

Here is a comprehensive set of important questions and answers from the chapter **"1.1 Being Neighborly"** by Louisa May Alcott, modeled after the "Brainstorming" and comprehension sections of the Maharashtra Board Class 11 textbook:

1. Short Answer / Factual Questions

Q1: Why did Jo decide to visit the Laurence mansion?

Answer: Jo saw the Laurence boy looking out of his window, appearing lonely and isolated. Feeling sympathetic towards him, she decided to visit the mansion to cheer him up, offer him some company, and establish a neighborly bond.

Q2: What gifts did Jo bring for Laurie, and why?

Answer: Jo brought a dish of blanc-mange (a sweet dessert) made by her sister Meg, and three kittens. The blanc-mange was meant to be a soothing treat for him since he had been sick with a cold, and the kittens were brought to entertain him and make him laugh.

Q3: What was Laurie's main problem, according to Jo's observation?

Answer: According to Jo, Laurie's main problem was not just physical illness, but loneliness. Despite having a grand and wealthy home, he lacked the warmth, companionship, and fun of people his own age. He was suffering from a "bad fit of the dismal" (boredom and sadness).

Q4: How did Jo react when she realized Mr. Laurence was standing behind her?

Answer: While looking at Mr. Laurence's portrait, Jo frankly commented that he had kind eyes, a grim mouth, and looked like a strong will, but wasn't as handsome as her own grandfather. When she realized the real Mr. Laurence was standing right behind her listening, she was initially startled and blushed but quickly regained her composure. She stood her ground because she knew she had spoken the honest truth.

2. Character-Based Questions

Q5: Compare and contrast the characters of Jo March and Theodore "Laurie" Laurence.

Answer:

- **Jo March:** She is energetic, bold, outgoing, and highly social. She does not care much for formal manners and is straightforward, compassionate, and observant. Even though she comes from a modest background, her home is full of life and love.
- **Laurie:** He is polite, shy, lonely, and slightly introverted due to his isolated upbringing. Although he lives in a luxurious mansion with everything money can buy, he is starved for friendship and youthful energy. He is highly appreciative of Jo's frankness and warm nature.

Q6: What kind of relationship do Laurie and his grandfather (Mr. Laurence) share?

Answer: Mr. Laurence loves his grandson dearly but is quite strict and protective, which unintentionally keeps Laurie isolated from boys his own age. Laurie respects his grandfather but also feels somewhat stifled by the overly quiet and disciplined environment of their home.

3. Long Answer / Analytical Questions

Q7: "A little match makes a great fire." How does this apply to Jo and Laurie's meeting?

Answer: This proverb means that a small, simple action can lead to great, positive results. Jo's simple, neighborly act of throwing a snowball at Laurie's window and going over to talk to him acted as the "little match." It broke the ice between the two households, cured Laurie of his loneliness, and sparked a deep, lifelong friendship not only between Jo and Laurie but between the entire March family and the Laurences.

Q8: Give evidence from the story to prove that Jo was observant and perceptive.

Answer: Jo's perceptiveness is evident throughout the extract. First, she accurately guessed that Laurie was suffering from loneliness rather than just a physical cold. Second, when she entered his room, she immediately noticed it was beautifully furnished but lacked the "motherly" touch and warmth that makes a house a home. Finally, she easily read Laurie's longing when he confessed he often watched the March sisters sitting together with their mother in their living room.

4. Vocabulary / Grammar Context

Q9: Match the words with their meanings based on the text:

1. *Blanc-mange* - (b) A sweet, gelatinous dessert
2. *Dismals* - (c) A state of feeling sad or depressed
3. *Gruff* - (a) Rough or stern in manner or speech

Q10: Rewrite the sentence using indirect speech:

"I'm not quiet," said Jo, "I'm a regular tomboy."

Answer: Jo stated that she was not quiet and added that she was a regular tomboy.

Here is a comprehensive set of important questions and answers from the chapter "**1.2 On to the Summit: We Reach the Top**" by Tenzing Norgay, aligned with the Maharashtra Board Class 11 textbook framework.

1. Factual / Short Answer Questions

Q1: What was the pact signed between Tenzing Norgay and Edmund Hillary, and where was it signed?

Answer: The pact was an official statement declaring that both Tenzing Norgay and Edmund Hillary reached the summit of Mount Everest together, almost at the same time. It was signed in the office of the Prime Minister of Nepal to put an end to the media controversy over who stepped on the summit first.

Q2: Which four flags did Tenzing Norgay carry with him to the summit?

Answer: Tenzing carried the flags of Great Britain, the United Nations, Nepal, and India. He had obtained the Indian flag from Colonel Hunt, the expedition leader, who gave him permission to plant it on the top alongside the others.

Q3: Describe Tenzing's first emotion upon reaching the summit.

Answer: Upon reaching the summit, Tenzing's first emotion was deep gratitude to God. After having failed six times in his previous attempts, he felt profoundly thankful that God had finally blessed his efforts and allowed him to achieve his ultimate goal.

Q4: What items did Tenzing offer to God at the summit?

Answer: In accordance with his Buddhist faith, Tenzing made a small offering at the summit. He hollowed out a little hole in the snow and placed some biscuits, candy, and a little blue pencil that his youngest daughter, Nima, had given him.

2. Analytical / Long Answer Questions

Q5: How does the author address the controversy of "who reached the summit first"?

Answer: Tenzing completely dismisses the controversy, stating that when climbing a mountain, the primary focus is on survival and reaching the top, not on who takes the first step. He and Hillary were tied together by a rope, representing a physical and symbolic partnership. Tenzing emphasizes that the achievement was the result of immense teamwork, and it was impossible for one man to do it alone. The debate over who was first was, in his eyes, childish and irrelevant compared to the magnitude of the shared accomplishment.

Q6: "The rope that joined them was a symbol." Explain the significance of the rope in the context of the climb.

Answer: The rope that connected Tenzing and Hillary was a powerful symbol of their interdependence, trust, and teamwork. In the perilous conditions of Mount Everest, if one climber fell, the other would act as an anchor to save him, or they would both fall together. The rope meant that they were not two separate individuals competing against each other, but a single, unified team facing the mountain together.

Q7: Describe the physical difficulties faced by the climbers during their final ascent and descent.

Answer: The final stretch to the summit was incredibly dangerous. They had to cut steps into hard ice, and the steep incline meant that a single slip could result in a fatal fall into the glacier below. Breathing was extremely difficult due to the thin air, and Tenzing experienced intense thirst. During the descent, the danger persisted; they had to move cautiously, constantly securing the rope, as descending is often more hazardous than ascending due to fatigue and the sheer drop beneath them.

3. Vocabulary and Language Study

Q8: Match the words with their contextual meanings:

1. *Summit* - (c) The highest point of a mountain
2. *Controversy* - (a) A prolonged public dispute or debate
3. *Embrace* - (b) To hold someone closely in one's arms out of joy or affection
4. *Sloping* - (d) Inclined or slanting downwards

Q9: Rewrite the following sentences as directed:

- "We were tied together with a rope." (Change the voice)

Answer: A rope tied us together.

- "I am not thinking of my cup of tea." (Identify the tense)

Answer: Present Continuous Tense.

- **"Although it was very difficult, we reached the top."** (Rewrite as a Compound Sentence)

Answer: It was very difficult, yet we reached the top.

2.4 Upon Westminster Bridge (William Wordsworth)

1. Factual / Comprehension Questions

Q1: What time of day is depicted in the poem, and what is the overall atmosphere?

Answer: The poem depicts early morning, just as the sun is rising. The overall atmosphere is one of profound silence, peace, and majestic calmness before the bustling city wakes up and begins its noisy, polluted daily routine.

Q2: Which structures or landmarks of London does the poet observe from the bridge?

Answer: From Westminster Bridge, the poet observes the city's architecture blending with nature. He specifically mentions ships, towers, domes, theatres, and temples lying open to the fields and the sky.

Q3: Why does the poet say the air is "smokeless"? Answer: London during the Industrial Revolution was heavily polluted with coal smoke. However, because it is very early in the morning, the factories and household fires have not yet been lit. Therefore, the air is unusually clear, bright, and "smokeless."

2. Analytical and Thematic Questions

Q4: How does the poet present a contrast between the city and nature in the poem?

Answer: Wordsworth, typically a poet of nature, surprisingly finds profound beauty in the man-made city of London. However, he describes the city using natural terms. The buildings lie "open unto the fields, and to the sky," and the morning sunlight bathes the city just as beautifully as it does valleys and hills. The contrast lies in the fact that the city is only beautiful because it is temporarily asleep, silent, and free from the smoke and noise of human activity, momentarily returning to a natural state.

Q5: "Earth has not anything to show more fair." What does this line reveal about the poet's state of mind? Answer: This opening line reveals the poet's absolute awe and overwhelming admiration for the scene before him. It is a bold hyperbole indicating that he is entirely captivated by the serene majesty of London at dawn, feeling that no other sight on earth could possibly match its breathtaking beauty.

3. Poetic Devices and Appreciation

Q6: Identify and explain the figures of speech used in the following lines:

- **"This City now doth, like a garment, wear / The beauty of the morning"**
 - **Simile:** The beauty of the morning is directly compared to a garment (clothing) worn by the city, using the word "like."

- **Personification:** The city is given the human quality of wearing clothes.
- **"The river glideth at his own sweet will:"**
 - **Personification:** The River Thames is personified as a human being acting on "his own sweet will," suggesting it is flowing freely, calmly, and undisturbed by boats or industrial activity.
- **"Dear God! the very houses seem asleep;"**
 - **Personification:** The houses are given the human attribute of sleeping, emphasizing the deep silence and lack of movement inside them.
 - **Apostrophe:** The poet directly addresses "God" to express his intense emotion and wonder.

Q7: Write a short poetic appreciation of "Upon Westminster Bridge". Answer: "Upon Westminster Bridge" is a Petrarchan sonnet (14 lines divided into an octave and a sestet) written by the Romantic poet William Wordsworth. The rhyme scheme of the poem is **abba abba cdcddc**. The central theme of the poem is the awe-inspiring beauty, serenity, and majesty of London in the early hours of the morning. Unlike his usual focus on rural landscapes, Wordsworth finds a rare, pure beauty in the urban environment before it is obscured by the smoke and noise of the day. The language is simple yet deeply evocative, utilizing powerful personification (the sleeping houses, the free-willed river) to bring the sleeping city to life. The poem leaves the reader with a profound sense of tranquility and a fresh perspective on urban beauty.

2.5 Nose Versus Eyes (William Cowper) questions and answers with vocabulary

Vocabulary and Word Meanings

- **Dispute:** A disagreement, argument, or debate.
- **Spectacles:** Glasses used for correcting vision.
- **Wig:** A covering for the head made of real or artificial hair, worn by judges and lawyers in British courts.
- **Baron:** Here, it refers to a judge (Chief Baron).
- **Decreed:** Ordered or decided officially by a legal authority.
- **Visage:** A person's face or facial expression.
- **Straddle:** To sit or stand with one leg on either side of something (how glasses sit on the nose).
- **Ridge:** A long, narrow raised elevation (referring to the bridge of the nose).

1. Factual and Comprehension Questions

Q1: Who are the main disputants in the poem, and what is the cause of their dispute?

Answer: The main disputants are the Nose and the Eyes. The dispute is over the rightful ownership of the spectacles.

Q2: Which sensory organs act as the lawyer and the judge in this dispute? Answer: The Tongue acts as the lawyer, arguing the case with immense skill and eloquence. The Ear acts as the Chief Baron (the judge) who listens to the arguments and delivers the final verdict.

Q3: What was the final verdict given by the Ear? Answer: The Ear ruled in favor of the Nose. The judge decreed that whenever the spectacles are worn by daylight or candlelight, the Eyes must be kept shut, granting full ownership to the Nose.

2. Analytical and Thematic Questions

Q4: What arguments does the Tongue present on behalf of the Nose? Answer: The Tongue argues that spectacles are specifically designed to fit the facial structure of the Nose. He points out that spectacles are made with a straddle designed to sit perfectly on the ridge of the Nose. Furthermore, he makes a ridiculous but persuasive claim that if human faces were made without noses, spectacles would never have been invented, proving they belong to the Nose.

Q5: How does the poem satirize the legal system? Answer: Cowper uses this absurd dispute to mock the blind and mechanical nature of the judicial system. In the poem, the Tongue (lawyer) uses eloquent, manipulative, and technically correct but entirely illogical arguments to win the case. The Ear (judge) represents a flawed justice system that relies solely on who argues better, ignoring basic common sense—the obvious truth that spectacles are meant for the Eyes to see.

3. Poetic Devices and Figures of Speech

Q6: Identify and explain the figures of speech used in the poem.

- **Personification:** The entire poem relies on personification. The Nose, Eyes, Tongue, and Ear are given human attributes—they argue, hire lawyers, judge, and wear wigs.
 - Example: "Between Nose and Eyes a strange contest arose."
- **Inversion (Hyperbaton):** The normal prose order of words is reversed for poetic effect and rhyme.
 - Example: "The spectacles set them unhappily wrong." (Correct order: The spectacles set them wrong unhappily).
- **Metonymy:** The sensory organs represent the different roles in a courtroom. The Tongue represents lawyers/eloquence, and the Ear represents the judge/listener.

Q7: Write a brief appreciation of the poem. Answer: "Nose Versus Eyes" by William Cowper is a humorous and satirical poem with a rhyme scheme of **abab**. Written in a light-hearted,

conversational tone, the poem uses the personified sensory organs to stage a mock trial over who owns a pair of spectacles. The Tongue's brilliant but absurd logic wins the case for the Nose, forcing the judge (the Ear) to order the Eyes to stay shut when the spectacles are worn. Through this witty fable, Cowper effectively highlights the flaws of the legal system, where clever rhetoric often defeats common sense and justice is truly blind.

4.1 History of English Drama (An introductory background)

Vocabulary and Key Theatrical Terms

- **Drama:** A composition in prose or verse presenting a story through action and dialogue, designed for theatrical performance.
- **Conflict:** The central struggle between opposing forces in a play (internal or external); it is the driving force of the plot.
- **Soliloquy:** A speech in which a character, alone on stage, speaks their inner thoughts and feelings aloud to the audience.
- **Catharsis:** The purification or purging of emotions (specifically pity and fear) that the audience experiences while watching a tragedy.
- **Tragedy:** A serious play with a somber theme, usually ending in the ruin or death of the main character (the tragic hero) due to a fatal flaw.
- **Comedy:** A humorous play with a happy ending, often focusing on the follies and misunderstandings of human behavior.

1. Factual and Comprehension Questions

Q1: What are the fundamental elements of drama? Answer: The fundamental elements of drama are:

1. **Plot:** The sequence of events or the storyline.
2. **Characterization:** The people acting out the story.
3. **Theme:** The central idea or message of the play.
4. **Dialogue:** The spoken words exchanged between characters.
5. **Setting:** The time and place where the action occurs.
6. **Stage Directions:** Instructions written into the script indicating stage actions, movements, or production requirements.

Q2: What are the main differences between a novel and a drama? Answer: A novel is a written narrative meant to be read privately by an individual, relying on descriptive language to paint a picture in the reader's mind. A drama is written specifically to be performed live

on stage by actors in front of an audience, relying primarily on dialogue, action, lighting, and sound to tell the story.

Q3: Briefly explain the origin of English Drama. Answer: English drama originated in the church during the medieval period. Because church services (the Liturgy) were conducted in Latin, which common people did not understand, the clergy began acting out biblical stories on days like Easter and Christmas to teach religious lessons. Over time, these performances moved out of the church into the streets and marketplaces.

2. Historical Periods and Analytical Questions

Q4: Differentiate between Mystery, Miracle, and Morality plays of the Middle Ages.

Answer:

- **Mystery Plays:** These plays dramatized stories directly from the Bible (e.g., the creation of the world, Noah's Ark, the crucifixion).
- **Miracle Plays:** These focused on the lives, legends, and miracles of Saints rather than direct biblical events.
- **Morality Plays:** These were allegorical dramas where characters represented abstract virtues and vices (such as Truth, Death, Greed, and Good Deeds). They aimed to teach moral lessons about how to live a righteous life. Everyman is the most famous example.

Q5: Why is the Elizabethan Era considered the "Golden Age" of English Drama? Answer:

The Elizabethan Era (late 16th to early 17th century) is considered the Golden Age because drama shifted from religious themes to secular, humanistic subjects. It saw the establishment of the first permanent public theatres (like The Globe). It produced the greatest playwrights in English history, most notably William Shakespeare, Christopher Marlowe, and Ben Jonson, who wrote complex tragedies and comedies that explored deep psychological and human truths.

Q6: What is the "Comedy of Manners," and when did it become popular? Answer: The Comedy of Manners became highly popular during the Restoration Period (late 17th century) after the theatres, which had been closed by the Puritans, were reopened. It is a highly witty and satirical form of comedy that mocks the hypocrisies, artificial behaviors, and romantic intrigues of the upper-class society of the time.

Q7: Describe the characteristics of Modern Drama (20th Century). Answer: Modern drama moved away from romanticism and melodrama toward Realism and Naturalism. Playwrights like Henrik Ibsen and George Bernard Shaw used the stage to highlight serious social, political, and psychological problems (known as "Problem Plays"). Later in the 20th century, the **Theatre of the Absurd** emerged (championed by writers like Samuel Beckett), which featured disjointed dialogue and plots to reflect the meaninglessness and isolation of modern human existence.

4.2 The Rising of the Moon (A play by Lady Gregory)

Vocabulary and Key Terms

- **Quay:** A stone or metal platform lying alongside or projecting into water for loading and unloading ships.
- **Placard:** A printed notice or poster, especially one displayed in a public place.
- **Gaol:** The British spelling of jail or prison.
- **Ballad:** A poem or song narrating a story in short stanzas, often passed down orally and reflecting cultural history.
- **Fenian:** A member of a 19th-century Irish nationalist organization fighting for independence from British rule.
- **Accomplice:** A person who helps another commit a crime or escape justice.

1. Factual and Comprehension Questions

Q1: Why are the Sergeant and the policemen at the quay at night? Answer: The policemen are at the quay to keep a strict watch for a dangerous Irish rebel leader who has broken out of gaol (jail). They are there to paste placards offering a reward for his capture and to ensure he does not escape the country by sea.

Q2: What is the reward offered for the escaped rebel, and what does it mean to the Sergeant? Answer: The reward is one hundred pounds (£100). For the Sergeant, capturing the rebel means not only this massive sum of money but also the likelihood of a promotion within the police force, which would greatly benefit his family.

Q3: How does the ragged man introduce himself to the Sergeant? Answer: The ragged man introduces himself as Jimmy Walsh, a poor ballad singer who makes a living by singing old songs to sailors. He claims he is merely trying to sell a few ballads to the passengers on the ships.

2. Character-Based Questions

Q4: Describe the internal conflict experienced by the Sergeant. Answer: The Sergeant is torn between two opposing loyalties: his professional duty to the British government (which provides his livelihood and promises a £100 reward) and his buried patriotism for his native Ireland. In his youth, he shared the same nationalistic dreams as the rebel he is hunting. Throughout the play, he battles the tension between his uniform and his Irish heart.

Q5: How does the Ragged Man (the rebel) manage to change the Sergeant's mind?

Answer: The Ragged Man is highly intelligent and psychologically astute. Instead of fighting the Sergeant, he uses Irish folklore, shared cultural memories, and patriotic ballads to awaken the Sergeant's suppressed Irish identity. He subtly reminds the Sergeant of his

youth, pointing out that if circumstances had been slightly different, the Sergeant himself could have been the rebel on the run.

3. Analytical and Thematic Questions

Q6: What is the significance of the title "The Rising of the Moon"? **Answer:** "The Rising of the Moon" is the title of a famous, real-life Irish ballad about the 1798 rebellion against British rule. In the play, it acts as a powerful symbol of Irish nationalism, unity, and the hope for freedom. When the rebel sings it and the Sergeant involuntarily completes the lyrics, it proves that they share the same cultural roots. It signifies the "rising" or awakening of the Sergeant's true patriotic self.

Q7: Why does the Sergeant let the escaped rebel go at the end of the play? **Answer:** The Sergeant lets the rebel go because his interaction with the ragged man deeply moves him and reignites his dormant love for Ireland. He realizes that his core identity is Irish, not British, and he feels a sudden, profound kinship with the rebel's cause. He sacrifices the £100 reward and risks his job because his conscience will no longer allow him to betray a fellow countryman fighting for their shared homeland's freedom.

Q8: What is the irony in the Sergeant's final question: "I wonder, now, am I as great a fool as I think I am?" **Answer:** The irony lies in the definition of a "fool." From a practical, materialistic standpoint, he is a fool because he just threw away a fortune (£100) and a promotion, and risked severe punishment for aiding a fugitive. However, from a moral and patriotic standpoint, he has done the noble, honorable thing by saving a hero of his country. He is questioning the true value of money and duty versus honor and patriotism.