

2. What physical characteristic of the young girl draws the narrator's attention?
  - a) Her bright and colorful clothing
  - b) Her warm and friendly smile
  - c) Her dark and troubled eyes
  - d) Her loud and boisterous voice
  
3. The story's title, "The Night Train at Deoli," suggests a sense of:
  - a) Excitement and adventure
  - b) Bustling activity and commerce
  - c) Mystery and longing
  - d) Comfort and familiarity
  
4. Which word best describes the narrator's emotional state in the story?
  - a) Indifference and boredom
  - b) Anger and frustration
  - c) Tenderness and longing
  - d) Exuberance and joy



**ENGLISH**  
**Class - XII**  
**Semester-III**

**Full Marks:40**

**1. XII Unit - I - Prose**

**Instructions: Choose the appropriate answer for each question :      1×10=10**

1. What is the narrator's primary motivation for visiting Deoli station?
  - a) He needs to catch a specific train departing from there.
  - b) He enjoys the bustling atmosphere of the railway platform.
  - c) He hopes to encounter the young girl again.
  - d) He is on a business trip to the town of Deoli.
  
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5. What is the significance of the title "Strong Roots" in this extract?
- a) It refers to the author's extensive family lineage.
  - b) It describes the lush vegetation of the author's hometown.
  - c) It symbolizes the fundamental values instilled in the author during his childhood.
  - d) It foreshadows the author's future achievements in science and technology.
6. What does Abdul Kalam's father teach him about troubles and sufferings in the extract?
- a) They are punishments for wrong doings.
  - b) One should always seek help to overcome them.
  - c) They are inevitable parts of life that lead to growth and self-discovery.
  - d) They are opportunities to escape from responsibilities.
7. Based on the extract, how would you describe Abdul Kalam's mother?
- a) She was a stern disciplinarian who focused on academic success.

7. Based on the extract, how would you describe Abdul Kalam's mother?
- a) She was a stern disciplinarian who focused on academic success.
  - b) She was known for her compassion and generosity towards others.
  - c) She played a minor role in Abdul Kalam's upbringing.
  - d) She prioritized material wealth and social status.
8. What is the main purpose of Virginia Woolf creating the fictional character of Judith Shakespeare?
- a) To explore the life of William Shakespeare's actual sister.
  - b) To highlight the societal limitations placed on women's creativity in Elizabethan England.
  - c) To argue for the importance of formal education for all.
  - d) To provide a biographical account of female playwrights of the era.
9. In the passage, Woolf suggests that Judith Shakespeare would have possessed a talent for :
- a) Politics and philosophy.
  - b) Music and writing.
  - c) Science and mathematics.
  - d) Business and commerce.



10. What is the likely fate Woolf predicts for a gifted woman like Judith in Elizabethan society?
- a) She would achieve great success as a writer despite the limitations.
  - b) She would be encouraged to develop her talents and contribute to the arts.
  - c) She would likely be ostracized and deemed unfit for artistic pursuits.
  - d) She would find a supportive community to help her flourish as a writer.

2. XI Unit - II - Verse

**Instructions: Choose the appropriate answer for each question. 1×10=10**

1. The speaker in "Our Casuarina Tree" expresses a feeling of:
- a) Contentment and joy.
  - b) Longing and nostalgia.
  - c) Fear and anger.
  - d) Excitement and anticipation.
2. The casuarina tree in the poem is a symbol of:
- a) Strength and resilience.
  - b) Beauty and serenity.
  - c) Change and impermanence.
  - d) Loneliness and isolation.
3. What sound does the tree make, according to the poem?
- a) A dirge-like murmur
  - b) A sweet song



6. In Tennyson's "Ulysses," the speaker reflects on a life of:
- a) Peaceful contentment.
  - b) Restless adventure.
  - c) Deep religious faith.
  - d) Crushing defeat.
7. Which line from the poem expresses Ulysses' desire for continued exploration?
- a) "How dull it is to pause, to make an end, / To rust unburnished, not to shine in use!"
  - b) "I must forget what I was, but feel the lapse of manhood in my face."
  - c) "More sacks to the mill!"
  - d) "Though much is taken, much is left behind."
8. What metaphor does Ulysses use to describe his desire for knowledge?
- a) "To sail beyond the sunset"
  - b) "The sounding furrows"
  - c) "The deep moans round with many voices"
  - d) "The great Achilles, whom we knew"
9. What is the main conflict explored in "Ulysses"?
- a) The fear of aging and mortality.
  - b) The challenge of conquering land to establish a kingdom.



2. Who are Tara and Chandan's parents?
  - a) Roopa and Patel
  - b) Bharati and Patel
  - c) Bharati and Raj
  - d) Roopa and Raj
3. What societal issue is prominently highlighted through the characters of Tara and Chandan in Act I?
  - a) Poverty
  - b) Gender discrimination
  - c) Education inequality
  - d) Political corruption
4. What is the overall mood or atmosphere created in Act I?
  - a) Lighthearted and comedic
  - b) Suspenseful and mysterious
  - c) Melancholy and filled with a sense of loss
  - d) Optimistic and hopeful for the future



Search



d) Optimistic and hopeful for the future

5. Which character in Act I shows a strong emotional connection and concern for Tara?

a) Roopa

b) Dr. Thakkar

c) Bharati

d) Patel



4. **XI Unit IV : Textual Grammar :**

**Instructions: Choose the appropriate answer for each question.**

**1×5=5**

1. **Join the following sentences into a complex sentence:**

"The train stopped at Deoli." "I saw a girl selling baskets."

a) The train stopped at Deoli and I saw a girl selling baskets.

b) I saw a girl selling baskets when the train stopped at Deoli.

c) When the train stopped at Deoli, I saw a girl selling baskets.

d) I saw a girl who was selling baskets and the train stopped at Deoli.

2. **Split the following sentence into two simple sentences:**

"Kalam's father led prayers at the mosque, emphasizing the importance of simple living."

a) Kalam's father led prayers. He emphasized the importance of simple living.

b) Kalam's father led prayers at the mosque. He was important.

- c) Kalam's father led prayers at the mosque. He emphasized the importance of simple living.
- d) Simple living was important to Kalam's father. He led prayers at the mosque.

**3. Join the following sentences into a simple sentence:**

"Ulysses is a legendary Greek hero." "He longs for adventure."

- A) Ulysses is a legendary Greek hero who longs for adventure.
- B) Ulysses, a legendary Greek hero, longs for adventure.
- C) Ulysses is a legendary Greek hero and he longs for adventure.
- D) Longing for adventure, Ulysses is a legendary Greek hero.

**4. Change the narration:**

"Judith will never be able to write like Shakespeare," said Virginia Woolf.

- a) Virginia Woolf said that Judith will never be able to write like Shakespeare.
- b) Virginia Woolf says that Judith will never be able to write like Shakespeare.
- c) Virginia Woolf said that Judith would never be able to write like Shakespeare.
- d) Virginia Woolf said that Judith can never be able to write like Shakespeare.

