

2026
EXAMINATION



CBSE

QUESTION & CONCEPT BANK

Chapter-wise & Topic-wise

CLASS 9



Chapter-wise
CONCEPT MAPS



Important Questions with Detailed Explanations
NCERT



Handpicked & High yield from Renowned Schools
PYQs



Revision Blue Print & Solved Questions
COMPETENCY FOCUSED



As per Latest Pattern
MOCK TESTS



ENGLISH

LANGUAGE & LITERATURE

HOW TO USE THIS BOOK

This book is structured to support your learning journey of preparing for your board exams through a variety of engaging and informative elements. Here's how to make the most of it:

READING COMPREHENSION

1

Preview

Steps to attempt Reading Comprehension

- Focus on the main idea, not every detail: Don't get lost in small examples or facts. Try to understand what the passage is mostly about.
- No need to memorise: You don't have to remember every word. Just understand the main points—you can always go back and check the passage for specific answers.
- Read questions before the passage: Skim through the questions first. This helps you know what to look for when you read the passage.
- Don't worry too much about tough words: If you don't know a word, try to guess its meaning from the sentence. Focus more on the overall message of the passage.
- Pick the Best-Fit Answer: Read all choices carefully before answering. For vocabulary questions, replace the word with each option to see which fits best in context. Try to base your answer on the evidence/facts in the passage.

Preview

Exercise with Explanations

DISCURSIVE PASSAGE

Passage-I
Read the passage given below. (10 marks)
1. The study of the historical action of historical structures (statues, columns, ancient buildings) requires an accurate study of the material and the environment in which the deterioration processes affect the structures of deterioration. Consider the following questions based on the passage above.
Answer the following questions based on the passage above.
(i) List any two factors in which the deteriorative processes of the monument are caused.
(ii) The problem of the conservation of historical monuments
(iii) An understanding of the deterioration process.
(iv) An accurate study of the environment against the monuments.
(v) An understanding of the effects caused by the chemical reactions on the monuments.
(vi) The main working processes of the monument are caused due to the deposition on the surface of the monument.
(vii) gypsum and calcium with carbonaceous particles
ANSWERS & EXPLANATIONS

Discursive Passage

Passage-I
(i) Past history of the monument, nature of pollutants.
(ii) An accurate study of the environment and atmospheric pollutants.
(iii) Human supply abundant water
(iv) Durnal and seasonal variations on the monument
(v) (vi) Rain water harvesting
(vii) (viii) sudden and excessive heavy rain
(ix) (x) Unwilling
Passage-IV
(i) (ii) alarm for the loss of the arts
(iii) (iv) It is similar to a theatrical performance because it uses dramatic audio content with stories, satire, and music to tell a story. It is a form of entertainment, just like theatre educates while entertaining its audience.
(v) (vi) by audience's medium and resources, ensuring relevance
(vii) (viii) rural and urban areas
(ix) (x) popular drama and sensitisation
(xi) news, general knowledge, job opportunities, and information

Reading Skills

Before you start each Reading Comprehension, the Preview will give you an overview of the highlights of this topic & steps to do an unseen passage.

Accompanying the preview are Exercise Questions which provide enough practice on doing the different types of Unseen Passages in exam.

STORYWRITING/DIARY ENTRY

3

Preview

I. STORYWRITING

Key highlights:

- Be imaginative and original.
- Follow a clear structure: beginning, middle, and end.
- Develop characters and settings, and write with creativity.
- Use dialogues and emotions to make the story engaging.
- Create a conflict or problem and resolve it logically.
- Use simple yet descriptive language to create imagery.

Format

Introduction (Beginning): Set the scene. Introduce the main characters and the setting. Establish the mood or tone of the story. You may begin with a thought-provoking line, dialogue, or description that hooks the reader.

Body (Middle): This section should contain the development of the story – the rising action, the main problem or conflict faced by the characters, and how they react to it. Use descriptive language to build suspense or curiosity.

Closing (End): End the story with a resolution of the conflict. It could be happy, sad, or open-ended, but it should provide closure. The conclusion should reflect a change, learning, or realization.

II. DIARY ENTRY

Key highlights:

- Write in the first person (I, me, my).
- Be honest and open about your day.
- Share your dreams and day at the spa.
- Begin with a greeting like "Dear Diary."
- Reflect thoughts, emotions, or an experience.
- Maintain a personal and informal tone.

Format

Heading: Write the Date and Day at the top left-hand corner.

Greeting: Begin with "Dear Diary," as you are writing to a close confidant.

Body: Start with the reason for writing. Describe the day, experiences, thought that had an impact on you. Reflect on your feelings, emotions, and personal insights. You can describe what happened, how it made you feel, and what you think about it now.

Closing: End with a helpful note, decision, or thought. You may add "Good night," "See you tomorrow," etc., as a personal touch.

Exercise with Explanations

2

Preview

Key highlights:

- Be brief and factual: Write a sentence (100-120 words), clear, and factual—no personal opinions.
- Use facts and striking details. Pick important points and organise them logically.
- Use comparisons and extremes: Note differences, similarities, and standout features.

Format

Introduction (Opening sentence): Briefly introduce what or who you are describing.

Body: Set the context so the reader knows what the paragraph is about.

Conclusion (Closing sentence): Avoid detailed explanations here—just a simple, clear introduction.

Key highlights:

- Present the most important features or aspects.
- Use vivid but practical language to describe specific features, actions, or characteristics.
- If necessary, break into two short sub-parts to separate different ideas (for example, physical description and personality for a person).

Common Mistakes in Writing sentences:

- Start your description by giving an overall impression or final thought.
- Use descriptive language to describe your subject.

Useful Tips for Writing an Analytical Paragraph

- For Introduction:** The picture/scene/representation shows... This visual/verbal cue represents... The image depicts...
- For Details (Body):** The person/thing/idea is... The event/scene/... is characterised by... It shows features such as... It includes elements like... The situation reflects... The person/thing/idea is... The person/thing/idea is... A small group of... Several... The highest/lowest/most significant aspect in... The scene is dominated by... The key feature is...
- For Conclusion:** Overall, this description highlights... In short, it gives a clear idea of... To conclude, the scene/perspective is presented as...

Writing Skills

A detailed Format guide for the writing tasks (Descriptive Paragraph and Storywriting/Diary Writing) will provide the structure you need to craft your pieces effectively.

TENSES

5

Tense is the form taken by a verb to indicate when an action began, continued, or ended. It is divided into three categories:

- Present Tense: Events occurring in the present.
- Past Tense: Events that took place in the past.
- Future Tense: Events that will take place in the future.

Note:

- While answering the questions related to tenses, it is important to understand the time of action, as it will help choose the right verb form.
- As a general tip, it is important to be consistent with the verb form in the sentence or text until the theme or time of action needs to change.
- Make sure to read the sentence after answering the questions, as it will help remove grammatical errors.

Important points

- Singular Subject-Singular Verb (She prays)
- Plural Subject-Plural Verb (We pray)
- Singular Subject + Has
- Plural Subject + Have
- Verb + 'ing' in all Continuous Tenses shows the actions' continuity.
- Use Did with V_1 e.g.,

I didn't see him. (correct)
I didn't saw him. (incorrect)

Tense	Indefinite/Simple	Progressive/Continuous	Perfect	Perfect Continuous
Present	$S + V_1 + O$ (With plural subjects + O) $S + V_1 + s/es$ (With Singular Subjects + O)	$S + is/am/are/(V_1 + ing)$ $S + V_1 + O$	$S + has/have + V_1 + O$	$S + has/have + been + V_1 + ing) + since/for + O$
Past	$S + V_2 + O$	$S + was/were + (V_1 + ing + O)$	$S + had + V_3 + O$	$S + had been + V_1 + ing) + since/for + O$
Future	$S + will/shall + V_4 + O$	$S + will/shall be + (V_1 + ing) + O$	$S + will/shall + V_5 + O$	$S + will/shall + been + (V_1 + ing) + since/for + O$

Note: 'Shall' is used with 1st person (We/I), 'will' is used with 2nd and 3rd person.

Order of will/shall in interchanged in compulsory case

S = Subject, V = Verb, O = Object

Preview

Integrated Grammar

Grammar

All grammar topics are thoroughly explained to clear concepts before practicing integrated grammar exercise.

Ample Questions on each topic that is observed in the latest Board Exam is provided with Answer Key and Explanations.

INTEGRATED GRAMMAR

9

Fill in the blanks

- Fill in the blanks choosing the correct option from the given options. (Delhi Public School, Ranchi 2020)
 - (a) could (b) can
 - (c) must (d) might
- Neither the Guru nor his disciples _____ help. (require/request)
 - (a) the teachers along with the Principal _____ agreed to the proposal. (has/have)
 - (c) One-third of the project _____ to be reviewed again. (need/needs)
- Fill up the blanks with the most suitable of the given options. (SRD AV Public School, 2020)
 - (a) is (b) are
 - (c) have (d) had
 - (e) is (f) are

ANSWERS & EXPLANATIONS

Fill in the blanks

- (a) was (b) is (c) much (d) The few
- (e) require (f) must (g) have (h) have
- (i) needs (j) but (k) have (l) promoting
- (m) don't need / cross (n) should (o) was, the following day
- (p) with (q) through (r) may (s) is undertaking
- (t) would have also gone. (u) telecast (v) was looking (w) has been parked
- (x) should (y) is (z) required

Integrated Grammar

Narrative Sketch/Poetic Sketch

BEFORE YOU READ

Theme

The story "The Little Girl" explores the complexity of the parent-child relationship, emphasizing how love and care can often be misunderstood when not openly expressed. Through Kezia's journey from fear to understanding, the story highlights that parental strictness is often driven by responsibility and concern, and true affection is revealed through actions rather than words. It teaches the importance of communication and empathy¹ in building stronger emotional bonds.

Knowledge Hub

The story subtly uses the symbolism of light and darkness to represent Kezia's emotional journey. The "cold, dark room" where Kezia feels scared symbolizes her fear and loneliness, while the warmth of her father's arms as he comforts her symbolizes protection, love, and safety. This contrast mirrors the transition in her perception of her father—from a figure of fear to one of care and comfort.

Important Characters' Sketch

Kezia: Kezia is a sensitive and innocent little girl who fears her father's strict nature. She craves affection but misunderstands her father's love due to his harsh demeanor². Over time, she learns that her father deeply cares for her, even if he doesn't express it openly. Her journey from fear to understanding highlights her emotional growth.

SYNOPSIS

This story "The Little Girl" by Katherine Mansfield revolves around a young girl named Kezia and her evolving relationship with her father. Initially, Kezia is terrified of her father due to his strict and authoritarian demeanor. She finds him cold and unapproachable, as he often scolds her for small mistakes. Kezia fears his presence so much that she stammers while talking to him and avoids him whenever possible. Her routine revolves around waiting for him to leave for work in the morning and dreading his return in the evening.

One Sunday, her grandmother suggests she prepare a birthday gift for her father to please him. Kezia decides to make a cushion

¹ Empathy: Understanding and sharing another person's feelings.

² Demeanor: A person's behavior or way of behaving.

Synopsis

Begin with the Concept Map that visually encapsulates the storyline, themes, and characters, serving as a quick reference to recall important highlights.

Theme & Important Characters' Sketch: Understand the core message and the players involved in each story or poem with concise descriptions.

After reading, review the Synopsis for a summary of the main events or themes.

Literary Devices Section in Poetry: Learn to identify and understand the significance of literary devices in poetry to appreciate the craft of poets and the depth of their works.

Stanza 2

And I shall have some peace there, for peace comes slowly, like the soft light in the morning when crickets sing. At midnight, the lake shines gently; at noon, it glows with a purple light, and in the evening, birds called linnets fly around. All these images show how calm and beautiful nature is at Imnisfree.

Explanation

The poet believes Imnisfree will bring him peace. He says peace comes slowly, like the soft light in the morning when crickets sing. At midnight, the lake shines gently; at noon, it glows with a purple light, and in the evening, birds called linnets fly around. All these images show how calm and beautiful nature is at Imnisfree.

Stanza 3

I will arise and go now, for always night and day
I hear the lake water lapping⁴ with low sounds by the shore⁵;
While I stand on the roadway, or on the pavements⁶ grey,
I hear it in the deep heart's core.

Explanation

Even when the poet is in the city, walking on roads or pavements, he keeps hearing the sound of lake water in his mind. The sound stays with him day and night, deep in his heart. This shows how deeply he misses the peace and beauty of Imnisfree and how much he wants to go back there.

¹ Cabin: A small simple house.
² Veils: Cloth or curtains used to make walls or fences.
³ Glade: A small open area in a forest.
⁴ Lapping: Falling gently.
⁵ Veils: Thin layers or curtains (like a light mist or fog).

⁶ Glimmer: A faint or soft light.
⁷ Linnets: A small songbird.
⁸ Pavements: A paved walkway of water-lining the shore.
⁹ Shore: The land along the edge of a lake, sea, or river.
¹⁰ Pavements: Sidewalks where people walk.

Literary Devices

Alliteration: The repetition of consonant sounds at the beginning of words.

"Glimmering linnets lapping with low sounds."

Imagery: Descriptive language that appeals to the senses, creating vivid pictures.

"a small cabin beside the lake, of cold and gloom."

Personification: Presenting two opposite qualities as if they had life and could act.

"I hear it in the deep heart's core."

Consonance: Presenting two opposite qualities as if they had life and could act.

"I stand on the roadway, or on the pavements grey."

Assonance: Repeating vowel sounds in words.

"I hear it in the deep heart's core."

Preview
Integrated Grammar

NCERT Exercise with Explanations: NCERT Questions with Explanations will ensure you understand the reasoning behind each answer.

important or life-changing, though it was actually trivial.

- grow a thin moustache
- The narrator's focus on his looks shows that he is vain and somewhat self-obsessed. He takes pride in being a bachelor and a doctor and believes improves his looks. He believes that grooming himself well enhances his charm and personality.
- He found his smile attractive and believed it made him look more handsome.

III. 1. He heard a familiar sound coming from above, likely caused by rats.

2. It means he wanted to stand out and be noticed by others.

3. The narrator appears vain and self-conscious. He values appearance and takes pride in his looks, especially as a bachelor and a doctor. He believes that grooming himself well enhances his charm and helps him create an impression.

4. (a) comb his hair

Subjective Questions

Short Answer Questions

CBSE Marking Scheme: Content-I M, Organisation of Ideas-I M, Accuracy-I M

1. When the doctor noticed the snake on his shoulders, he stayed completely still and did not panic. He didn't shrink or tremble, but held his breath like a statue. Though his

Mistakes 101: What not to do!

Repeating the same information multiple times doesn't add value to your answer. Focus on variety and depth by exploring different aspects of the story or character development. Highlight new insights or examples each time.

Long Answer Questions

CBSE Marking Scheme: Expression-2 M, Accuracy-1 M

1. This statement reflects the doctor's realization of his own vanity and unpreparedness. Initially, he was proud of his appearance and self-confidence (IM). However, when faced with the danger of a snake coiled around his arm, he recognized his vulnerability and lack of preparedness, especially noting the absence of any medicine for a snakebite. (IM)

This moment of crisis humbled him, making him acknowledge his foolishness and the superficiality of his earlier pride.

4. (a) comb his hair

Subjective Questions

Short Answer Questions

CBSE Marking Scheme: Content-I M, Organisation of Ideas-I M, Accuracy-I M

1. When the doctor noticed the snake on his shoulders, he stayed completely still and did not panic. He didn't shrink or tremble, but held his breath like a statue. Though his

Nailing the Right Answer

Focus on how key events, like the snake encounter, reveal the character's growth or realization, linking emotions to themes such as vanity, humility, or vulnerability, rather than just retelling the plot.

Nailing the Right Answer & Mistakes 101: What Not to do!

Pointing out pitfalls to avoid & Misinterpretation of questions

Guiding you on how to articulate your knowledge in the most effective way.

NCERT EXERCISE

Thinking about the Text

(NCERT, Page 103)

1. Answer these questions in a few words or a couple of sentences each.

2. Name the two temples the author visited in Kathmandu.

Ans. The author visited the Pashupatinath and the Boudhanath temples in Kathmandu.

3. The writer says, "All this I wash down with Coca Cola."

Ans. "All this" refers to all the food items – the marzipan bar and the corn on the cob that he ate.

4. What does Vikram Seth compare to the quills of a porcupine?

Ans. Vikram Seth compares the flutes protruding out of the flute shop to the quills of a porcupine.

5. Name five kinds of flutes.

Ans. Five kinds of flutes are the reed flute, the recorder, the Japanese Shakuhachi, the deep bansuri of Hindustani classical music and the clear or breathy flutes of South America.

(ii) The things he sees.

Ans. The things he sees:

(a) fruit sellers.

(b) flute sellers.

(c) hawkers of postcards.

(iii) The sounds he hears.

Ans. The sounds he hears:

(a) Film songs blare out from the radios.

(b) car horns sound.

(c) vendors shout out their wares.

III. Answer the following questions in not more than 100-150 words each.

1. Compare and contrast the atmosphere in and around the Boudhanath shrine with the Pashupatinath temple.

Ans. The atmosphere at the Boudhanath temple is calm and quiet.

The temple has a huge white dome with an outer ring road.

The place is relaxing as there are no noises or crowds around.

On the contrary, the atmosphere at the Pashupatinath temple is *boisterous*. There is a lot of commotion and noise as tourists

Miscellaneous Exercise with Explanations & Step-wise Marking Scheme: Test your mastery of the literature section with additional exercises. Detailed explanations will support your learning, clarify doubts, and provide in-depth understanding.

MISCELLANEOUS EXERCISE

Multiple Choice Questions

- Where was Maria Sharapova born?
(a) United States
(b) Russia
(c) England
(d) France
- At what age did Maria Sharapova begin training in the United States?
(a) 9 years old
(b) 10 years old
(c) 11 years old
(d) 12 years old
- What did Maria Sharapova separate from her mother for two years?
(a) Her mother didn't want her to pursue tennis.
(b) Her mother had visa restrictions in Siberia.

(c) Maria wanted to train in the United States alone.

(d) Her mother was busy with work commitments.

4. What important lesson did Maria Sharapova learn at a young age?
(a) Tennis excellence comes with a high price.
(b) Sacrificing for tennis is not worth it.
(c) She must quit tennis and pursue other hobbies.
(d) A week is necessary for success.

5. What aspect of Maria Sharapova's personality helped her endure challenges?
(a) Competitive spirit
(b) Introversion
(c) Lack of determination
(d) Fear of failure

6. Which tournament did Maria Sharapova win in 2004?
(a) US Open
(b) French Open
(c) Wimbledon
(d) Australian Open

ANSWERS & EXPLANATIONS

Answer Key

Multiple Choice Questions

- (b)
- (a)
- (b)
- (a)
- (a)
- (b)
- (b)
- (a)
- (c)
- (d)

Explanations

Excerpt-Based Questions

- Maria's inner toughness contrasts with her smile and glamorous appearance.
- Despite her physical challenges, Maria showed great maturity and strength. Her composed nature, determination, and dedication enabled her to rise to the top of women's tennis within just four years of becoming a professional player.

3. (c) Far more mature and responsible than her age

4. (d) Maria is 100% fit

II. 1. Her father, Yuri.

2. The trip to Florida began Maria's path to success, but it

came at the cost of a painful two-year separation from

3. (b) Success in tennis requires effort and sacrifice

4. (b) Siberia

Subjective Questions

Short Answer Questions

CBSE Marking Scheme: Content-I M, Organisation of Ideas-I M, Accuracy-I M

1. Maria's co-trainers at the tennis academy were significantly older than her. They often returned late at night, around 11 pm, to train the next day. They would wake her up to clean the room. Instead of letting this discourage her, Maria used the experience to build her mental toughness and determination.

MOCK TEST PAPER-2

Time allowed : 3 hours

Maximum Marks : 80

GENERAL INSTRUCTIONS:

(i) This question paper comprises 11 questions. All questions are compulsory.

(ii) The question paper contains THREE section:

Section A – Reading Skills

Section B – Writing Skills and Grammar

Section C – Language through Literature

(iii) Attempt question based on specific instructions for each part.

SECTION - A READING SKILLS

(10 marks)

1. Read the following text.

Hobbies help us grow as a person. The best way to have a new hobby is to try something new. All of us are unique, and this is the reason why our hobbies and interests are different. Once we find an activity we are passionate about, we can enjoy it more. When you get hooked, you will realize that your hobby becomes an integral part of your life. Having a hobby not only enjoys us joy and refreshes us. Hobbies help us to manage our leisure and implanted time more productively. It also affords you the opportunity to learn new skills in your work. But these are not the only benefits of having a hobby.

2. Read the following text.

Sharpen your preparation with curated set of questions from the actual papers of leading schools such as DAV, DPS, Kendriya Vidyalaya, and others. Practicing them will help you understand commonly asked question types, improve your accuracy, and boost your confidence for the final exam.

Mock Test Papers: Test your preparedness with our Mock Test Papers designed to mirror the format and difficulty of real exams. Use the detailed explanations to identify areas of strength and opportunities for improvement.

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READING COMPREHENSION

1

Preview

Steps to attempt Reading Comprehension

- Focus on the main idea, not every detail:** Don't get lost in small examples or facts. Try to understand what the passage is mostly about.
- No need to memorize:** You don't have to remember every word. Just understand the main points—you can always go back and check the passage for specific answers.
- Read questions before the passage:** Skim through the questions first. This helps you know what to look for when you read the passage.
- Don't worry too much about tough words:** If you don't know a word, try to guess its meaning from the sentence. Focus more on the overall message of the passage.
- Pick the Best-Fit Answer:** Read all choices carefully before answering. For vocabulary questions, replace the word with each option to see which fits best in context. Try to base your answer on the evidence/facts in the passage.
- Stick to the passage:** Always base your answers on what is written in the passage. Ignore options that include outside information.
- Watch out for tricky words:** Words like but, however, although, etc., can change the meaning of a sentence. Read carefully to avoid mistakes.
- Jot down quick notes:** For complex passages, write short notes or underline key points. This helps you stay focused and answer faster.
- Pay attention to the beginning and end:** The first and last paragraphs usually give you the main idea of the passage. These are helpful for answering summary or theme-based questions.

Two Types of Reading Comprehension (As per latest CBSE pattern)

(i) Discursive Passage (400–450 words):

- Involves balanced, often opinionated discussion on social, environmental, scientific, or cultural topics.
- Requires higher-order thinking to analyze different viewpoints and evaluate arguments.

(ii) Case-Based Factual Passage (200–250 words):

- Shorter factual passage supported by visuals like graphs, pie charts, or tables.
- Focus on data interpretation alongside reading comprehension..



I. DISCURSIVE PASSAGE

Passage-I

Read the passage given below.

(10 marks)

1. The problem of the conservation of historical monuments (statues, columns, ancient buildings) requires an accurate study of the many environmental agents that bring about the deterioration process and affect the actual rate of deterioration. Among the most active causes of weathering, we can cite: (i) the weakening of the outer layer of the art work, which is caused by complex microphysical effects and is in particular due to wetting of the outer layer of the artwork (a comparison between the effects of rainwater and condensation is made); (ii) the chemico-physical action of pollutants captured in both the dry and wet phase
2. The destructive processes depend on many factors : the past history of the monument, the capture and nature of the pollutants, and the frequency of some microclimatic conditions, particularly those supplying the water necessary for chemical reactions To this end, studies of diurnal and seasonal variations on the monument of both the heat wave and the fluxes of moisture and energy are very important.
3. Some of these processes have been shown with microclimatic studies and microphysical investigations associated with mineralogic and chemical analysis of samples of weathered material Mathematical models in some cases (especially for solar radiation and temperature) permit physical simulation, reconstruction of past data, and extrapolation into the future. Observation of many monuments from different epochs situated at various sites gives examples of the fundamental processes that are often associated with, or masked by, other effects.
4. The main weathering processes are due to the combined action of rainwater and atmospheric pollutants (particularly the carbonaceous particles due to combustion) deposited on the surface of the monument. The way in which the surface is wetted is very important: in fact, a short drizzle can activate the dry deposit without washing it away, and in this case the pH of rain droplets is of secondary importance; on the other hand, showers supply abundant water, which favours dissolution of the stone and removal of the solute, resulting in a thinning of the original rock. Another important factor is the dynamic regime (i.e., laminar or turbulent) of the water flowing over the surface of the monument.
5. In zones where the surface of marble or calcareous monuments is only wetted, but protected from runoff, black crusts (characterized by crystals of gypsum and calcite with carbonaceous particles embedded in the crusts) are formed Zones subjected to heavy runoff are also subjected to a thinning of the rock, and small authentic calcite crystals form that are white in appearance.
6. In the case of relatively unpolluted towns, where marble and limestone sulfation is not the main cause of the deterioration process, biological deterioration mechanisms are often very important due to the activity of epilithic and endolithic microflora and microfauna.

7. The case of particularly precious mortars, e.g., murals or frescoes, is discussed in order to clarify the thermodynamic method proposed for the analysis of experimental campaigns Finally, actions are described that act on the causes and not only on the effects.

(Army Public School, 2023)

Answer the following questions, based on the passage above.

(10 × 1 = 10)

- (i) List any two factors on which the destructive processes of historical monuments depend.
- (ii) The problem of the conservation of historical monuments requires
 - (a) An understanding of the deterioration process.
 - (b) An accurate study of the many environmental agents
 - (c) An accurate assumption of the effects of rainwater.
 - (d) An understanding of the effects caused by the chemico-physical action of pollutants.
- (iii) The main weathering processes of the monument are caused due to the deposition on the surface of the monument.
 - (a) gypsum and calcite with carbonaceous particles
 - (b) the heat wave and the fluxes of moisture and energy
 - (c) pollutants which weaken the artwork
 - (d) the combined action of rainwater and atmospheric pollutants
- (iv) What favours the dissolution of the stone and removal of the solute, resulting in a thinning of the original rock?
- (v) To understand the destructive process of a monument, it is very important to study the:
 - (a) Moisture deposited on the monument yearly.
 - (b) Understand the variations of heat affecting the monument.
 - (c) Diurnal and seasonal variations on the monument.
 - (d) Fluxes of energy experienced by the monument.
- (vi) Fill in the blank by selecting the correct option.
Zones that experience _____ are also subjected to a thinning of the rock and small authentic calcite crystals form that are white in appearance on the monument
 - (a) extreme air pollution
 - (b) acid rainfall
 - (c) harsh winds
 - (d) heavy run-off
- (vii) Which of the following will be the most appropriate title of the passage?
 - (a) Deterioration Process of Historical Monuments
 - (b) Monuments and their Deterioration
 - (c) The Legacy of Monuments
 - (d) The Science of Deterioration
- (viii) Complete the following analogy correctly with a word/phrase from paragraph 2:
tree sap:: hydrant: _____
(Clue: Just like a tree is a source of sap, similarly a hydrant is a source of)

(ix) State whether the following statement is TRUE or FALSE. When talking about weathering processes, the way in which the surface is whetted is very important

(x) Substitute the word ‘weathering’ with ONE WORD similar in meaning, in the following sentence from paragraph 4: The main weathering processes are due to the combined action of rainwater and atmospheric pollutants.

Passage-II

Read the passage given below. (10 marks)

- Physical fitness is just as important for children as learning the letters and numbers. This realisation is not of recent origin; most schools have a certain number of periods dedicated to physical activities. However, in the context of rising incidences of lifestyle-related diseases among children and adolescents, the question is: is this enough?
- Before the advent of televised distractions, children were often found outside the house playing in parks and even on the streets. But what really reduced playtime drastically was the arrival and rapid spread of the Internet. Online games and social networks have turned out to be an addiction that the new generation has fallen prey to.
- Childhood obesity, depression, and diabetes in children have become far more common today than they were earlier. Doctors are advising parents to encourage children to engage in physical activities above and beyond the routine games periods in school.
- There are many things that schools can do to help students lead an active lifestyle. Encouraging students to participate in a variety of sports activities can help them identify a sport that is right for them and suits their interest and ability. They should be encouraged to try games like chess as well, which may be a better choice for some students. They will automatically develop the habit of Physical exercise on realising that a fit body is required for a fit mind. In fact, physically active students are healthier and have been found to perform better in academics as well.
- Building an active lifestyle is not a difficult proposition. It is as easy as walking or cycling a short distance instead of driving. As a family, planning a daily walk of thirty to sixty minutes can be easily accomplished. As little as thirty minutes of physical activity a day can increase concentration, focus, and self-esteem.
- Dance—whether in the classical or contemporary form, or Zumba—is an excellent form of exercise in addition to being an art form.
- Yoga, too, is of great benefit for someone who wants activity but would rather avoid vigorous running or contact sports. Yoga improves concentration and calms the agitated mind.
- Martial arts are also known to benefit people by increasing focus and building discipline.
- As Internet and video gaming have become extremely popular, the games, too, have evolved from purely sedentary ones to those that require a degree of physical movement. These have come to be known as ‘exergaming’, and many people—both children and adults—enjoy playing these games. With a huge

population of young people, a wholesome health initiative adopted by individuals and the government can result in a physically fitter India. (440 Words)

Adapted from: <https://www.thehindu.com/education/the-importance-of-a-fitness-education/article22331606.ece>

(DAV Public School, 2023)

Based on your understanding of the passage, answer the questions given below (10 × 1 = 10)

- Infer how the narrator has emphasised the importance of physical fitness.
- Based on your reading of the text, list two things which have affected the playtime of students. (Paragraph 2) :
1. _____ 2. _____
- Complete the following with a word/ phrase from Paragraph 5.

OPINION	REASON
_____	Idea or suggestion that somebody expresses about something .

- Give at least two reasons for which the doctors are advising parents to engage children in physical activities.
- Give reason behind the writer’s statement—
‘They should be encouraged to try games like chess as well.’
 - The black and white checked patterns are appealing
 - It develops analytical skill and activates mind
 - It gives us physical exercise
 - Schools don’t have to spend money on this
- Students who are found better in academics are _____.
 - Physically active students
 - Who continue prolonged study
 - Who play chess
 - Lead a docile life style
- What difference do you find between the virtuous impact of yoga and martial arts ? (Paragraph 7-8)
- Cite the steps to be taken by schools for helping the students to lead an active life style.(Paragraph 4)
- Define exergaming.(Paragraph 9)
- Choose the option that suggests the most appropriate title for Paragraph 4-6.
 - Institutional Accountability (b) Healthy Body Ready steps Concentrate Mind
 - The Whirling Motion Beating Steps
 - The Lion’s Share (d) Benefitting Habit Active Life Style Driving Force
 - The Zumba Beats Visual Art

(iii) Support the writer's idea that small individual actions towards water conservation are not trivial. (paragraph 2) (2)

(iv) Select the option that best reflects the concept of a 'ripple effect in the context of student life at school. (paragraph 3) (1)

(v) State whether the following statement is True or False. (paragraph 3) (1)

(vi) The writer mentions sustainable farming practices' in paragraph 4. Which of the following is a sustainable farming practice? (1)

(a) Using chemical fertilizers and pesticides extensively to increase crop yields.

(b) Clearing large areas of natural vegetation to expand farmland for organic farming

(c) Implementing crop rotation and using organic compost to maintain soil health.

(d) Relying solely on monoculture farming to maximise production efficiency.

(vii) List any two points that a powerful message sent to businesses and policy makers about the importance of water conservation might include. (paragraph 5) (2)

(viii) Fill in the blank with the correct option from those given. In the phrase 'culture of sustainability, the word 'culture' refers to (paragraph 6) (1)

(a) A set of beliefs and practices shared by a group

(b) The artistic and traditional practices specific to a community's heritage.

(c) The lifestyle habits and choices that are popular among the urbane

(d) The techniques and methods used in development efforts

II. CASE BASED PASSAGE



Passage-1

Read the passage given below: (10 × 1 = 10)

1. The ocean is one of the most unexplored parts of our planet, with a magnitude of undiscovered species and mysteries. It turns out from the studies conducted over the last few decades that this magnificent environment is under serious threat from human intervention, with plastics set to outnumber fish by 2050.
2. Marine life, as we know it, is suffering irreparable damage from the chemical pollution of the waters and the millions of tons of mismanaged waste dumped in the oceans each year. The result is a planetary crisis with over 100 million marine animals' lives get lost every year and the decay of the ocean's ecosystem.
3. Almost 1,000 species of marine animals are impacted by ocean pollution, and we now have over 500 locations recorded as dead zones where marine life cannot exist. How did this happen? What is causing the most damage? find out everything above in the marine pollution statistics round-up.
4. The Great Pacific Garbage Patch is a floating island of debris, accumulated in the North Pacific Ocean by an extensive system of currents called gyres. It is built up from two other waste patches. the western garbage patch near Japan and the eastern garbage patch near America's west coast, near California and Hawaii.
5. The North Pacific Subtropical Convergence Zone links the east and western garbage patches, acting as a highway for waste to move from one to the other. Because of this, a small item of debris dropped near California can travel across to Japan and then eventually get sucked up by these swirling garbage patch vortexes.
6. The Great Pacific Garbage Patch size is quite shocking. These patches of trash are said to be twice the size of Texas

and float on the surface but do drop several meters into the ocean in places, which makes the correct size challenging to measure. The world's largest garbage site is mainly made up of microplastics, creating a vast clod, with newer items of debris that haven't broken down as much floating around like chunks in a soup. The Great Pacific Garbage Patch's effects on marine life are extremely significant. (Army Public School, 2023)

Shocking Ocean Pollution Statistics:

- 100 million marine animals die each year from plastic waste alone.
- 100,000 marine animals die from getting entangled in plastic yearly - this is just the creatures we find.
- 1 in 3 marine mammal species are found entangled in litter, 12-14,000 tons of plastic are ingested by North Pacific fish yearly.
- In the past 10 years, we've made more plastic than the last century. By 2050, the population of fish will be outnumbered by our dumped plastic.
- The largest trash site on the planet is the Great Pacific Garbage Patch, twice the surface area of Texas; it outnumbers sea life there 6 to 1.
- China is ranked #1 for mismanaged waste and plastics. However, the US is in the top 20 with a more significant waste per person contribution.
- 300 million tons of plastic gets created yearly, and this weighs the same as the entire human population, and 50% is single-use only.
- There are 5.25 trillion pieces of plastic waste estimated to be in our oceans. 269,000 tons float, 4 billion microfibers per km² dwell below the surface.

- 70% of our debris sinks into the ocean's ecosystem, 15% floats, and 15% lands on our beaches.
- In terms of plastic, 8.3 million tons are discarded in the sea yearly. Of which, 236000 are ingestible microplastics that marine creatures mistake for food

Based on your understanding of the passage, answer the following questions: (10 × 1 = 10)

- (i) Infer one reason for the following, based on the information in paragraph 5:
A small item of debris dropped near California can travel across to Japan.
- (ii) According to the passage, what is set to outnumber the fish in the ocean by the year 2050?

<i>(a) pollution</i>	<i>(b) garbage</i>
<i>(c) plastics</i>	<i>(d) Human waste</i>
- (iii) The largest trash site on the planet, the Great Pacific Garbage Patch, is twice the size of which city?

<i>(a) Arizona</i>	<i>(b) Florida</i>
<i>(c) Colorado</i>	<i>(d) Texas</i>
- (iv) Which country is ranked number one for mismanaged waste and plastics?
- (v) Which of the following is not a place from where 80% of global marine pollution comes?

<i>(a) agriculture runoff</i>	<i>(b) untreated sewage</i>
<i>(c) discharge of nutrients and pesticides</i>	<i>(d) factory waste disposal</i>
- (vi) State whether the following statement is TRUE or FALSE: 700 marine locations are now recorded as dead zones globally.
- (vii) Fill in the blank by selecting the correct option.
An extensive system of currents in the North Pacific Ocean is called _____.

<i>(a) debris</i>	<i>(b) vortex</i>
<i>(c) convergence</i>	<i>(d) gyres</i>
- (viii) Substitute the word 'irreparable' with ONE WORD similar in meaning in the following sentence from paragraph 2:
Marine life, as we know it, is suffering irreparable damage from the chemical pollution of the waters.
- (ix) Choose an option that is an antonym of the word 'unexplored'.

<i>(a) known</i>	<i>(b) undiscovered</i>
<i>(c) irrelevant</i>	<i>(d) unimportant</i>
- (x) Based on your understanding of the text, list 2 reasons for the following:
"Marine life is suffering from irreparable damage.
1. _____ 2. _____

Passage-II

Read the passage given below.

(10 marks)

1. India's gold mine production has the potential to reach 20 tonne per year, up from 1.6 tonne in 2020, if legacy hurdles are reduced considerably and investments are encouraged, according to a report by the World Gold Council (WGC).
2. Should such a level be reached, it would generate almost \$50 million in revenue per year for India from royalty payments at current gold prices. The WGC added that royalty rates from primary gold production in India are set at 4% of the London Bullion Market Association gold price. This would also provide direct employment for an estimated 3,000-4,000 people in addition to those currently employed in the industry.
3. Somasundaram PR, World Gold Council, said, "Given that India is one of the world's largest gold consuming countries, it makes sense for sustainable economic development in the mining sector. But change is needed for this to happen, legacy hurdles must be reduced considerably, and investments encouraged. There are promising signs in recent years with the changes to the Mines and Minerals (Development and Regulation) Act, National Mineral Policy and National Minerals Exploration Policy. If this trend continues, India's mine production is expected to increase in coming years."
4. The government has reduced taxation on corporate profits on mining over the last few years. Many of the key gold mining areas in remote locations are witnessing quickly developing infrastructure. The report also highlighted that India's current defined gold reserves totalled 70.1 tonnes, with 88% of reserves in Karnataka; 12% in Andhra Pradesh. (250 words)

HUNTING FOR GOLD		India tops the world in gold demand and imports close to 1,000 tonnes of gold annually
		
<ul style="list-style-type: none"> ➤ Despite the high demand, country's annual gold output is around 60,000 ounces ➤ The iconic Kolar gold field closed in 2001 after more than 120 years of operation ➤ Huttī gold mine in Karnataka, which started production in 1982 and is located in the same greenstone belt as Kolar, is still operational ➤ Huttī produced 45,000 ounces in 2015 ➤ Jonaigiri mine, once operational, will become India's first private gold mine 	<ul style="list-style-type: none"> ➤ Geomysore Services (GMSI), a private company established in 1994, is into exploration and production of untapped gold ➤ GMSI also explores base metal, nickel-platinum and magnetite resources 	

Adapted from: www.livemint.com/news/india/indias-gold-production-can-rise-to-20-tonnes-report-11647512958749.html

(DAV Public Schools , 2023)

Answer the following questions, based on the passage above.

(10 × 1 = 10)

- (i) Infer one reason for the following, based on the information in paragraph 1.
Increase in the production of gold in India is conditional.

(ii) Select the appropriate option to fill in the blanks.

From paragraph 2, we can infer that the _____ and _____ in India can grow up with if gold mining reaches its expected level.

1. revenue	2. happiness index
3. inflation	4. employment
5. integrity	
(a) 1 & 3	(b) 2 & 4
(c) 3 & 5	(d) 1 & 4

(iii) Complete the following analogy correctly with a word/phrase from paragraph 1.

ignorance : wisdom :: _____ : success

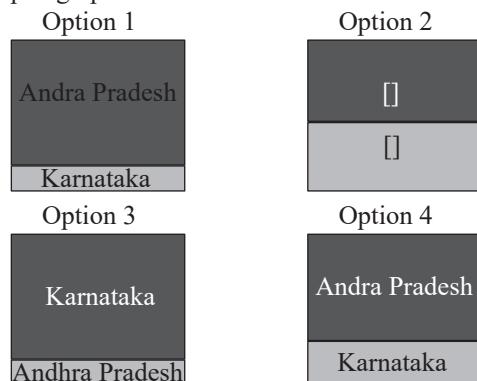
(Clue: Just like wisdom can be gained by defeating ignorance, similarly _____ should be crossed to get success.)

(iv) Fill in the blank by selecting the correct option.

Recent changes in various acts and policies related to mines and minerals projects _____ signals.

A. harmful	B. traffic
C. encouraging	D. mixed

(v) Select the bar representation that appropriately displays India's current gold reserves in the given states, as per paragraph 4.



(a) Option 1	(b) Option 2
(c) Option 3	(d) Option 4

(vi) Select the correct option to complete the following sentence:

The experts expecting ' a sustainable economic development in mining sector desire _____. (Paragraph 3)

(a) India should top the world in demand and import of the yellow metal
(b) reduction in legacy barriers and improvement in investment
(c) India should be the world's largest gold consuming country
(d) the World Gold Council must make sense for developing mining capacity

(vii) Substitute the word 'trend' with ONE WORD similar in meaning, in the following sentence from paragraph 3.

If this trend continues, India's mine production is expected to increase in coming years.

(viii) List the two reasons for dreaming a rosy picture for increase in gold mining activity in India, as per paragraph 4.

1. _____ 2. _____

(ix) List one example that confirms that the private companies are going to play a major role in Gold mining in the country, as per the given box (visual aid)

(x) Find out the inappropriate statement from the following according to the given passage.

(a) India has the ability produce 18.4 tons more gold than that of 2020.
(b) Increased production of gold can create more employment opportunities.
(c) Royalty payments are not a part of generating revenue for a country
(d) Indians consume a lot of gold from the global point of view

Passage-III

Read the passage given below.

(10 marks)

1. Anger is usually defined as a strong feeling of hostility, displeasure, indignation, rage or annoyance. It is an emotional state that is accompanied by physiological and biological changes including an increase in heart rate and blood pressure, as well as an increase in the levels of one's energy hormones, adrenaline, and noradrenaline. An angry mind often loses its capacity to think properly. Anger problems seem to be growing in scope and intensity and the collateral issues associated run the risk of becoming more explosive and destructive. While anger is a normal human emotion, ongoing impulsive anger often leads to massive, sometimes irrevocable, problems in interpersonal relationships, work and on general quality of life. People that have difficulty managing anger are susceptible to road rage, verbal and physical violence, and some may find themselves in legal trouble due to anger-fueled incidents.

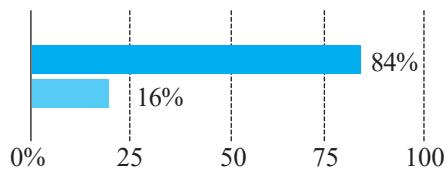
2. Anger can be caused by both external and internal events. You could be angry at a specific person (such as a co-worker or classmate) or event (a traffic jam, a cancelled flight), or your anger could be caused by worrying or brooding about your personal problems. Memories of traumatic or enraging events can also trigger angry feelings.

3. Anger in a limited quantity is considered to be good as it gives one an opportunity to unleash negative feelings. Anger is a natural, adaptive response to threats. A certain amount of anger is needed to fight, defend and justify ourselves in society. Hence anger in small quantities is needed for our survival, like it is justified to get angry when one feels that one's rights have been denied. But excessive anger can lead to destructive results including violent actions.

4. One of the most commonly used anger management methods includes breathing exercises. A number of anger management courses are available nowadays to help one control one's anger. It always helps to have someone from whom one can seek help and talk. It is important to learn how to express one's anger assertively rather than aggressively. One can also substitute the thought that makes one angry with more pleasant thoughts. Nowadays mental health professionals and psychologists are also available to help people control their anger.

Are We Angrier Than A Generation Ago ?

■ Yes ■ No



%	FINDINGS OF POLL BY DUKE UNIVERSITY, USA
64%	world is becoming an angrier place
32%	a close friend or family member has anger issues
28%	they worry about how angry they sometimes feel
20%	they have ended a relationship or friendship with someone because of how they behaved when they were angry
13%	have taken professional help for anger management
10%	People with anger issues also have access to arms

(Delhi Public School, 2023)

On the basis of your reading of the passage, answer the following questions: (10 × 1 = 10)

- Anger is a sharp response that can cause _____ changes in a person.
 - physiological, biological and emotional
 - biological and emotional
 - emotional and hormonal
 - physiological and biological
- State whether the following statement is TRUE or FALSE.
According to the author: 'Anger can be good' because it helps increase negative feelings.
- Fill in the blank in the following sentence. We can say that the scale or magnitude of anger can range from _____
- Fill in the blank in the following sentence. These two are considered simple methods of managing your anger _____
- Select appropriate synonym for 'aggression' from the para 1 from the options provided.
 - hostility
 - friendliness
 - proximity
 - trauma

- Which of these would be the best title for this passage?
 - Emotional Outburst
 - Don't Get Angry
 - Tame Your Anger
 - Anger Can Kill You!
- There is a definite generational shift in rising anger-related problems. This means that _____
 - the young are getting more angry
 - the old are getting less angry
 - the young are getting less violent
 - the old are getting more violent
- State whether the following statements is TRUE or FALSE.
Looking at the findings of a poll survey by Duke University, 10% of people with anger issues have taken professional help for anger management.
- According to the experts, anger can get manifested in other ways than getting physically violent. Identify which one of the following does not fall under physical violence.
 - physical quarrels
 - road rage
 - verbal abuse
 - kicking
- Which word in para 1. is the synonym of the word 'unrectifiable' :
 - collateral
 - susceptible
 - irrevocable
 - noradrenaline

Passage-IV

Read the passage given below carefully. (10 marks)

- India is home to 18 per cent of the global population but has only 4 per cent of the global water resources. Its per capita water availability is around 1,100 cubic meters (m^3)—well below the internationally recognised threshold of water stress of 1,700 m^3 per person and dangerously close to the threshold for water scarcity of 1,000 m^3 per person.
- Paradoxically, India is the largest net exporter of virtual water (the amount of water required to produce the products that India exports) and has one of the most water-intensive economies. Despite looming water scarcity, India remains one of the largest water users per unit of GDP, indicating that poor water resource management is a major concern. Government capacity for water management is lacking, and policies often promote inefficient and unproductive water use. This is further worsened by weak or absent institutions (e.g., for water regulation) and poor data collection and analysis, resulting in the increasing severity of India's water crisis.



ANSWERS & EXPLANATIONS



Discursive Passage

Passage-I

- (i) Past history of the monument; nature of pollutants.
- (ii) (b) An accurate study of the many environmental agents
- (iii) (d) the combined action of rainwater and atmospheric pollutants
- (iv) Showers supply abundant water
- (v) (c) Diurnal and seasonal variations on the monument
- (vi) (d) heavy run-off
- (vii) (a) Deterioration Process of Historical Monuments
- (viii) water
- (ix) TRUE
- (x) erosion

Passage-II

- (i) By highlighting the rising health issues among children and showing how physical fitness improves both health and academic performance.
- (ii) 1. Televised distractions
 - 2. Arrival and spread of the Internet
- (iii) Opinion- Building an active lifestyle is not a difficult proposition
- (iv) 1. Rise in childhood obesity and diabetes
 - 2. Increase in depression among children
- (v) (b) It develops analytical skill and activates mind
- (vi) (a) Physically active students
- (vii) Yoga improves concentration and calms the mind, whereas martial arts increase focus and build discipline.
- (viii) Schools should encourage students to participate in various sports to help them identify suitable activities and develop the habit of physical exercise.
- (ix) Exergaming refers to video games that include physical activity and movement, making them both engaging and health-oriented.
- (x) (b) Healthy Body
 - Concentrate Mind
 - Beating Steps

Passage-III

- (i) (d) these cause much greater damage
- (ii) (b) there is little time available for safety measures
- (iii) (c) the streams and rivers spill over
- (iv) (a) increased concentration of green house gases

- (v) (b) they do not have means to move away quickly

- (vi) (c) falling of rain in an area

- (vii) (d) Rain water harvesting

- (viii) (c) sudden and excessive heavy rain

- (ix) (c) Vulnerability

- (x) (b) Unwilling

Passage-IV

- (i) (c) alarm for the lives of the girls
- (ii) Naubat Baja is similar to a theatrical performance because it uses dramatized audio content with stories, satire, and comedy to present social issues in an engaging way, just like theatre educates while entertaining its audience.
- (iii) by audio content makers and researchers, ensuring relevance and engagement
- (iv) (a) rural and urban areas
 - (c) gender discrimination and sensitisation
- (v) news, general knowledge, job opportunities, and information on government schemes through audio content
- (vi) Naubat Baja has reached remote areas by using mobile phone technology, especially missed-call radio, allowing access even in places without internet, cable, or television.
- (vii) (a) They are using a cloud-based telephone service to reach people.
- (viii) volunteers, panchayats, ASHA workers, Anganwadi centres, UNFPA, and community leaders

Passage-V

- (i) (d) Both (a) and (c)
- (ii) The Divide Between the Rich and the Poor
- (iii) The poor constantly yearn for the rich world and depend on the rich for jobs and survival. In turn, the rich depend on the poor for cheap labor, such as domestic help and daily wage workers, to maintain their comfortable lives.
- (iv) (a) They provide cheap labour
- (v) The world of the rich is bright and well-lit whereas the world of the poor is dark and depressing.
- (vi) (c) 2 and 5
- (vii) (c) comprehension
- (viii) The author believes Delhi is on the brink of disaster due to the annual migration of around 5,00,000 people, leading to overcrowding, deterioration of basic services, rise in crimes, and loss of moral and social values.

NO MEN ARE FOREIGN

—James Kirkup

6



1 The poem begins by breaking the idea of "foreignness" and "strangeness," reminding us that all people are equal.

2 The poet says that under different uniforms, we all have the same human body.

3 Whether people live in another country or speak another language, they still share the same Earth.

4 Like us, they enjoy sunlight, air, and water, and they suffer hunger during wars.

5 Their hands are like ours, shaped by hard work and labour.

6 War brings destruction — "hells of fire and dust" that damage the same Earth we all live on.

7 Hatred is taught — when we are told to hate others, we actually harm ourselves.

8 Fighting against one another pollutes our shared world and destroys its purity.

9 The poem ends with a powerful reminder: no one is strange or foreign — we are all human.

10

**Central Idea**

The poem “No Men Are Foreign” teaches us that all human beings are the same, no matter which country they belong to. We may wear different clothes, speak different languages, or follow different customs, but we all share the same Earth, air, water, emotions, and needs. The poet urges us to stop fighting and hating others because it harms not only them but also ourselves. Through this poem, we are reminded to live in peace and harmony, respecting all human beings as equals...

| STANZA-WISE ANALYSIS

Stanza 1

*Remember, no men are strange, no countries foreign
Beneath all uniforms¹, a single body breathes
Like ours: the land our brothers² walk upon
Is earth like this, in which we all shall lie³.*

Explanation

The poet reminds us that no human being is strange, and no country is truly foreign. Deep down, all people are the same. Though they may wear different clothes or speak different languages, they share the same body, breath, and emotions. The Earth they walk on is just like ours — we all live on the same planet, and in the end, we are all buried in the same soil. The poet wants us to understand that these outward differences don't change the fact that we all belong to one human family.

Stanza 2

*They, too, aware of sun and air and water,
Are fed by peaceful harvests⁴, by war's long winter starv'd⁵.
Their hands are ours, and in their lines⁶ we read
A labour not different from our own.*

Explanation

In this stanza, the poet tells us that people in other countries live life just like we do. They enjoy the same sunlight, air, and water. When there is peace, they grow food and enjoy the harvest. But during war, they also face hunger just like we do. Their hands resemble ours and reflect hard work, just as ours do. The poet emphasizes that their lives, efforts, and hardships are no different from ours — we are all alike.

Stanza 3

*Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.*

Explanation

The poet reminds us again that people from other countries are just like us. They have eyes like ours, which open when they wake and close when they sleep. Their lives follow the same daily rhythm. They also feel love, which can inspire and strengthen them. Across the world, human life is shared and similar — we all experience the same feelings and needs. The poet wants us to realise that no matter where someone is from, their life is not much different from ours, and this shared understanding should unite us, not divide us.

¹ **Uniforms:** Special clothes worn by people in jobs like the army, police, or schools.

² **Brothers:** Here it means people who are like family or fellow humans

³ **Lie:** To rest or be placed somewhere, especially after death

⁴ **Harvests:** - the time or act of collecting crops from the fields

⁵ **Starv'd (starved):** Very hungry

⁶ **Lines:** The marks or features on their hands or the signs of hard work they have.

**Rhyme Scheme**

The poem ‘No Men Are Foreign’ is written in free verse. As a result, there is no defined rhyme scheme in the poem.

Literary Devices

Repetition: Repeating a word or line for emphasis. “Remember” is repeated in many stanzas to stress the importance of the poet's message.

Metaphor: A comparison without using “like” or “as.”

“Beneath all uniforms, a single body breathes” – Here, all humans are compared to one body, showing unity.

Alliteration: Repetition of the same consonant sound at the beginning of nearby words.

“Beneath all uniforms” – the ‘b’ sound is repeated.

Imagery: Use of words to create mental images for the reader.

“Our hells of fire and dust” – this line gives a vivid image of war's destruction.



NCERT EXERCISE

Thinking about the Poem

(NCERT, Page 81)

- (i) "Beneath all uniforms . . ." What uniforms do you think the poet is speaking about?
- (ii) How does the poet suggest that all people on earth are the same?

Ans. (i) The poet discusses the many attires that people in other countries wear, but says that the human body is the same underneath them all.
(ii) Nobody is distinctive or special, according to the poet. No nation is alien. Underneath every uniform, a single body breathes. Additionally, the land is equal everywhere.

2. In stanza 1, find five ways in which we all are alike. Pick out the words.

Ans. The five ways in which we all are alike from stanza 1, along with the exact words/phrases from the poem:

- (i) We all breathe the same air
- "a single body breathes Like ours"
- (ii) We all share the same land
- "the land our brothers walk upon Is earth like this"
- (iii) We all depend on sun, air, and water
- "They, too, aware of sun and air and water"

- (iv) We all are fed by harvests and suffer in war
- "Are fed by peaceful harvests, by war's long winter starv'd."
- (v) We all have hands that show similar hard work
- "Their hands are ours, and in their lines we read A labour not different from our own."

3. How many common features can you find in stanza 2? Pick out the words.

Ans. The following common features are given in the stanza:

- (i) sun
- (ii) air
- (iii) water
- (iv) Peaceful harvests required for human survival

4. "...whenever we are told to hate our brothers ..." When do you think this happens? Why? Who 'tells' us? Should we do as we are told at such times? What does the poet say?

Ans. Whenever there is war, leaders tell people to hate other countries. They tell us to do so because of their personal gains. But we should not act as puppets in their hands and do as they say. We should understand that war is futile and analyse the situation before jumping to conclusion. The poet says that if we fight against them, we kill and condemn ourselves.

MISCELLANEOUS EXERCISE

Multiple Choice Questions

1. What is the central message of the poem?
 - (a) All men are different.
 - (b) We should travel to other countries.
 - (c) Humanity is universal and all men are the same.
 - (d) We should wear the same uniforms
2. "Beneath all uniforms, a single body breathes" means:
 - (a) People wear the same clothes everywhere
 - (b) All human beings are similar inside
 - (c) All soldiers breathe heavily
 - (d) Uniforms hide nationality

3. Which natural elements are mentioned as common to all humans in stanza 2?
 - (a) Rain, crops, sky
 - (b) Sun, air, water
 - (c) Rivers, mountains, wind
 - (d) Snow, air, moonlight
4. What does the phrase "war's long winter starv'd" suggest?
 - (a) Wars happen in winter only
 - (b) Peaceful times are short
 - (c) War brings famine and suffering
 - (d) People enjoy harvests during war
5. What does the poet mean by "It is the human earth that we defile"?
 - (a) We damage our planet by polluting it
 - (b) We disrespect the Earth's gravity
 - (c) We destroy humanity and peace through war
 - (d) We are destroying plants and animals

Subjective Questions

Short Answer Questions (40-50 words) (3 M)

1. How, according to the poet, is the earth defiled?
2. How is the land of our enemies and ours the same?
3. What is the one common thing that is understood by all in any given country?
4. How are all soldiers equal?
5. In the poem, 'No Men are Foreign', how do we harm ourselves when we hate our brothers? Explain. (DPS, 2022)
6. Why does the poet call the harvests as peaceful and war as winter starved, in the poem 'No Men are Foreign'?

(Army Public School, 2023)

7. How is strength won? Discuss with reference to the poem 'No Men are Foreign' (SRDAV School, 2023)

Long Answer Questions (100-120 words) (6 M)

1. How does the poem justify that people in all countries of the world are essentially the same?
2. How does the poet James Kirkup prove that no men are foreign? How far is he able to convince his reader about it?
3. How do we dispossess, betray, and condemn ourselves when we hate our brethren and take up arms against them?
4. 'No Men Are Foreign' by James Kirkup is an anti-war poem. Comment. (DAV Public Schools, 2022)



ANSWERS & EXPLANATIONS

Answer Key

Multiple Choice Questions

1. (c) 2. (b) 3. (b) 4. (c) 5. (c) 6. (b) 7. (c) 8. (b) 9. (b) 10. (c)

Explanations

Extract-Based Questions

I. 1. We spoil the earth by creating war and violence. War destroys the peace of nature and pollutes the air, land, and water that all of us share.

2. It means we ruin the purity of air through the fires and destruction caused by war. The air, which gives life, is disturbed by our violent actions.

3. All humans are the same.

4. (a) pollute

III. 1. We are polluting and damaging the earth through war and violence. Our actions are destroying the peace and purity of nature.

2. 'Hells of fire' refers to the destruction caused by war — bombs, gunfire, and explosions that harm people and the environment.

3. (b) Earth inhabited by humans

4. (b) No Men Are Foreign – James Kirkup

IV. 1. (d) 1, 5 – warning and thoughtful

2. Defile

3. (b) 2, 4 & 5

4. The natural purity and peace of the environment

Subjective Questions

Short Answer Questions

CBSE Marking Scheme: Content-1 M, Organisation of Ideas-1 M, Accuracy-1 M

II. 1. "They" refers to people living in other countries whom we may see as different, but they are just like us.

2. Life

3. It means people across the world do the same kind of hard work with their hands. It also shows that physically and emotionally, all humans are the same.

4. (a) metaphor

1. The poet says that we defile the earth when we fight wars and spread hatred. War causes destruction and pollutes the land, air, and water. By harming others, we are actually harming ourselves and the peaceful Earth we all share.

2. The poet explains that we and our enemies live on the same Earth. Both walk on it during life and are buried in it after death. This shows that the land is shared by all humans, no matter which country they come from.

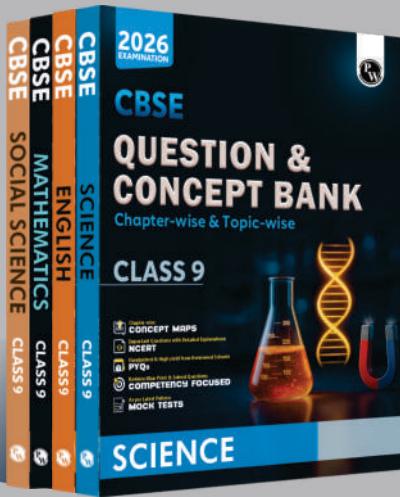


Mistakes 101 : What not to do!

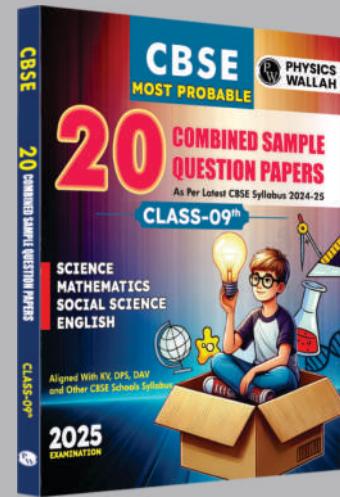
Don't give general or guessed answers without reading the lines closely.

Always link your answer clearly to the poem's message or imagery.

Other Helpful Books



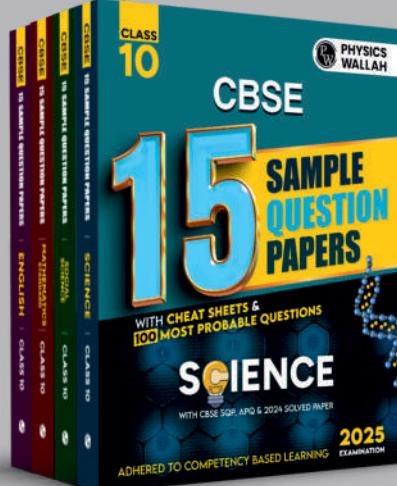
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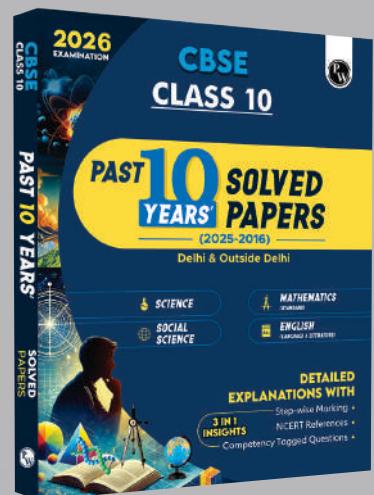
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