares her fantasy about meeting Danny Casey with Geoff, hoping he will believe her. However, this happens after she has already spoken to Jansie .
- **(C) Danny Casey:** Danny Casey is a famous footballer Sophie fantasizes about meeting. She never actually meets him (except in her imagination), so she cannot tell him anything .

Final Answer: Her friend-Jansie

Quick Tip

In "Going Places," Sophie first shares her dreams with her friend Jansie, who reacts with practical realism. This contrast between Sophie's fantasies and Jansie's grounded perspective highlights the story's central theme of dreams versus reality.

28. Who is Mr. Lamb?

- (A) An old man with an artificial leg
- (B) Derry's grandfather
- (C) Derry's neighbour
- (D) A Gardener

Correct Answer: (A) An old man with an artificial leg

Solution:

This question refers to the play "On the Face of It" by Susan Hill, which is included in the Vistas textbook for Class 12 English.

About the Play: "On the Face of It" is a poignant play that explores the themes of appearance, acceptance, and human connection. It centers around two characters—Mr. Lamb and Derry—both of whom have physical disabilities but vastly different attitudes toward life.

Who is Mr. Lamb?

- **Physical Description:** Mr. Lamb is **an old man with an artificial leg** made of tin .
 - He lost his leg in a accident .
 - He walks with a limp and uses a bucket to collect crab apples .
 - The sound of his tin leg makes a "tap-tap" noise when he walks .
- **Personality and Character:**
 - Despite his disability, Mr. Lamb is cheerful, optimistic, and welcoming .
 - He lives alone in his house with a large garden filled with crab apple trees .

- He keeps his doors and windows open, symbolizing his open-mindedness and willingness to connect with others .
- He loves the sound of bees buzzing and finds joy in small things .

• **Role in the Story:**

- Mr. Lamb meets Derry, a young boy with a burned face, who has come into his garden .
- Derry is bitter, withdrawn, and feels rejected because of his appearance .
- Mr. Lamb befriends Derry and tries to change his perspective—teaching him that people are not defined by their physical appearance .
- He encourages Derry to look beyond the surface and find beauty in life .

Why Other Options Are Incorrect:

- **(B) Derry’s grandfather:** Mr. Lamb is not related to Derry by blood; they are strangers who meet in the garden .
- **(C) Derry’s neighbour:** Mr. Lamb lives in the neighborhood, but the text does not specify that he is Derry’s immediate neighbour .
- **(D) A Gardener:** While Mr. Lamb has a beautiful garden and tends to it, he is not a professional gardener by occupation. He is simply a retired or elderly man who enjoys his garden .

Final Answer: An old man with an artificial leg

Quick Tip

In "On the Face of It," Mr. Lamb (with his tin leg) and Derry (with his burned face) are both physically disabled. However, Mr. Lamb’s optimism contrasts with Derry’s bitterness, showing that attitude matters more than appearance.

29. Annan is elder brother of

- (A) Sophie.
- (B) Jansie.
- (C) Bama.
- (D) Derry.

Correct Answer: (C) Bama.

Solution:

This question refers to the lesson "Memories of Childhood" which includes two autobiographical accounts: "The Cutting of My Long Hair" by Zitkala-Sa and "We Too Are Human Beings" by Bama. The specific reference to "Annan" appears in Bama's narrative .

About the Story "We Too Are Human Beings" by Bama:

- **Author:** Bama (born 1958) is a Tamil Dalit feminist writer and activist .
- **Narrative:** This is an excerpt from Bama's autobiography "Karukku" (1992) .
- **Content:** The story describes Bama's childhood experiences with caste discrimination and her awakening to social injustice .

Who is Annan?

- **Meaning:** "Annan" is a Tamil word meaning **elder brother** .
- **Identity:** In Bama's narrative, Annan refers to her **elder brother** .
- **Role in the Story:**
 - One day, young Bama witnesses an elderly man from her community carrying a packet with a string, humiliatingly obeying caste Hindus .
 - When Bama returns home, she excitedly mimics the man's actions to her family .
 - Her **elder brother (Annan)** is deeply disturbed by her ignorance and explains the reality of caste discrimination to her .
 - He tells her that she should study hard and excel in life to overcome such humiliation .
 - Annan's words become a turning point in Bama's life, inspiring her to fight against caste oppression through education .

Why Other Options Are Incorrect:

- **(A) Sophie:** Sophie is the protagonist of "Going Places" by A. R. Barton. She does not have an elder brother named Annan .
- **(B) Jansie:** Jansie is Sophie's friend in "Going Places." She is not connected to Annan .
- **(D) Derry:** Derry is the young boy with a burned face in "On the Face of It" by Susan Hill. He is not related to Annan .

Final Answer: Bama

Quick Tip

In Bama's autobiographical account "We Too Are Human Beings," Annan (elder brother) plays a crucial role by awakening young Bama to the reality of caste discrimination and inspiring her to fight injustice through education.

30. Why did Zitkala hide herself?

- (A) To save herself
- (B) To save herself from a woman
- (C) To save herself from other children
- (D) To stop people from cutting her hair

Correct Answer: (D) To stop people from cutting her hair

Solution:

This question refers to the autobiographical account "The Cutting of My Long Hair" by Zitkala-Sa, which is part of the lesson "Memories of Childhood" in the Vistas textbook for Class 12 English.

About Zitkala-Sa: Zitkala-Sa (1876-1938) was a Native American writer, editor, musician, teacher, and political activist. Her name means "Red Bird" in the Sioux language. This account describes her traumatic experiences at a missionary boarding school where Native American children were forced to assimilate into white culture .

The Incident of Hiding:

- **Background:** Zitkala-Sa was sent to a missionary boarding school for Native American children. Upon arrival, the children were subjected to cultural erasure—forced to cut their long hair, abandon their native clothing, and adopt white customs .
- **Significance of Hair:** In Native American culture, long hair held deep spiritual and cultural significance. It was a symbol of identity, strength, and connection to their heritage. Cutting hair was associated with mourning .
- **The Hiding:**
 - When Zitkala-Sa learned that her long, cherished hair would be cut, she was terrified and devastated .
 - She desperately tried to **hide herself to prevent the cutting of her hair** .
 - She crawled under a bed in a dark corner of the room, hoping to escape the inevitable .
- **The Outcome:**
 - Despite her efforts, she was found by two women .
 - She was dragged out from under the bed, tied to a chair, and her hair was forcibly cut .
 - This traumatic experience symbolized the violent stripping away of her cultural identity .

Why Option (D) is Correct: The primary and immediate reason for Zitkala’s hiding was specifically **to stop people from cutting her hair**. This act represented the destruction of her cultural identity, and her resistance was a desperate attempt to preserve a part of herself .

Why Other Options Are Incorrect:

- **(A) To save herself:** Too vague. Save herself from what? The specific threat was hair cutting .
- **(B) To save herself from a woman:** While women were trying to cut her hair, the motivation was not fear of women generally but fear of the specific act of hair cutting .

- **(C) To save herself from other children:** The other children were not threatening her; they were also victims of the same assimilation process .

Final Answer: To stop people from cutting her hair

Quick Tip

In "The Cutting of My Long Hair," Zitkala-Sa's desperate attempt to hide represents resistance against cultural erasure. For Native Americans, long hair was sacred—cutting it was not just a physical act but a violent assault on identity.
