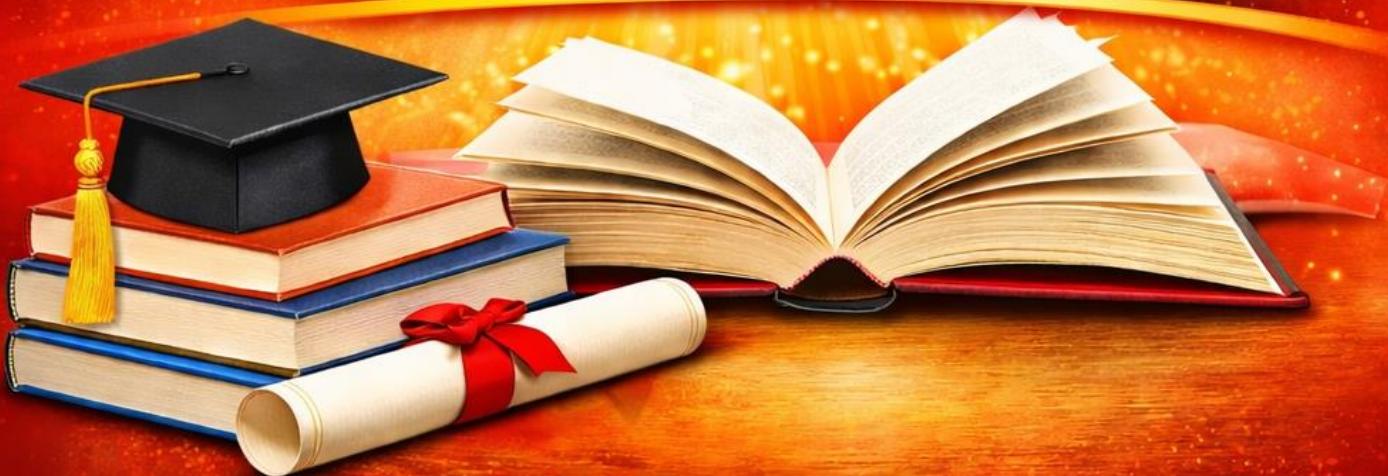


# **HS EXAM 2026**

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## The Last Lesson

### MCQs (1–10)

**1. Who is the author of *The Last Lesson*?**

Ans: Alphonse Daudet

**2. What was Franz afraid of?**

Ans: He had not prepared participles.

**3. Which language was ordered in schools?**

Ans: German

**4. Where is the story set?**

Ans: Alsace and Lorraine

**5. How many years had M. Hamel taught?**

Ans: 40 years

**6. What special dress did M. Hamel wear?**

Ans: Green coat, frilled shirt, black silk cap

**7. What was written on the blackboard at the end?**

Ans: *Vive La France!*

**8. What did M. Hamel call the French language?**

Ans: The most beautiful and logical language

**9. Who was Franz's teacher?**

Ans: M. Hamel

**10. Why were villagers present in the class?**

Ans: To attend the last French lesson

### 2-Mark Questions & Answers (11–30)

**11. Why was Franz afraid of going to school?**

Ans: Franz had not prepared his lesson on participles. He was afraid that M. Hamel would scold him in front of the class.

---

**12. Why was the classroom unusually quiet that day?**

Ans: The classroom was quiet because the villagers had come to attend the last French lesson. Everyone was serious and emotional.

---

**13. What was written on the bulletin-board notice?**

Ans: The notice said that only German would be taught in schools of Alsace and Lorraine and French would no longer be used.

---

**14. Why did Franz feel ashamed during the lesson?**

Ans: Franz felt ashamed because he had wasted his time and never learned his lessons properly when he had the chance.

---

**15. Why did the villagers come to the school?**

Ans: The villagers came to show respect to M. Hamel and to attend the last French lesson before the new order was enforced.

---

**16. What did M. Hamel say about the French language?**

Ans: M. Hamel said that French was the most beautiful, clear and logical language in the world and people must preserve it.

---

**17. Why were Hauser's eyes full of tears?**

Ans: Hauser felt sad because it was the last French lesson. He regretted not learning the language earlier.

---

**18. Why did M. Hamel blame parents and himself?**

Ans: He blamed parents for sending children to work instead of school and blamed himself for giving students holidays and neglecting teaching.

---

**19. What change came in Franz by the end of the lesson?**

Ans: Franz became serious, responsible and respectful towards his teacher, school and language.

---

**20. Why was M. Hamel's lesson that day special?**

Ans: It was his last French lesson after forty years of teaching. He taught with great emotion and devotion.

---

**21. Why did Franz develop respect for his books?**

Ans: Because he realized their value when he was about to lose his chance to learn his own language.

---

**22. What did M. Hamel write on the blackboard at the end?**

Ans: He wrote “**Vive La France!**” which means “Long Live France.”

---

**23. What emotions filled the classroom?**

Ans: The classroom was filled with sadness, regret, patriotism and respect for the French language.

---

**24. Why was Franz surprised to see villagers in class?**

Ans: Because villagers never came to school earlier. They came that day to honor the last French lesson.

---

**25. Why did M. Hamel wear special clothes?**

Ans: He wore them to mark his last day of teaching and show respect for the importance of the occasion.

---

**26. Why did Franz regret his past behavior?**

Ans: He realized that he had wasted precious time instead of studying and respecting his education.

---

### **27. What lesson does the chapter teach students?**

Ans: The chapter teaches students to value education, respect teachers and preserve their language and culture.

---

### **28. What did Franz understand about freedom from the story?**

Ans: He understood that protecting one's language is the key to preserving freedom and identity.

---

### **29. Why is language important for a nation?**

Ans: Language represents a nation's culture, history and identity. Losing it means losing freedom and self-respect.

---

### **30. How did the story end?**

Ans: The story ended with M. Hamel writing "Vive La France!" on the blackboard and leaving the classroom silently.

## **5 Marks – Long Answer Questions (Exam-Ready)**

### **1. Describe the character of M. Hamel.**

Ans: M. Hamel was a devoted, sincere and patriotic teacher. He had taught at the school for forty years. He loved the French language deeply and respected his profession. On the last day of his teaching, he wore special clothes to mark the occasion. He taught the lesson with great seriousness and emotion. He blamed himself and the villagers for neglecting education earlier. His final words "Vive La France!" show his love for his country and language. M. Hamel stands as a symbol of dedication, dignity and patriotism.

---

### **2. Explain the significance of the title *The Last Lesson*.**

Ans: The title *The Last Lesson* is very meaningful. It refers to the last French lesson given by M. Hamel after the order from Berlin to replace French with German in schools. This lesson marks the end of an era for the people of Alsace and Lorraine. It symbolizes the loss of their language, culture and identity. The title also suggests that people realize the importance of something only when they are about to lose it.

---

### **3. How did Franz's feelings change during the course of the lesson?**

Ans: At the beginning, Franz was careless and afraid because he had not prepared his lesson. He even thought of skipping school. But when he heard about the order and saw the emotional atmosphere of the class, he became serious. He felt ashamed of his laziness and regretted wasting his time. By the end of the lesson, he developed deep respect for his teacher, school and language.

---

### **4. What message does the story *The Last Lesson* convey?**

Ans: The story teaches the importance of education, mother tongue and national identity. It warns people not to neglect their language and culture. It also highlights the role of teachers in shaping society. The story encourages students to value learning and respect their teachers before it is too late.

---

### **5. Describe the classroom scene on the day of the last lesson.**

Ans: The classroom was unusually quiet and serious. Villagers were sitting on the back benches to attend the last French lesson. M. Hamel was wearing his special dress. The students listened with full attention. The atmosphere was emotional and patriotic. Everyone realized the importance of the moment and felt the pain of losing their language.

---

### **6. What role does language play in preserving a nation's identity?**

Ans: Language is the soul of a nation. It carries culture, history and values. The story shows that when people lose their language, they lose their identity and freedom. M. Hamel emphasizes that as long as people hold on to their language, they can never be completely enslaved.

---

### **7. Why was the bulletin-board notice from Berlin so important?**

Ans: The notice ordered that German would replace French in schools. It changed the lives of the people of Alsace and Lorraine. It made them realize the value of their language and culture. The notice brought sadness, regret and emotional awakening among the villagers and students.

---

## **8. What does the story reveal about the importance of teachers?**

Ans: The story shows that teachers are nation builders. M. Hamel's dedication and sacrifice prove how deeply teachers shape society. His last lesson became unforgettable for everyone and taught them the true value of education.

## **Lost Spring**

### **❑ MCQs (Very Important)**

#### **1. Who is the author of *Lost Spring*?**

- A) Alphonse Daudet
- B) Anees Jung
- C) Kamala Das
- D) R.K. Narayan

**Answer: B**

#### **2. Who is Saheb-e-Alam?**

- A) A shoemaker
- B) A tea-seller
- C) A ragpicker boy
- D) A school student

**Answer: C**

#### **3. Where does Saheb come from?**

- A) Delhi
- B) Seemapuri
- C) Firozabad
- D) Dhaka

**Answer: D**

#### **4. What do the children of Seemapuri do?**

- A) Sell vegetables
- B) Work in hotels
- C) Pick rags
- D) Make toys

**Answer: C**

#### **5. What industry is Firozabad famous for?**

- A) Textile
- B) Pottery
- C) Carpet
- D) Bangles

**Answer: D**

## **2-Mark Questions & Answers**

### **1. What is the main theme of *Lost Spring*?**

The chapter highlights child labour, poverty and loss of childhood among poor children in India.

---

### **2. Why did Saheb's family leave Dhaka?**

They left because floods destroyed their crops and home, forcing them to migrate in search of work.

---

### **3. What does Saheb collect and why?**

Saheb collects garbage because it is his means of survival and livelihood.

---

### **4. Why is Saheb unhappy after getting a job?**

Though he earns money, he loses his freedom and childhood which makes him unhappy.

---

### **5. What is Mukesh's dream?**

Mukesh wants to become a motor mechanic and escape the bangle-making profession.

---

### **6. Why do children work in bangle factories?**

They are born into poverty and forced by circumstances and family tradition.

---

### **7. What keeps the bangle makers poor?**

Middlemen, lack of education, debt and exploitation keep them poor.

---

### **8. What is ironic about the bangles of Firozabad?**

They symbolize marriage happiness but the makers live miserable lives.

---

**9. Why can't Mukesh follow his dream easily?**

Poverty, family pressure and social barriers restrict him.

---

**10. What does the title *Lost Spring* suggest?**

It suggests the loss of childhood and happiness of poor children.

### **5-Mark Long Answer Questions**

**1. Describe the life of Saheb-e-Alam.**

Saheb is a poor ragpicker from Dhaka living in Seemapuri, Delhi. He collects garbage to survive. Though he is a child, he does not go to school and has no proper home. When he gets a job at a tea stall, he earns money but loses his freedom and happiness. His life shows how poverty steals childhood.

---

**2. Explain the condition of bangle makers of Firozabad.**

The bangle makers live in dark, unhealthy houses and work in extreme heat. Children also work there. They are trapped by poverty, debt and middlemen. Though they make beautiful bangles, their own lives are full of suffering and hardship.

---

**3. What social evils are highlighted in *Lost Spring*?**

The chapter highlights child labour, poverty, exploitation, lack of education and social injustice. It shows how poor children are forced into hard work and denied a proper childhood.

---

**4. How does Mukesh represent hope?**

Unlike others, Mukesh dreams of becoming a motor mechanic. He wants to break free from the cycle of poverty and exploitation. His determination gives hope for change.

---

**5. Justify the title *Lost Spring*.**

“Spring” symbolizes childhood and happiness. The children in the story lose their childhood because of poverty and labour. Hence, the title is appropriate.

# Indigo

## **MCQs (1–10)**

**1. Who is the author of *Indigo*?**

Ans: Louis Fischer

**2. Who was the leader of the Champaran movement?**

Ans: Mahatma Gandhi

**3. What was the Tinkathia system?**

Ans: A system forcing farmers to grow indigo on 3/20th of their land

**4. Where is Champaran located?**

Ans: Bihar

**5. Who invited Gandhi to Champaran?**

Ans: Rajkumar Shukla

**6. Why were the peasants unhappy?**

Ans: Because they were forced to grow indigo

**7. Who was the British landlord?**

Ans: Landlords of Champaran (British planters)

**8. What was Gandhi's first civil disobedience movement in India?**

Ans: Champaran movement

**9. What was the result of the inquiry?**

Ans: Planters were ordered to refund money

**10. What did Gandhi teach the peasants?**

Ans: Courage and self-reliance

## 2-Mark Q&A (11–30)

**11. Why did Rajkumar Shukla meet Gandhi?**

He wanted Gandhi to visit Champaran and help the peasants.

**12. What was the main problem of the peasants?**

They were forced to grow indigo under the Tinkathia system.

**13. Why did Gandhi go to Champaran?**

To investigate the condition of the peasants.

**14. What was Gandhi's first step in Champaran?**

He visited villages and collected facts.

**15. Why was Gandhi ordered to leave Champaran?**

British officials did not want him to interfere.

**16. Why did Gandhi disobey the order?**

He believed in fighting injustice through non-violence.

**17. What happened when Gandhi appeared in court?**

The case was postponed and the officials lost authority.

**18. What was the agreement between Gandhi and the planters?**

Planters agreed to refund 25% of the money.

**19. Why was the refund symbolic?**

It showed the defeat of the British and victory of the peasants.

**20. What social work did Gandhi start?**

Schools, sanitation and health awareness.

**21. What did Gandhi teach the villagers?**

Self-reliance and courage.

**22. Why was Champaran important for Gandhi?**

It was his first major success in India.

**23. What was Gandhi's method of protest?**

Truth and non-violence.

**24. Why were the peasants afraid of the British?**

Because of oppression and fear.

**25. How did Gandhi remove fear from them?**

By leading them bravely.

**26. Why was Gandhi's presence powerful?**

He united the peasants.

**27. What was the result of the movement?**

Tinkathia system ended.

**28. Who supported Gandhi?**

Many lawyers and villagers.

**29. What did Gandhi focus on besides politics?**

Social reforms.

**30. What lesson does *Indigo* teach?**

Injustice can be defeated through courage and unity.

## **5-Mark Q&A (31–55)**

### **1. Describe Mahatma Gandhi as a leader in the chapter *Indigo*.**

Mahatma Gandhi is shown as a fearless, selfless and inspiring leader. He stood firmly for the rights of the poor peasants of Champaran. He believed in truth and non-violence and fought injustice without hatred or violence. He encouraged people to be courageous and self-reliant. He also worked for social reforms like education, sanitation and health. His leadership created confidence among the masses and laid the foundation of India's freedom struggle.

---

### **2. Explain the Champaran movement and its significance.**

The Champaran movement was Gandhi's first successful civil disobedience movement in India. The British forced peasants to grow indigo under the Tinkathia system which caused them great suffering. Gandhi investigated their problems, challenged British authority and united the peasants. The planters were forced to refund money and the Tinkathia system was abolished. The movement proved that non-violence and unity can defeat oppression and it gave a new direction to India's freedom struggle.

---

### **3. How did Gandhi remove fear from the hearts of the peasants?**

The peasants were afraid of the British planters and officials. Gandhi taught them to face injustice bravely. He openly disobeyed the unjust order to leave Champaran and appeared in court without fear. Seeing his courage, the peasants also became fearless. They gathered in large numbers and supported him. Thus, Gandhi transformed their fear into confidence and hope.

---

### **4. What social and economic evils are highlighted in *Indigo*?**

The chapter exposes exploitation of poor peasants, unfair land systems, poverty, illiteracy and injustice. The British planters forced farmers into losses and kept them trapped in debt. The chapter also shows lack of education, poor health and unhygienic living conditions of villagers.

---

### **5. What message does *Indigo* convey to students and society?**

The chapter teaches that injustice can be defeated by courage, truth and unity. It highlights the power of peaceful protest and the importance of strong leadership. It inspires people to stand against wrong and work for social welfare.

---

## **6. Why is Rajkumar Shukla remembered as a true follower of Gandhi?**

Rajkumar Shukla was poor but determined. He followed Gandhi everywhere until he agreed to come to Champaran. His dedication and faith in Gandhi led to the success of the movement. He represents the voice of the oppressed.

---

## **7. How does the chapter show the importance of self-reliance?**

Gandhi taught the peasants not to depend on British courts or officials but on themselves. He encouraged them to stand united and solve their problems collectively. This self-reliance became the foundation of their victory.

---

## **8. Why was the peasants' victory symbolic and historic?**

Although the refund was small, the victory was symbolic because it ended British authority and fear. It marked the beginning of mass struggle in India.

---

## **9. Discuss Gandhi's belief in non-violence as shown in the chapter.**

Gandhi never used violence. He fought injustice with truth, patience and peaceful resistance. His non-violent approach won public support and forced the British to retreat.

---

## **10. How does *Indigo* inspire modern youth?**

The chapter encourages youth to fight injustice, develop leadership, remain truthful and serve society selflessly. It teaches that even the weakest can bring change through courage and unity.

# **Going Places**

## **MCQs (1–10)**

### **1. Who wrote *Going Places*?**

Ans: A.R. Barton

### **2. Who is the central character of the story?**

Ans: Sophie

**3. Sophie belongs to which social class?**

Ans: Lower middle class

**4. What is Sophie's brother's name?**

Ans: Geoff

**5. Who is Sophie's hero?**

Ans: Danny Casey

**6. What game does Danny Casey play?**

Ans: Football

**7. Which team does Danny Casey play for?**

Ans: United

**8. Where did Sophie imagine meeting Danny Casey?**

Ans: At a boutique

**9. Who is Sophie's friend?**

Ans: Jansie

**10. What was Sophie's dream job?**

Ans: To own a boutique

## **2-Mark Q&A (11–30)**

**11. Why does Sophie dream of owning a boutique?**

Sophie dreams of a better and glamorous life beyond her poor family background.

**12. Why does Jansie not believe Sophie?**

Because Sophie often tells imaginary stories.

**13. What is Geoff's attitude towards Sophie?**

He is kind, supportive and protective.

**14. Why does Sophie admire Danny Casey?**

Because he is a famous, successful football player.

**15. Why does Sophie feel unhappy at home?**

Her family's financial condition restricts her dreams.

**16. Why does Sophie imagine meeting Danny Casey?**

She wants excitement and escape from her ordinary life.

**17. What lie does Sophie tell about her meeting?**

She claims she met Danny Casey.

**18. Why does Sophie feel sad at the end?**

Her dream of meeting Danny Casey is not fulfilled.

**19. What does Sophie's character reveal?**

Her imaginative and dreamy nature.

**20. Why does Sophie dislike reality?**

Reality is dull compared to her dreams.

**21. What is the role of fantasy in Sophie's life?**

Fantasy helps her escape poverty.

**22. Why is Sophie jealous of Geoff?**

He works in the city and has a more exciting life.

**23. Why does Jansie warn Sophie?**

Because her stories spread quickly and create problems.

**24. What does Sophie expect from life?**

Fame, success and adventure.

**25. What is Sophie's family background?**

Poor and ordinary.

**26. Why does Sophie walk alone to the canal?**

She wants to live in her dream world.

**27. Why is Sophie disappointed after the match?**

Because she does not meet Danny Casey.

**28. How does Geoff help Sophie?**

He listens to her stories and comforts her.

**29. Why does Sophie create false stories?**

To feel important and special.

**30. What lesson does the chapter teach?**

Dreams must be balanced with reality.

## **5-Mark Q&A**

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### **1. Describe the character of Sophie.**

Sophie is an imaginative, ambitious and dreamy girl. She belongs to a poor family but dreams of a glamorous and successful life. She wants to own a boutique, become an actress or fashion designer. She often creates imaginary stories, especially about meeting the football star Danny Casey, to escape from the dull reality of her life. Although she is innocent and hopeful, she is unrealistic. Her dreams finally lead to disappointment, showing that excessive imagination without practical effort can be harmful.

---

### **2. What is the central theme of the chapter *Going Places*?**

The central theme of the chapter is the conflict between **dreams and reality**. The story shows how young people create fantasies to escape poverty and ordinary life. While dreams give hope, unrealistic dreams can cause pain and disappointment. The chapter teaches that ambitions should be balanced with reality.

---

### **3. How does Danny Casey represent Sophie's dreams?**

Danny Casey represents success, fame and adventure in Sophie's life. He is a famous football player whom Sophie greatly admires. She imagines meeting him and even believes that he will come to meet her again. Danny Casey becomes the symbol of Sophie's desire to escape her ordinary life and reach a world of glamour and recognition.

---

### **4. Why does Sophie live in a world of fantasy?**

Sophie's real life is dull, limited and restricted by poverty. Her family cannot fulfill her dreams. Therefore, she escapes into her imagination where she feels special and important. Fantasy gives her comfort and hope, but it also distances her from reality.

---

### **5. How does Jansie act as a contrast to Sophie?**

Jansie is practical, realistic and sensible, while Sophie is imaginative and unrealistic. Jansie understands her social position and knows that big dreams are difficult to achieve. Sophie, on the other hand, refuses to accept reality and lives in dreams.

---

## **6. What message does the story convey?**

The story teaches that dreams are necessary for growth, but they must be guided by reality and hard work. Blind imagination leads to disappointment.

---

## **7. Explain the significance of the title *Going Places*.**

The title suggests Sophie's desire to achieve success and reach great heights in life. However, her journey is mostly in her imagination. It reflects the difference between dreaming and actual achievement.

### **The Memoirs of Chota Sahib**

#### **MCQs (Very Important)**

##### **1 Who wrote *The Memoirs of Chota Sahib*?**

**Ans:** H.H. Maharaja Ripudaman Singh

##### **2 Who was Chota Sahib?**

**Ans:** The younger son of Maharaja Ranjit Singh

##### **3 What was Chota Sahib's real name?**

**Ans:** Prince Kashmira Singh

##### **4 Who was his brother?**

**Ans:** Maharaja Duleep Singh

##### **5 Who took control of Punjab?**

**Ans:** The British

#### **2-Mark Very Important Q&A**

##### **1. Why is the story of Chota Sahib called tragic?**

Because he was separated from his family, lived in sorrow and died very young.

##### **2. What was the British aim in isolating Chota Sahib?**

They wanted to destroy all possible threats to their rule.

##### **3. How did Chota Sahib spend his childhood?**

In loneliness, exile and strict supervision.

##### **4. What does the chapter reveal about British rule?**

It exposes the cruelty and injustice of colonial policy.

##### **5. How old was Chota Sahib when he died?**

He died at a very young age (around ten years).

## **5-Mark Long Answer Questions**

### **11. Describe the life and suffering of Chota Sahib.**

Chota Sahib, whose real name was Prince Kashmira Singh, was the younger son of Maharaja Ranjit Singh. After the British annexed Punjab, he was separated from his family and kept under strict control. He lived without affection, freedom or proper care. His childhood was full of loneliness and sorrow. He became weak and ill and died at a very young age. His life reflects the cruelty of British policy and the tragic fate of the Sikh royal family.

---

### **12. What does the chapter reveal about British colonial policy?**

The chapter reveals that the British followed a heartless policy of crushing any possible opposition. They isolated the young princes, destroyed their family bonds and treated them with inhuman cruelty. Their political ambition was more important than human life and emotions.

---

### **13. Why is Chota Sahib considered an innocent victim of politics?**

Chota Sahib was only a child and had done nothing wrong. Yet he was imprisoned, separated from his loved ones and denied a normal life. He became a victim of British political strategies and died without knowing freedom or happiness.

---

### **14. What message does *The Memoirs of Chota Sahib* convey?**

The chapter teaches us about the injustice of foreign rule, the importance of freedom and the sufferings of innocent people under colonialism. It also reminds us of the sacrifices made for the country.

---

### **15. How does the story create sympathy for Chota Sahib?**

The story presents Chota Sahib as a lonely, helpless and innocent child suffering silently. His separation, illness and early death deeply move the reader and create strong sympathy.

## My Mother at Sixty-Six

### **MCQ**

1. Who is the poet of *My Mother at Sixty-Six*?

**Ans:** Kamala Das

2. Where is the poet going in the poem?

**Ans:** Cochin airport

3. What does the mother's face look like?

**Ans:** Like a late winter's moon

4. What emotion troubles the poet?

**Ans:** Fear of losing her mother

5. What do the children symbolize?

**Ans:** Life, energy and youth

### **2-Mark Very Important Q&A**

1. Why is the poet worried about her mother?

The poet sees her mother's ageing face and fears her death.

2. Why does the poet compare her mother's face to a late winter's moon?

Because it looks pale, weak and lifeless.

3. Why does the poet look outside the car?

To distract herself from the painful thought of her mother's ageing.

4. What do the trees and children symbolize?

They represent energy, life and youth in contrast to ageing.

5. Why does the poet say "see you soon, Amma"?

To hide her fear and give her mother hope.

- 6.

### **5-Mark Long Answer Questions**

#### **11. Describe the theme of the poem *My Mother at Sixty-Six*.**

The poem deals with the poet's fear of losing her ageing mother. It highlights the emotional bond between mother and daughter and the painful realization of old age and death. The poet tries to overcome her sorrow by observing the lively world outside and by smiling bravely at her mother.

---

#### **12. How does the poet express her feelings for her mother?**

The poet shows deep love and concern for her mother. She becomes worried after seeing her mother's pale face. Though filled with fear, she hides her emotions and comforts her mother with hopeful words and a smile.

---

### **13. Explain the significance of the title *My Mother at Sixty-Six*.**

The title reflects the poet's awareness of her mother's old age and approaching death. It shows the emotional impact of ageing on both the mother and daughter.

---

### **14. What message does the poem convey?**

The poem teaches us to love, respect and care for our parents, especially in their old age, and accept the truth of ageing with courage.

## **Keeping Quiet**

### **MCQs (Very Important)**

1. **Who is the poet of *Keeping Quiet*?**  
**Ans:** Pablo Neruda
  2. **What does the poet ask us to count?**  
**Ans:** Up to twelve
  3. **What should we not speak during the silence?**  
**Ans:** Any language
  4. **What is the main theme of the poem?**  
**Ans:** Silence, peace and self-reflection
  5. **What does the 'twelve' symbolize?**  
**Ans:** Unity of the world
- 

### **⇒ 2-Mark Very Important Q&A**

6. **Why does the poet want everyone to keep quiet?**  
The poet wants people to stop all activity for a moment and think about their actions.
  7. **What does the poet mean by 'no movement of our arms'?**  
He means stopping violent and harmful actions.
  8. **How would silence help humanity?**  
Silence will bring peace, understanding and self-awareness.
  9. **What does the fisherman's example suggest?**  
It suggests that human activities are harming nature and should be stopped.
  10. **Why does the poet mention 'wars' and 'weapons'?**  
To show the destruction caused by human violence.
-

## **5-Mark Long Answer Questions**

### **11. What is the central idea of the poem *Keeping Quiet*?**

The poem urges people to stop all violent and selfish activities and spend a moment in silence and self-reflection. The poet believes that silence will help people understand each other better and bring peace to the world.

---

### **12. How does the poet use silence as a symbol of peace?**

Silence represents a break from violence and chaos. It allows people to think deeply, realize their mistakes and change their harmful actions.

---

### **13. What message does the poem convey?**

The poem teaches us to live peacefully, respect nature, and understand the importance of self-awareness.

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### **14. Why does the poet compare life with death in the poem?**

The poet clarifies that silence is not death but a meaningful pause that brings new life and understanding.

---

### **15. How does *Keeping Quiet* remain relevant today?**

In a world full of conflicts and environmental destruction, the poem's message of peace and reflection is more important than ever.

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## **A Thing of Beauty**

### **MCQs (Very Important)**

1. **Who is the poet of *A Thing of Beauty*?**  
**Ans:** John Keats
2. **What does the poet say about a thing of beauty?**  
**Ans:** It is a joy forever
3. **What removes sadness from our life?**  
**Ans:** Beautiful things

4. **What does the poet compare beauty with?**

**Ans:** A bower, sleep and flowing streams

5. **What do the ‘gloomy days’ symbolize?**

**Ans:** Human suffering and sadness

---

## 2-Mark Very Important Q&A

6. **Why is a thing of beauty called ‘a joy forever’?**

Because its beauty never fades and always gives happiness.

7. **What kinds of beauty are mentioned in the poem?**

Nature, noble deeds, stories of great heroes.

8. **What do flowers, trees and streams symbolize?**

Hope, peace and comfort.

9. **Why does the poet call human life full of sorrow?**

Because of suffering, disappointments and miseries.

10. **How does beauty help mankind?**

It gives hope, comfort and removes sadness.

### A Roadside Stand

## MCQs (Very Important)

1. **Who is the poet of *A Roadside Stand*?**

**Ans:** Robert Frost

2. **What is the roadside stand?**

**Ans:** A small shop by poor villagers

3. **Why do villagers set up the stand?**

**Ans:** To earn money and improve their living conditions

4. **What do the passing cars symbolize?**

**Ans:** The rich and the city people

5. **What is the main theme of the poem?**

**Ans:** Rural poverty and economic injustice

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## ⇒ 2-Mark Very Important Q&A

6. **Why do villagers feel disappointed?**

Because rich people ignore their roadside stand and do not stop to buy anything.

7. **What does the poet criticize in the poem?**

The indifference of rich people towards poor villagers.

8. **What does the ‘polished traffic’ represent?**

Wealth, luxury and selfishness of city people.

**9. Why do villagers dream of the city?**

They believe the city life will improve their condition.

**10. What pain does the poet feel?**

The pain of the poor villagers who are ignored and helpless.

## VERY VERY IMPORTANT Q&A

### QUESTION & ANSWER

## PROSE

### 1. The Last Lesson

**Q.** Why is the title *The Last Lesson* significant?

**Ans.** It marks the last French class of M. Hamel and the loss of the French language and identity.

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### 2. Lost Spring

**Q.** What does the title *Lost Spring* suggest?

**Ans.** Loss of childhood due to poverty and child labour.

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### 3. Indigo

**Q.** Why is the Champaran movement important?

**Ans.** It was Gandhi's first civil disobedience movement in India and showed the power of non-violence.

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### 4. Going Places

**Q.** Why does Sophie live in a dream world?

**Ans.** To escape poverty and the dullness of her life.

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### 5. The Memoirs of Chota Sahib

**Q.** Why is Chota Sahib's life called tragic?

**Ans.** He was separated from family, lived in sorrow and died young under British rule.

## POETRY

### **6. My Mother at Sixty-Six**

**Q.** What fear troubles the poet?

**Ans.** Fear of losing her ageing mother.

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### **7. Keeping Quiet**

**Q.** What is the poet's message?

**Ans.** Peace, silence and self-reflection can heal humanity.

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### **8. A Thing of Beauty**

**Q.** Why is beauty important?

**Ans.** It gives lasting joy and removes sadness.

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### **9. A Roadside Stand**

**Q.** What social problem does the poem highlight?

**Ans.** Rural poverty and economic injustice.

## **Application Writing**

### **Application for Sick Leave**

To  
The Principal  
ABC Higher Secondary School  
City

Respected Sir/Madam,  
I beg to state that I am suffering from fever and the doctor has advised me to take complete rest. Therefore, I shall not be able to attend school for two days. I kindly request you to grant me leave from **10th March to 11th March 2026**.

I shall be highly obliged to you for your kind consideration.

Thanking you.

Yours obediently,

Name: \_\_\_\_\_

Class: XII

Roll No.: \_\_\_\_\_

Date: \_\_\_\_\_

## **NOTICE**

### **Topic: Blood Donation Camp**

**ABC Higher Secondary School**  
**NOTICE**

Date: 10 March 2026

Our school is organizing a **Blood Donation Camp on 15 March 2026** in the school auditorium from **10:00 a.m. to 2:00 p.m.** All students of Class XI and XII are requested to encourage their parents and eligible relatives to participate in this noble cause.

**By Order**  
**Principal**

## **Letter to the Municipal Corporation about Dirty Roads**

From,  
Name  
Address  
City

To,  
The Municipal Commissioner  
Municipal Corporation  
City

Date: \_\_\_\_\_

**Subject: Complaint regarding dirty and unhygienic roads**

Respected Sir/Madam,  
I would like to draw your kind attention to the extremely dirty condition of the roads in our locality. Garbage is lying everywhere and drains are overflowing. This has created serious health problems for the residents and there is a danger of spreading diseases.

I request you to kindly take immediate action and arrange proper cleaning and sanitation in the area.

Thanking you.

Yours sincerely,  
**Name**