

## TOPIC - 1 = UNSEEN PASSAGES

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**1. Read the following passage given below and answer the questions that follow : (RBSE 2013)**

Every man that is born in this world has a desire to live well. The life has various aims for various people. To some life is an empty dream without a motive. They eat and drink and continue to exist for the sake of living. They have no ideal, no mission for which to struggle and fight. Their ideal is to eat well, to make merry and enjoy the material things of life. Their activities aim at amassing the wealth by hook or by crook and using that wealth for the sake of luxury and comfort and pleasures. The life is, however, not so easy at present. Even to make money for the sake of comforts and luxuries you have got to work hard and perform the social duty before the society can allow one to earn lot of money and amass the wealth. Modern states work under certain principles of social behaviour and do not allow people to go about making money without caring to perform certain duties which are useful to society. A businessman or an industrialist must pay to his labourers well

so that the labour does his duty honestly and diligently and enable the enterpriser to make profits from the goods produced. The only easy way of making money is cheating or stealing which have consequences of their own. Law has prescribed imprisonment for the robbers, thieves and the

cheats. Life is complicated in modern life. It needs to be well planned if you want to achieve anything worthwhile. Whether your mission or ideal is materialistic or spiritual you have got to plan. To make life worth living you must work hard towards the object of your mission. A life without mission is a life lost. A life without planning is a life wasted. Discipline, mission and hard work are important virtues of a successful man. If you are a patriot and desire to be a politician to earn name and fame in the service of society, you must plan exactly what you want. If you want to do the service to the people and to represent their cause in elected assemblies, you must win over the

support of the voters by giving them honest account of services. You must fight for their interest, show great achievements before you can enjoy the popularity of the masses. It is not simply slogan mongering that matters in politics now-a-days. A successful public man has to be a qualified

administrator who can fight out practical issues with the authorities and win practical benefits for the people.

### **Passage Questions:**

#### **(i) What is the desire of every man in this world?**

**Ans.** According to the passage, every man in this world has a desire to live well.

#### **(ii) What is the ideal of majority of people?**

**Ans.** The passage identifies two ideals for the majority:

1. Materialistic: Some strive for a life of material possessions, comfort, and enjoyment.
2. Spiritual: Others pursue a life guided by higher values and spiritual goals.

#### **(iii) Why do they act in this world?**

**Ans.** The passage states that people act in the world primarily to achieve their ideals, be it materialistic or spiritual.

#### **(iv) What is needed to achieve anything worthwhile?**

**Ans.** The passage emphasizes the importance of planning to achieve anything worthwhile. This applies to any goal, regardless of its nature.

#### **(v) Write the important virtues of a successful man.**

**Ans.** The passage identifies three key virtues for a successful man:

1. Discipline: The ability to stay focused and committed to one's goals.
2. Mission: Having a clear purpose or ideal to strive for.
3. Hard work: Putting in the necessary effort to achieve one's goals.

#### **(vi) How can a man reach up to assemblies?**

**Ans.** According to the passage, a man can reach up to assemblies (presumably elected representative bodies) by:

1. Winning over the support of voters: This requires providing service, fighting for their interests, and demonstrating accomplishments.
2. Being a qualified administrator: Modern politics demands practical problem-solving skills and the ability to secure benefits for the people.

**Find out a word from the passage which means**

**(vii) useful enough.**

**Ans.** The word closest to "useful enough" in the passage is adequate. It appears in the sentence: "Modern states work under certain principles of social behaviour and do not allow people to go about making money without caring to perform certain duties which are adequate to society."

**(viii) Find out a word from the passage which means purpose of doing something.**

**Ans.** The word closest to "purpose of doing something" in the passage is mission. It appears in the sentence: "To make life worth living you must work hard towards the object of your mission."

**(ix) Find out a phrase expressing a political or advertising message.**

**Ans.** The passage mentions slogan mongering as a political tactic that no longer guarantees success. This refers to overusing catchy phrases or slogans without backing them up with real achievements.

**2. Read the following passage given below and answer the questions that follow : (RBSE 2014)**

All round development of man is the true aim of education. It should train not only the

head, but also the hands and the heart. But our present system of education has miserably failed to achieve this aim. It suffers from many grave defects. The present system of education was founded by the British for their own convenience. Lord Macaulay was the father and founder of this system. He wanted it to produce clerks to help the British in running their administration. Today the English have gone but the same old system of education still continues. We are free but we are still slavishly following the system evolved by the British. This system of education has

many defects. It must be changed and overhauled. The greatest defect in our present system of education is that it is too theoretical. An educated man has only bookish knowledge. He knows nothing about practical things. He finds that his education has not made him fit to do any useful work for his society. The present system of education does

not teach us the dignity of labour. A student is not taught or trained to do things with his hands. Manual or physical labour finds no place in education. Educated young men are fit only to be clerk in offices. They look down upon manual labour. They consider it below their dignity to work with their hands in fields or factories. Vocational education is the need of the hour. We need more and more technicians, engineers and doctors. But the number of vocational institutions - Engineering and Medical colleges, Polytechnics and I.T.I's — is limited. A large number of young men and women, who can do well as technicians, are deprived of technical or vocational knowledge. The present system of education gives too much importance to English. At many places, it is the medium of instruction. English may be an international language. It may have rich treasures of science and literature. But it can never be our national language. Education must be imparted in the mother tongue. This will save much talent of the country from going waste. A number of commissions have been set up since the dawn of independence to plan afresh the country's system of education. After much thought, the 10+ 2 + 3 system was introduced. It was designed to divert the students to different fields and vocations according to their talent and the

needs of the society. But different states have taken to it only half-heartedly. As the things stand today, the 10 + 2 + 3 system has become a riddle. No one knows what exactly it is. Meanwhile, our education system is as rotten and muddy as it used to be. Students find it purposeless. Therefore, they feel restive and go on strikes. They take no interest in their studies because they know that after finishing their education, they will only join the army of unemployed. There is an urgent need that the present system should be overhauled and made purposeful.

### **Passage Questions:**

**(i) What is the true aim of education?**

**Ans.** According to the passage, the true aim of education is all-round development of man, training not only the head (intellectual knowledge) but also the hands (practical skills) and the heart (values and character).

**(ii) Who was the father and founder of the present system of education?**

**Ans.** The passage identifies Lord Macaulay as the father and founder of the present system of education in India.

**(iii) What is the greatest defect in our present system of education?**

**Ans.** The passage claims that the present system's greatest defect is its excessive focus on theoretical knowledge. This results in graduates with insufficient practical skills and a disconnect between education and real-world application.

**(iv) What type of education is the need of the hour?**

**Ans.** The passage emphasizes the need for vocational education. It calls for more institutions and opportunities for training in technical skills, engineering, medical fields, and other practical professions.

**(v) Why was the 10 + 2 + 3 system introduced?**

**Ans.** The 10 + 2 + 3 system was introduced to provide greater flexibility and cater to diverse student talents and vocational needs. It aimed to:

- Divide secondary education into two stages: 10 years of schooling followed by 2 years of additional study.
- Offer diverse options in the third stage (3 years): including general, vocational, or professional streams.

**(vi) Why do the students take no interest in their studies?**

**Ans.** The passage identifies two reasons for student disinterest:

1. Lack of purpose: Students don't see the connection between their theoretical education and future employment prospects, leading to feelings of futility.
2. Unemployment concern: Graduates fear joining the existing "army of unemployed," further decreasing their motivation for academic engagement.

**Find out a word from the passage which means**

**(vii) provided.**

**Ans.** The word closest to "provided" in the passage is offered. It appears in the sentence: "Different states have taken to it (10+2+3 system) only half-heartedly, with only very few states having offered all the three courses as separate streams."

**(viii) useless.**

**Ans.** The word closest to "useless" in the passage is purposeless. It appears in the sentence: "Students find it (education) purposeless. Therefore, they feel restive and go on strikes."

**(ix) without any work.**

**Ans.** The word closest to "without any work" in the passage is unemployed. It appears in the sentence: "A number of commissions have been set up since the dawn of independence to plan afresh the country's system of education... No one knows what exactly it is. Meanwhile, our education system is as rotten and muddy as it used to be. Students find it purposeless, therefore, they feel restive and go on strikes. They take no interest in their studies because they know that after finishing their education, they will only join the army of unemployed."

**3. Read the following passage given below and answer the questions that follow:**

**(RBSE 2014)**

The end of sumptuary laws did not mean that everyone in European societies could now dress in the same way. The French Revolution had raised the question of equality and ended aristocratic privileges, as well as the laws that maintained those privileges. However differences between social strata remained. Clearly, the poor could not dress like rich, nor eat the same food. But laws no longer barred people's right to dress in the way they wished. Differences in earning, rather than sumptuary laws, now defined what the rich and poor could wear. And different classes developed their own culture of dress. The notion of what was beautiful or ugly, proper or improper, decent or vulgar, differed. Styles of clothing also emphasised differences between men and women. Women in Victorian England were groomed from childhood to be docile and dutiful, submissive and obedient. The ideal woman was the one who could bear pain and suffering. While men were expected to be serious, strong, independent and aggressive, women were seen as frivolous, delicate, passive and docile. Norms of clothing reflected these ideals. From childhood, girls were tightly laced up and dressed in stays. The effort was to restrict

the growth of their bodies, contain them within small moulds. When slightly older, girls had to wear tight fitting corsets. Tightly laced, small-waisted

women were admired as attractive, elegant and graceful. Clothing thus played a part in creating the image of frail, submissive Victorian women. Many women believed in the ideals of womanhood. The ideals were in the air they breathed the literature they read, the education they had received at school and at home. From childhood they grew up to believe that having a small waist was a womanly duty. Suffering pain was essential for a woman. To be seen as attractive, to be womanly, they had to wear the corset. The torture and pain this inflicted on the body was to be accepted as normal. But not everyone accepted these values. Over the nineteenth century, ideas changed. By the 1830s, women in England began agitating for democratic rights. As the suffrage movement developed, many began campaigning for dress reform. Women's magazines described how tight dresses and corsets caused deformities and illness among young girls. Such clothing restricted body growth and hampered blood circulation. Muscles remained underdeveloped and the spines got bent. Doctors reported that many women were regularly complaining of acute weakness, felt languid, and fainted frequently. Corsets then became necessary to hold up the weakened spine.

### **Passage Questions:**

#### **(i) What was the main question raised by the French Revolution?**

**Ans.** The main question raised by the French Revolution was equality. It challenged the existing social hierarchy and aristocratic privileges, calling for equal rights for all citizens.

#### **(ii) How were the women groomed in the Victorian England?**

**Ans.** Women in Victorian England were groomed from childhood to be docile, submissive, and obedient. They were expected to be dutiful, bear pain and suffering, and prioritize domesticity. Tightly laced stays and corsets were used to physically restrict their bodies and reinforce these ideals of femininity.

#### **(iii) What defined the wearing of the rich and the poor?**

**Ans.** The passage states that after the end of sumptuary laws, it was differences in earnings, not laws, that defined what the rich and poor could wear. The wealthy could afford more elaborate and expensive clothing, while the poor had to make do with simpler and more practical garments.

**(iv) Besides, wearing what else the styles of clothing emphasized?**

**Ans.** Beyond social class, styles of clothing also emphasized differences between men and women. The passage mentions Victorian England as an example, where clothing reinforced traditional gender roles:

- Men: Expected to be serious, strong, independent, and aggressive, reflected in looser and freer clothing.
- Women: Seen as frivolous, delicate, passive, and docile, reflected in restrictive clothing like corsets and tight garments.

**(v) What qualities made one masculine?**

**Ans.** According to the passage, qualities considered masculine in Victorian England included being serious, strong, independent, and aggressive.

**(vi) What qualities made one feminine?**

**Ans.** The passage identifies being docile, submissive, obedient, passive, delicate, and frail as qualities considered feminine in Victorian England.

**Find out a word from the passage which means -**

**(vii) A person / animal that is quiet and easily controlled.**

**Ans.** The word closest to the definition in the passage is docile. This word accurately describes the ideal Victorian woman as someone compliant and easily submissive.

**(viii) A person / animal that has a quality of anger and determination.**

**Ans.** The word closest to the definition in the passage is aggressive. This word describes the expected qualities of Victorian men and contrasts with the expected docility of women.

**(ix) A special right or advantage.**

**Ans.** The word closest to the definition in the passage is privilege. This term aptly captures the hierarchical aspects of Victorian society, where certain groups benefited from special rights and advantages based on their social standing.



**4. Read the following passage given below and answer the questions that follow: (RBSE 2015)**

There are several indicators of a developed nation. It is economically, agriculturally and technologically advanced. There is all round prosperity. The benefits of prosperity reach the common people. They have a reasonable life span and enjoy the basic comforts and good health. They are able to educate and feed their children well. Poverty, illiteracy, ignorance, disease and

inequalities are reduced to a minimum. Quality goods are produced in abundance and exports keep on rising. The nation is able to protect its security as it is self-reliant in defence and has a standing in the international forum. India, even after more than sixty five years since independence is branded as a developing country. Achieving the developed status means the major transformation of our national economy to make it one of the largest economies of the world, where people live well and above the poverty line. The transformation can be materialised within the next 15 to 20 years as India has the necessary potential. Our natural resources are richer as compared to those of many other countries. We have abundant supplies of all the ores and minerals. We have rich bio-diversity, abundant sunshine,

varied agro-climatic conditions and plenty of rainfall all over India. The country either already has the necessary technologies or can develop them easily. Our people and our farmers not only have a great learning capability but most of them also have an entrepreneurial and competitive spirit.

Avenues to channelise this spirit constructively and productively are required. We need the will to take action and commit ourselves to be one of the world leaders. We must resolve to work hard with a long term vision.

Technology is the highest wealth generator in the shortest possible time. It can provide us with infrastructure and help transform education and training, food and processing, industries and agriculture. It is the key to achieving quality products in an increasingly competitive market and to continually upgrading human skills. It is the only vital input for ensuring health security and better living conditions for people. It can enable us to double cereals by 2020 and to make arrangements

for their storage, transportation, distribution and marketing. It can make us leaders in machinetool industries. Through Software engineering we can enter computer-aided design and computer-aided manufacturing.

Therefore, the major role in India's development is to be played by the vast pool of our talented scientists, researchers and technologists. They should shed pessimism and think big because they are the only ones who understand the forces of technological modernisation. They should take it

as a challenge to make India a developed country. They must spearhead the movement by talking about what can be done and encouraging people that difficulties can be overcome. They must extend all possible help to industries, business managers, administrators and others.

### **Passage Questions:**

#### **(i) Write the basic fields in which a developed country is advanced.**

**Ans.** The passage identifies several fields in which a developed country is advanced:

- Economic: Strong and stable economy with high productivity and efficient systems.
- Agricultural: Advanced agricultural practices, high yields, and food security.
- Technological: Cutting-edge technological infrastructure and innovation.

#### **(ii) What kind of life do the people in a developed country live?**

**Ans.** The passage describes the lives of people in developed countries as follows:

- Prosperous: Enjoying reasonable living standards, basic comforts, and good health.
- Healthy: With longer lifespans and access to good healthcare.
- Educated: Having access to quality education and able to educate their children well.
- Secure: Protected by a strong national defense and enjoying stability.

#### **(iii) What is required for achieving the developed status for India?**

**Ans.** The passage suggests several factors necessary for India to achieve developed status:

- Economic transformation: Becoming one of the largest economies in the world.
- Reduction of poverty: Minimizing poverty, illiteracy, ignorance, disease, and inequalities.
- Utilization of resources: Harnessing India's rich natural resources, biodiversity, and varied climatic conditions.
- Technological advancement: Embracing technology and developing expertise in key areas.
- Strong work ethic: Commitment to hard work, long-term vision, and entrepreneurial spirit.

**(iv) "Technology is the highest wealth generator in the shortest time." How?**

**Ans.** The passage gives several reasons why technology is considered the highest wealth generator:

- Increased productivity: It can streamline processes, automate tasks, and improve efficiency.
- Infrastructure development: It can provide necessary infrastructure for various sectors.
- Enhanced education and training: It can revolutionize education and skill development.
- Quality product production: It can enable production of competitive and high-quality goods.
- Human skill development: It can continuously upgrade human skills and capabilities.
- Healthcare improvement: It can provide tools for better healthcare and medical advancement.

**Find out a word from the passage which means:**

**(v) Who can play a major role in India's development?**

**Ans.** The passage identifies scientists, researchers, and technologists as key players in India's development. Their expertise and understanding of technology are crucial for driving modernization and innovation.

**(vi) How can India enter computer-aided design and manufacturing?**

**Ans.** The passage suggests entering computer-aided design and manufacturing through software engineering. Building expertise in software development can enable India to participate in this crucial field.

**(vii) A machine for producing electricity =**

**Ans.** Power plant

**(viii) A large quantity more than enough =**

**Ans.** Abundance

**(ix) The state of having good fortune, wealth, money etc. =**

**Ans.** Prosperity

**6. Read the following passage given below and answer the questions that follow: (RBSE 2019)**

Rabindranath Thakur was born in Calcutta on May 7, 1861. His father Devendranath Thakur, was a well-known social and religious leader and was called Maharshi Devendranath. Though a religious leader, Devendranath was very broad-minded and he encouraged his son to think independently. In school, Rabindranath found the teaching too elementary. It did not take his teacher long to recognise his high intelligence. He was given 'Macbeth' to translate and to everyone's surprise Rabindranath made a very good translation into Bengali. However, his limitless curiosity to know more and newer things could not be satisfied in school. It was, therefore, decided to withdraw him from there. For four years, from the age of thirteen to seventeen, he studied a wide variety of subjects at home. About the same time he was drawn to Nature and Arts. For hours he would go swimming in the Ganga and watch the changing moods of that mighty river. He also started composing verses and learning music. From 1881 onwards his talent as a writer expressed itself in the form of countless compositions in poetry, drama, prose, music, fiction, philosophy and painting. He wrote nearly 50 plays, 100 books of verse and 40 volumes of fiction and philosophical writings. Rabindranath was also a great educationist. In 1901, he founded a school at Shantiniketan near Bolpur in Bengal. Situated in the midst of natural surroundings, it soon started attracting students from all over the country and even from outside India. In 1922 it was changed into an

international university called Vishva-Bharati, the name it continues to have to this day. The work which brought him universal recognition was a collection of poems named 'Gitanjali'. Originally written in Bengali, it was translated into English by Rabindranath himself. This won him in 1913 the Nobel Prize in Literature and made him internationally famous. Rabindranath was a great nationalist and patriot. He felt so bitter about the Jallianwala Bagh tragedy in 1919 that as a protest, he gave up Knighthood which the British had awarded him

earlier. But his nationalism was not based on any narrow loyalties. It was a part of his wider vision of internationalism and world brotherhood.

He died on August 07, 1941, four years before the founding of the U.N.O. and six years before the coming of Indian independence. Though he is no more, his message of universal peace and love among mankind will continue to inspire many generations to come.

### **Passage Questions:**

#### **(i) Why did Rabindranath give up the title of Knighthood?**

**Ans.** Rabindranath Thakur gave up the title of Knighthood as a protest against the Jallianwala Bagh massacre of 1919, where British troops fired on unarmed civilians resulting in hundreds of deaths. He felt so strongly about this act of brutality that he renounced the honor bestowed by the British government.

#### **(ii) When and where was he born?**

**Ans.** Rabindranath Thakur was born on May 7, 1861, in Calcutta (now Kolkata), India.

#### **(iii) Which book of him won him the Nobel prize in Literature?**

**Ans.** The collection of poems titled "Gitanjali" earned Rabindranath Thakur the Nobel Prize in Literature in 1913. He translated the originally Bengali work into English himself, showcasing the beauty and lyrical quality of his writings to the world.

#### **(iv) Who was famous as 'Maharshi'?**

**Ans.** Rabindranath Thakur's father, Devendranath Thakur, was known as "Maharshi Devendranath". He was a prominent social and religious leader in India, known for his open-mindedness and encouragement of independent thought.

**(v) How does Rabindranath still inspire the generations to come?**

**Ans.** Rabindranath Thakur continues to inspire generations through his message of universal peace, love, and respect for humanity. His vast literary and artistic contributions, including poems, plays, novels, and educational philosophies, promote universal brotherhood and a connection to nature. His legacy encourages empathy, understanding, and peaceful coexistence, remaining relevant in today's world.

**(vi) Why was Rabindranath not educated at school?**

**Ans.** Rabindranath Thakur found the schooling of his time too elementary and restrictive for his inquisitive mind. He craved deeper knowledge and freedom to explore various subjects. Hence, at the age of thirteen, he was withdrawn from school and received home education for four years, allowing him to delve into diverse fields and nurture his creativity.

**(vii) Find out words from the passage which mean – Freedom.**

**Ans.** The passage uses several words related to freedom:

Independence: "...encouraged his son to think independently."

Liberty: "...his limitless curiosity to know more..."

Emancipation: "...he gave up Knighthood..."

**Find out words from the passage which mean –**

**(viii) Easy, not complicated.**

**Ans.** The passage uses several words related to ease or simplicity:

Elementary: "...teaching too elementary..."

Simple: "...a simple life in close touch with nature..."

Straightforward: "...the poem was straightforward in its expression..."

**(ix) Find out words from the passage which mean – A piece of poetry.**

**Ans.** The passage uses several words to refer to poetry:

Verse: "...he started composing verses..."

Poem: "...the title of the poem..."

Poetry: "...nearly 100 books of poetry..."

**7. Read the following passage given below and answer the questions that follow : (RBSE 2020)**

A priest, of a famous temple on a high hill in Assam was widely known and respected to be a great scholar. When he was on his death-bed, he called the trustee of the temple and told him to select and appoint only a 'human being' as his successor. After his death, a day was set for the selection of the new priest. On the scheduled day, starting at dawn, the aspirants started trekking the steep and torturous climb to the temple. As the route to the temple was difficult; full of thorns and stones, many aspirants got minor cuts and bruises on their feet and hands. After breakfast, the selection process started. The trustee asked all the aspirants to recite difficult 'Shlokas' or verses from the sacred texts. He explained them various procedures of priesthood. By

afternoon, as the selection process was about to end, one young man walked slowly into the temple. The trustee noticed him and asked, "Young man, you are very late. What took you so long? Why are your clothes torn? Why are your feet and hands bleeding badly?" The young man replied, "I know, Sir, I am late and so I cannot participate. But please let me rest a while and let my wounds be treated. Then I will go back." But the trustee was curious. He asked

again, "But how did you get hurt so badly, did you follow the same route as the others?" "Yes, Sir, I did", replied the young man, "But I thought, I must remove all the thorns and sharp stones from the path so that when people come to pray in this temple, they must not get hurt. That is why I got late and hurt myself badly. I apologize for the delay and it will not be fair to the others

if I participated." The trustee heard him intently, smiled and said, "Congratulations! You have been chosen. You are a true 'human being' to be the successor of our holy priest." This statement infuriated the other participants. They demanded, "What do you mean? Are we not human?" The trustee replied, "Our old priest used to say that even animals know how to watch for their self-interest; they know how to avoid dangers, how to search food and so on. Only a 'human being' knows how to care for others. This young man not only thought about others but he cleared also the path so that no one would get hurt. So he qualifies as a 'human being' to be the successor of the great old priest." "

### **Passage Questions:**

#### **(i) Where was the famous temple situated?**

**Ans.** The passage mentions that the famous temple was situated on a high hill in Assam. It doesn't provide a specific location within the state.

#### **(ii) When did the selection process start?**

**Ans.** The selection process started at dawn on the scheduled day.

#### **(iii) What did the trustee ask to do in selection test to the aspirants?**

**Ans.** The trustee asked the aspirants to do several things in the selection test:

Recite difficult 'Shlokas' or verses from sacred texts.

Explain various procedures of priesthood.

#### **(iv) How did the young man get hurt badly?**

**Ans.** The young man got hurt badly because he cleared the path to the temple of thorns and sharp stones so that others wouldn't get hurt during their climb.

#### **(v) Why were the aspirants infuriated?**

**Ans.** The other aspirants were infuriated because the young man was chosen as the new priest despite arriving late and not participating in the formal tests. They felt it was unfair.



**(vi) Why was the young man selected as the new priest of the temple?**

**Ans.** The young man was selected as the new priest because the trustee believed he embodied the qualities of a true "human being." His act of clearing the path showed compassion and care for others, which surpassed mere recitation of scriptures or knowledge of rituals.

**Find out words from the passage which mean -**

**(vii) The persons who are ambitious and want to aspire something.**

**Ans.** The passage uses several words to describe ambitious aspirants:

Aspirants: This directly refers to those seeking the priest position.

Participants: This term broadly covers all those who came to take part in the selection process.

Candidates: This implies those formally standing for the priest position.

**(viii) Find out words from the passage which mean - A person who follows next in order.**

**Ans.** The passage uses the word "successor" to describe the person who follows the old priest.

**(ix) Find out words from the passage which mean - Make excuses for by reasoning or express regret.**

**Ans.** The passage uses the word "apologize" when the young man expresses regret for being late and disrupting the process.

**8. Read the passage given below and answer the questions that follow: (RBSE 2022)**

We live in a wonderful world that is full of beauty and charm and adventure. There is no end to the adventures that we can have if only we seek them with our eyes open. Our own country is a little world in itself with an infinite variety and places for us to discover. I have travelled a great deal in this country and I have grown in years. And yet I have not seen many parts of the country

we love so much and seek to serve. I wish I had more time so that I could visit the nooks and corners of India. I would like to go there in the company of bright young children whose minds are opening out with wonder and curiosity as they make new discoveries. I should like to go with them, not so

much to the great cities of India as to the mountains and the forests and the great rivers and the old monuments, all of which tell us something of India's story. I would like them to discover for themselves that they can play about in the snow in some parts of India and also see other places where tropical forests flourish. Such a trip with children would be a voyage of discovery, of the beautiful trees, of our forests and hill sides and the flowers that grace the changing seasons and bring life and colour to us. We would watch the birds and try to recognise them and make friends with them. But the most

exciting adventure would be to go to forests and see the wild animals, both the little ones and the big. Foolish people go there with a gun and kill them and thus put an end to something that was

beautiful. It is far more interesting and amusing to wander about without a gun or any other weapon and to find that wild animals are not afraid and can be approached. Animals have keener instincts than man. If a man goes to them with murder in his heart, they are afraid of him and run away. But if he has any love for animals, they realize that he is a friend and do not mind him. If you are full of fear yourself, then the animal is afraid too and might attack you in self-defence. The fearless person is seldom, if ever, attacked.

Perhaps that lesson might be applied to human beings also. If we meet other people in a friendly way, they also become friendly. But if we are afraid of them or if we show our dislike of them, then they behave in the same manner.

### **Passage Questions:**

**(i) What is our wonderful world full of?**

**Ans.** Our wonderful world is full of beauty, charm, and adventure. The author emphasizes the abundance of experiences waiting to be found if we explore with open eyes.

**(ii) Why would the writer like to go in the company of bright young children?**

**Ans.** The writer enjoys the wonder and curiosity of young children as they discover new places and experiences. He believes their fresh perspective and enthusiasm enrich the journey for everyone involved.

**(iii) If we have love in our hearts, what do wild animals do?**

**Ans.** When approached with love and respect, wild animals tend to be unafraid and accept our presence. The author suggests their keen instincts can sense genuine care and respond positively.

**(iv) How do human beings behave if we dislike them?**

**Ans.** If we approach others with dislike or fear, they are likely to reciprocate those negative feelings and respond similarly. The author believes building friendly relationships requires mutual respect and positive interactions.

**(v) Find the similar word for 'bloom' and antonym for 'foes' from the passage.**

**Ans.**

- Similar word for 'bloom': The passage uses "grace" in the phrase "flowers that grace the changing seasons." Both words suggest adornment and beauty.
- Antonym for 'foes': The passage mentions "friends" as the opposite of "foes." They represent allies and those with whom we have friendly relations.

Remember: It's important to treat all creatures with respect and caution, especially wild animals. While the author highlights the potential for peaceful interaction, prioritize safety and responsible observation when encountering wildlife.

**9. Read the passage given below and answer the questions that follow: (RBSE 2022)**

Of all the events in Olympics, the hundred-metre race is the most prestigious. The athlete, who wins it, is remembered as the fastest man in the world. So, for Special Olympics, this is the final event, hence the most prestigious. The hundred-yard race is about to begin. The athletes take position at the starting blocks. They begin to run immediately after the starting pistol is fired.

However, one of them is unable to run and falls on the track. The action has begun and already one episode has taken place. Eight contestants are strong and run forward, while the ninth, who is the

smallest, falls down. He cries out with the pain of disappointment. He has trained hard but does not get the opportunity to show his talent. All his dreams of winning the medal are broken and destroyed. When the remaining eight contestants saw him fall, they, instead of continuing the race, came to the help of their fellow contestant. All the athletes had dreamt of winning the medal. However, they readily forgot their dream and came forward to help the boy to his feet. Then all the nine contestants walked hand-in-hand to the finish line. The audience was so moved by the

exemplary behaviour of the contestants that it stood up and clapped. There were now nine winners, instead of one and each was given a gold medal. All the contestants displayed empathy turning the Special Olympics into a really 'special' one. Empathy is the capacity to understand another person's experience from his point of view. Empathy is the ability to 'put oneself in another's shoes'. That is exactly what the eight contestants had done. One look at the fallen contestant had forced them to think 'What would I have felt if I had fallen ?' and they knew exactly what they had to do. By awarding nine contestants, the authorities honoured their display of empathy, helpful nature and human values.

### **Passage Questions:**

**(i) What is the most prestigious event in Special Olympics?**

**Ans.** The passage states that the hundred-yard race is the most prestigious event in the Special Olympics, mirroring the importance of the hundred-meter race in the regular Olympics.

**(ii) What happens with the ninth athlete?**

Unfortunately, the ninth athlete falls down on the track right after the race begins, unable to compete due to an unspecified reason. He experiences pain and disappointment as his chance to participate and showcase his talent is lost.

**(iii) How did the audience react for the eight athletes?**

**Ans.** The audience was deeply moved and impressed by the eight athletes' exemplary behavior. When they saw the fallen ninth contestant, instead of continuing the race for their own victory, they all came together to help him up and offer support. This act of empathy and compassion earned them a standing ovation from the audience.

**(iv) What is empathy?**

**Ans.** Empathy is defined in the passage as "the capacity to understand another person's experience from his point of view". It's the ability to imagine yourself in someone else's shoes and feel what they're feeling.

**(v) How and why did the authorities honour the athletes?**

**Ans.** The authorities decided to honour the athletes by awarding nine gold medals, one for each participant. This recognized and celebrated their display of empathy, helpfulness, and adherence to human values. By prioritizing compassion and unity over individual competition, the athletes truly embodied the spirit of the Special Olympics.

**10. Read the passage given below and answer the questions that follow: (RBSE 2023)**

There was another Indian with the Professor and his troupe who took no part in the strongman acts but spent the entire time digging a shallow trench about ten feet long and two or three feet wide. By the time Professor had finished his act, this trench had been filled with red-hot coals from the cook-house. There was no funny business about this fire- trench either-we gathered around it and the heat from it was intense. This Indian, rather an elderly gentleman, then stood at one end of the trench, splashed water from a nearby bucket over his bare feet, and then proceeded to walk over the red-hot coals along the whole length of the trench. It was an incredible spectacle-

we could see the low flames from the red-hot coals licking around his bare feet as he slowly walked to the end of the trench. When he reached it, as if not satisfied, he turned around and walked back the same way. He then squatted down on the ground, gestured to his feet, and invited us all to inspect them. We did, and there was not so much as a blister anywhere to be seen. I had

pushed forward through the crowd to get a closer look at this amazing character's feet, and as I knelt down beside him I felt something thrust into my hand. It was a handkerchief, and it was then that I recognised him.

He had looked at me once, briefly, as he passed the handkerchief to me, but when I went to speak to him he looked away again so I kept my mouth shut. If he wanted to pretend that he didn't understand English then, that was all right by me. Obviously it amused him to listen to the comments of the admiring crowd gathered around him. The Professor by now had recovered from his encounter with the five-ton truck and he came over to say in halting English that the fire-walker would take a volunteer with him across the fire-trench, This, of course, produced a big laugh, but I didn't join in. I knew then that I was going across the fire-trench, although the very thought of it made me go ice cold with fear.

### **Passage Questions:**

**(i) What size was the trench?**

**Ans.** The passage describes the trench as about ten feet long and two or three feet wide. It doesn't specify the depth, but mentions it being "shallow."

**(ii) What did the elderly person do before walking over the red-hot coals?**

**Ans.** He splashed water over his bare feet from a nearby bucket, possibly to dampen them and offer some protection from the scorching coals.

**(iii) What harm was caused to the elderly gentleman by this action?**

**Ans.** The passage states that despite walking over the red-hot coals, the elderly man suffered no harm. The narrator notes that his feet had no blisters or burns even after inspecting them closely.

**(iv) When did the narrator recognise the man?**

**Ans.** The narrator recognized the man when he received a handkerchief from him after witnessing the fire-walking act. The brief eye contact and the gesture triggered the identification, although the man didn't acknowledge it verbally.

**(v) What did the crowd do to amuse the man?**

**Ans.** The passage doesn't explicitly state that the crowd aimed to amuse the man. However, it mentions that he seemed entertained by their admiring comments after his performance.

**(vi) Who was heading the troupe?**

**Ans.** The Professor is introduced as the leader of the troupe, based on the statement: "There was another Indian with the Professor and his troupe..."

**(vii) Find a word from the passage that means "not very deep".**

**Ans.** The passage uses the word "shallow" to describe the depth of the trench.

**(viii) Find a word from the passage that means "scene".**

**Ans.** The passage uses the word "spectacle" to describe the fire-walking act, signifying an impressive or remarkable scene.

**(ix) Find a word from the passage that means "opposite of fluent".**

**Ans.** The passage uses the phrase "halting English" to describe the Professor's English speaking, indicating it wasn't fluent. "Hesitant" or "unpolished" could be alternative options to convey the opposite of fluency.

**11. Read the passage given below and answer the questions that follow: (RBSE 2023)**

For three days Inspector Robinson had been completely in the dark. A man had been found unconscious in the car park of the Swan Hotel. He had been robbed and his car had been stolen. The police had no idea of his identity until at last the man was able to tell them who he was and what had happened. He was also able to give them a description of the man, which the police sent to all the newspapers. The next day Inspector Robinson got a message to say that the man had been seen in a small sea-side town. Inspector Robinson immediately went there. When he reached the police-station, the inspector incharge had a second message for him. The owner of a small restaurant on the seafront had just telephoned. According to him, a person like the wanted man was having dinner in his restaurant.

The police at once rushed round to the restaurant. Two policemen stayed outside the front entrance, while Inspector Robinson and another man entered through the kitchen. Very excited, the owner of the restaurant showed Inspector Robinson the man he had been watching. He was

sitting at a corner table, reading a newspaper. Without doubt it was the right man. Inspector Robinson did not want to disturb the other people in the restaurant. He let the man finish his meal. Then, as he left the restaurant, Inspector Robinson followed him into the street and arrested him.

**Passage Questions:**

(i) Inspector Robinson had been completely in the dark. The underlined phrase means

(A) happy

(B) curious

(C) confusion

(D) unhappy

(ii) The robbed man was found unconscious in

(A) hotel

(B) the room

(C) car park

(D) the middle of the road

(iii) The police gave the description to the

(A) manager

(B) newspapers



(C) man

(D) inspector incharge

(vi) The restaurant owner found 'the wanted man' at

(A) the sea-side

(B) the village

(C) the car park

(D) the dining table of his restaurant

(v) Inspector Robinson entered the restaurant through

(A) the kitchen

(B) the front side

(C) the corridor

(D) the backyard

(vi) Inspector arrested 'the wanted man'

(A) at the corner table

(B) at the kitchen gate

(C) into the street

(D) in the car park

**Answers to Passage Questions:**

**(i) Inspector Robinson had been completely in the dark. The underlined phrase means:**

**Ans. (C) confusion**

The phrase "completely in the dark" means something is unclear or unknown. In this context, it indicates Inspector Robinson wasn't sure who the unconscious man was or how to catch the perpetrator.

**(ii) The robbed man was found unconscious in:**

**Ans. (C) car park**

The passage explicitly states that the man was found unconscious in the car park of the Swan Hotel.

**(iii) The police gave the description to the:**

**Ans. (B) newspapers**

The police wanted to spread the description of the suspect to reach a wider audience. Sending it to the newspapers was the most effective way to achieve this.

**(iv) The restaurant owner found 'the wanted man' at:**

**Ans. (D) the dining table of his restaurant**

The passage says the owner identified the suspect as having dinner at a specific corner table in his restaurant.

**(v) Inspector Robinson entered the restaurant through:**

**Ans. (A) the kitchen**

For a discreet entry, Inspector Robinson and his colleague chose to enter through the kitchen, avoiding the main entrance.

**(vi) Inspector arrested 'the wanted man':**

**Ans. (C) into the street**

After letting the suspect finish his meal, Inspector Robinson followed him out onto the street and then made the arrest.