

TestGenie
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English — Class 11

Chapter(s): The Adventure of the Three Garridebs

Maximum Marks: 39

Time Allowed: 1 Hour 10 Minutes

Section A — MCQ & Assertion-Reason (1 mark each)

Q1. Ruskin warns that 'books of the hour' become harmful chiefly when readers treat them as a substitute for serious reading. Which situation best illustrates the misuse he criticises? [1 mark]

- A) A student consults a travelogue once to verify a route and then returns to a classic text.
- B) A reader spends the entire day skimming newspapers and chatty volumes and calls it 'study'.
- C) A reader keeps a friend's long letter in a file for occasional reference.
- D) A historian uses first-hand accounts of events as a starting point for deeper research.

Q2. In Ruskin's metaphor of the 'court' of the past, entry is decided by a strict gatekeeping principle. Which choice correctly captures what grants admission? [1 mark]

- A) Wealth and social name, because they signal refinement.
- B) Merit and labour, because the court is open to these alone.
- C) Popularity in the present age, because it proves relevance.
- D) Agreement with the author, because shared opinions ensure understanding.

Q3. A reader finishes a difficult classic and says, "How good-this is exactly what I think!" Using Ruskin's standard of right reading, what is the best critique of this response? [1 mark]

- A) It is ideal because a good book should always confirm the reader's beliefs.
- B) It is flawed because the reader should seek the author's meaning, not a mirror of their own views.
- C) It is correct because agreement proves the reader has reached the author's full meaning at once.
- D) It is acceptable because Ruskin values speed and immediate comprehension over effort.

Q4. Ruskin compares a good book's wisdom to gold hidden in fissures and the reader to an Australian miner. Which reader-behaviour best matches the 'pickaxes and

shovels' he names? [1 mark]

- A) Memorising key lines for quotation without checking word meanings.
- B) Skimming for plot and moving on as soon as the main idea is caught.
- C) Using care, wit, and learning to examine words closely and think through them.
- D) Rejecting parables because they delay direct information.

Q5. Ruskin argues that one may read vast quantities and remain 'illiterate,' yet read a few pages and become educated. What does he present as the decisive factor behind this difference? [1 mark]

- A) Owning expensive editions of classics rather than cheap prints.
- B) Reading in many languages, regardless of accuracy in any one.
- C) Letter-by-letter accuracy in attending to words and their meanings.
- D) Finishing a book quickly enough to cover more titles in a year.

Q6. Assertion (A): Ruskin maintains that, in the strict sense, many popular 'books of the hour' are not truly 'books' to be read as literature.

Reason (R): He believes a real book is written for permanence-to preserve what the author sees as true, useful, or helpfully beautiful. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q7. Assertion (A): In Ruskin's view, ambition is useless for entering the 'society' of the greatest writers.

Reason (R): He says one must love these writers and approach them with a true desire to be taught, not to gain status. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q8. Assertion (A): Ruskin implies that understanding a worthy author's meaning is instantaneous for a careful reader.

Reason (R): He argues that a valuable author will not reveal his whole meaning quickly, and the reader may take a long time to arrive at it. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q9. Assertion (A): Ruskin accepts that policing pronunciation is more important than policing meaning because accent is the reliable marker of education.

Reason (R): He warns that words, when used without careful attention to meaning, can work equivocation and even cause harm. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q10. Assertion (A): Ruskin's 'miner' metaphor suggests that extracting meaning from a good book requires the reader's active intellectual and moral effort.

Reason (R): He equates the reader's careful attention, wit, and learning to tools, and the reader's thoughtful soul to a furnace needed to 'smelt' meaning from words. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Section B — Very Short Answer (2 marks each)

Q11. Answer in exactly two sentences. Ruskin claims you 'cannot read that' if you read this, because life is short. Explain what this warning is meant to change in a reader's behaviour toward choosing books. [2 marks]

Q12. Answer in exactly two sentences. Ruskin says, 'If you will not rise to us, we cannot stoop to you.' What does 'rise' require from the reader, and what does it exclude? [2 marks]

Q13. Answer in exactly two sentences. Ruskin distinguishes between being 'a man of letters' and being 'illiterate' even after reading many books. State the single skill that prevents illiteracy in his view, and give one concrete sign of it in speech or writing. [2 marks]

Section C — Short Answer (3 marks each)
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Q14. Answer in exactly 3 numbered points with headings (total 130-160 words). Ruskin proposes a 'right way' of reading that is different from reading for self-confirmation. Explain his method as a sequence of actions a reader should take from opening a book to judging it. [3 marks]

Q15. Answer in exactly 3 numbered points with headings (total 130-160 words). Using Ruskin's 'court of the past' metaphor, analyse how he redefines 'aristocracy' and what

qualities he expects in a reader who wants to enter that company. [3 marks]

Q16. Answer in exactly 3 numbered points with headings (total 130-160 words). Ruskin claims 'words... will do deadly work sometimes' if meaning is not watched. Evaluate this claim by explaining how his focus on (i) accuracy, (ii) 'few words well chosen', and (iii) false meaning in public life fit together. [3 marks]

Section D — Long Answer (5 marks each)

Q17. Ruskin draws a sharp distinction between "books of the hour" and a true "Book." Write an evaluative response that (a) states the distinction clearly, and (b) applies it to a student's present-day reading diet dominated by reels/threads, online articles, and one long-form book per month. Your answer must: use 5 numbered points with headings; include at least two cause-effect links; and end by proposing one concrete weekly reading plan that reflects Ruskin's hierarchy. [5 marks]

Q18. Ruskin compares reading a good book to mining for gold and insists on "looking intensely at words... letter by letter." Analyse how this metaphor reshapes the idea of 'reading' from passive intake to skilled labour. Then, using a self-chosen sentence-length quotation from the chapter (no more than 20 words, copied accurately), demonstrate in 5 steps how you would 'mine' its meaning (word-choice, tone, implied demand on the reader, and the larger claim). [5 marks]

Section E — Case Study (4 marks each)
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Q19. Read the following passage and answer the questions that follow: [4 marks]

The English department of a Class XI school ran a 4-week reading challenge. Students logged minutes spent on three categories: (A) short-form "updates" (newsfeeds, threads), (B) long-form "book of the hour" (travelogue/novel/humorous commentary), and (C) "permanent book" (a classic essay/philosophical text read slowly with notes). The teacher also recorded two outcomes: a weekly 'accuracy score' (based on identifying precise meanings of 10 words from the reading) and a 'reflection score' (based on whether students could state the author's meaning before giving their own opinion).

Averages per student per week were:

Week 1: A=220 min, B=90 min, C=20 min; Accuracy=4/10; Reflection=
Week 2: A=180 min, B=100 min, C=40 min; Accuracy=5/10; Reflection=
Week 3: A=140 min, B=90 min, C=70 min; Accuracy=7/10; Reflection=
Week 4: A=150 min, B=60 min, C=80 min; Accuracy=8/10; Reflection=

The class debated Ruskin's view that some printed matter is like a "newspaper at breakfast

time," while a true Book demands mining-like labour and humility toward the author's thought.

(i) Using the data, identify which reading category shows the strongest association with improvement in Accuracy and state one piece of evidence from the table. (1 mark)

(ii) In Week 4, A increases compared to Week 3, yet Reflection does not improve. Give one Ruskin-based inference that explains this plateau. (1 mark)

(iii) Propose a two-step intervention for Week 5 that aligns with Ruskin's 'mining' metaphor and is likely to raise Reflection from 4/5 to 5/5; justify each step in one sentence. (2 marks)

English — Class 11
Chapter(s): The Adventure of the Three Garridebs

Section A — MCQ & Assertion-Reason (1 mark each)

A1.

Answer:

Correct option: (B)

A reader spends the entire day skimming newspapers and chatty volumes and calls it 'study'.

Explanation:

Ruskin says the newspaper may be proper at breakfast but is not reading for all day, and that talk-like printed matter must not 'usurp the place' of real books. Treating such ephemeral reading as full education matches his warning. Hence, option (B) is correct.

A2.

Answer:

Correct option: (B)

Merit and labour, because the court is open to these alone.

Explanation:

He explicitly says this aristocracy 'is open to labour and to merit but to nothing else', rejecting bribes of wealth or name. The 'guardian of those Elysian gates' asks only whether you deserve to enter. Hence, option (B) is correct.

A3.

Answer:

Correct option: (B)

It is flawed because the reader should seek the author's meaning, not a mirror of their own views.

Explanation:

Ruskin warns against reading

To Find: one's own thoughts expressed; the reader must go to the author "to get at his meaning." The healthier response is surprise and learning, not self-congratulation over agreement. Hence, option (B) is correct.

A4.

Answer:

Correct option: (C)

Using care, wit, and learning to examine words closely and think through them.

Explanation:

He explicitly identifies the tools as the reader's "care, wit and learning," and the furnace as the "thoughtful soul," needed to crush and smelt the rock of words into meaning.

Close, effortful engagement is exactly what he demands. Hence, option (C) is correct.

A5.

Answer:

Correct option: (C)

Letter-by-letter accuracy in attending to words and their meanings.

Explanation:

He states that the entire intellectual difference between education and non-education consists in "this accuracy," achieved by looking intensely at words "syllable by syllable, letter by letter." Quantity of reading is secondary to precision of understanding. Hence, option (C) is correct.

A6.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

Ruskin distinguishes mere multiplied talk/letters from books written to preserve enduring insight. Because 'books of the hour' are often only conveyance or multiplication of voice, they fail his permanence criterion, making R the explanation of A. Hence, option (A) is correct.

A7.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

He explicitly states that "No ambition is of any use. They scorn your ambition," and then prescribes love and teachability as the only valid approach. The reason directly accounts for why ambition fails as a motive. Hence, option (A) is correct.

A8.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

Ruskin denies that one gets a worthy author's whole meaning "all at once" and stresses the long labour required to reach it. The reason correctly states his position, making the assertion false. Hence, option (D) is correct.

A9.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

Ruskin calls it a pity that accuracy insisted on (like accent) is not greater and required to a serious purpose; he wants meaning watched "more closely still." The reason reflects his warning that careless meaning can do "deadly work," so R is true while A reverses his priority. Hence, option (D) is correct.

A10.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

Ruskin maps components of mining onto reading: tools (care, wit, learning) and furnace (thoughtful soul) are required to work through words into meaning. This directly supports the claim that meaning is extracted through disciplined effort. Hence, option (A) is correct.

Section B — Very Short Answer (2 marks each)

A11.

Answer:

Ruskin's warning pushes the reader to treat book-choice as an irreversible moral and intellectual decision, because time spent on one kind of reading permanently excludes other possible reading. It is meant to replace casual 'gossip' or day-long newspaper-like reading with deliberate selection of the greatest minds whose company can best educate and test one's character.

A12.

Answer:

To 'rise' requires the reader to make the effort to understand the author's level of thought and to share the author's feelings through patient, accurate reading. It excludes expecting the text to simplify itself to the reader's current opinions, laziness, or a search for mere self-confirmation.

Ruskin's gatekeeping metaphor makes comprehension a responsibility of the reader, not a courtesy owed by the dead to the living. He ties entry to merit and labour, so 'rising' is intellectual discipline and teachability rather than social entitlement. The line also guards against reading as ego-validation.

A13.

Answer:

The preventing skill is precise accuracy with words-attending to meaning letter by letter and using language exactly. A concrete sign is that the person pronounces and uses key words correctly (or chooses a few exact words that do the work), so a single sentence does not betray a false meaning or careless turn of expression.

Section C — Short Answer (3 marks each)
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A14.

Answer:

1) Meaning first (Ascertain): Begin by going to the author to get at his meaning, not

To Find: your own opinions echoed back. Read submissively enough to accept strangeness-"I never thought of that before"-because a wise writer will often think differently from you.

2) Labour through words (Work): Treat the author's words as rock and your care, wit and learning as tools; then use your thoughtful soul as the furnace to smelt meaning.

Practise intense attention to words, syllable by syllable, so that accuracy replaces vague impression.

3) Judgment later (Evaluate): Only after you have honestly ascertained meaning should you judge the book, and even then only if qualified. Expect that you will not reach the whole meaning at once, because depth is often hidden and earned as a reward.

A15.

Answer:

1) Redefined aristocracy (Merit-based): Ruskin calls the society of great dead writers an "eternal court," but unlike living aristocracy it is open only to labour and merit. No wealth can bribe, no name can overawe, and no artifice can deceive the guardian of the Elysian

gates.

2) Reader's qualification (Rising): Entry requires the reader to "rise to the level" of the author's thoughts and share the author's feelings. The book will not "stoop" to laziness; the reader must learn to understand the conversation of the wise.

3) Right motive (Love, not ambition): He rejects ambition as useless because the great minds scorn it. The reader must love them and show it by a genuine desire to be taught, taking fellowship by humility and effort rather than by social display.

A16.

Answer:

1) Accuracy as education (Meaning-watch): Ruskin treats the core of intellectual education as accuracy-looking intensely at words and assuring meaning letter by letter. Without this, a person may speak much yet "not know a word," which makes communication unreliable.

2) Power of precision (Few words): He argues that "a few words, well chosen and well distinguished" can do work that a thousand cannot when words are used equivocally. Precision prevents one term from acting in the function of another and reduces manipulation.

3) Public consequences (Deadly work): By contrasting smiles at false Latin with indifference to false English meaning, he criticises a society that polices display over truth. In public decisions, wrong meanings can mislead, justify harm, or hide responsibility-hence words can become deadly when unchecked.

Section D — Long Answer (5 marks each)

A17.

Answer:

Ruskin argues that the highest reading is not fast "information" but lasting, character-shaping communion with a mind worth preserving.

1) Talk that passes vs writing that remains: "Books of the hour" are like multiplied conversation-useful and pleasant but essentially temporary. A true Book is written for permanence, because the writer believes the insight is worth preserving beyond the moment.

2) Purpose decides value (cause-effect): When reading is driven by immediacy (updates, trends), the effect is scattered attention and replaceable knowledge. When reading is driven by permanence (truth/useful beauty), the effect is slow assimilation and a durable change in judgement.

3) Companionship with the 'Dead': Ruskin frames great books as entry into an "eternal court" where one may converse with the wise across time. The access is democratic in

principle, yet merit-based in practice: readers must rise to the level of thought through effort.

4) Right attitude to meaning (cause-effect): The wrong reader seeks self-confirmation-"That's exactly what I think!"-and therefore learns little. The right reader seeks the author's meaning first, accepts strangeness, and thus gains new categories of thought.

5) A weekly plan aligned to Ruskin: 5 days-30 minutes of one demanding classic/essay, read slowly with word-accuracy notes; 1 day-review and summarize one key paragraph "letter by letter"; 1 day-limited current articles for reference only. Keep reels/threads capped to a fixed window after tasks.

In sum, Ruskin would not ban modern short-form reading, but would subordinate it to disciplined, permanent reading that trains accuracy, humility, and depth.

A18.

Answer:

Ruskin's mining metaphor turns reading into disciplined work in which meaning is extracted, not received.

1) The 'ore' and the 'metal': For Ruskin, words are rock-hard, resistant surfaces-while meaning is the metal hidden inside. This reverses casual reading: difficulty is not a flaw in the text but evidence of depth.

2) Tools as readerly virtues: Pickaxes are "care, wit and learning," and the furnace is the "thoughtful soul." The metaphor implies that comprehension depends as much on the reader's preparedness as on the author's clarity.

3) Patience and scarcity (cause-effect): Gold is placed in fissures, so one must dig long and painfully; likewise wisdom is distributed in hints and parables. The effect is that serious reading rewards endurance and punishes skimming.

4) Demonstration (chosen quotation): "you must get into the habit of looking intensely at words." Step 1-Key verb: "must" signals obligation, not advice. Step 2-Habit: repetition implies training over time. Step 3-"intensely": reading requires concentration beyond gist. Step 4-"words": meaning is accessed through precise language, not vague impressions. Step 5-Implied demand: the reader is responsible for accuracy; the larger claim is that education is measured by precision.

5) Outcome: This model makes reading an ethical-intellectual practice-humble, exact, and effortful-so that even a few pages can educate more than vast, careless consumption. Thus, Ruskin redefines reading as labour that forges judgement through accuracy and patient extraction of sense.

Section E — Case Study (4 marks each)
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A19.

(i) Using the data, identify which reading category shows the strongest association with improvement in Accuracy and state one piece of evidence from the table.

Answer:

Category C (permanent book) shows the strongest association: as C rises from 20 to 80 minutes (Week 1 to Week 4), Accuracy rises from 4/10 to 8/10.

(ii) In Week 4, A increases compared to Week 3, yet Reflection does not improve. Give one Ruskin-based inference that explains this plateau.

Answer:

Ruskin would infer that more short-form "updates" (A) multiply talk but do not train the reader to seek the author's meaning first; therefore Reflection stays at even when A rises, because the habit of humble meaning-seeking is built mainly through deeper, permanent reading.

(iii) Propose a two-step intervention for Week 5 that aligns with Ruskin's 'mining' metaphor and is likely to raise Reflection from to 5/5; justify each step in one sentence.

Answer:

Step 1-Meaning-first protocol: require each student to submit a 3-sentence 'author's meaning' paraphrase (no opinions) before discussion, because Ruskin insists we go to the author for his meaning, not

To Find: our own. Step 2-Letter-by-letter word audit: select five difficult words from the C-text and have students confirm meaning syllable-by-syllable with context notes, because Ruskin links education to accuracy with words and treats them as rock to be crushed to reach the metal.