



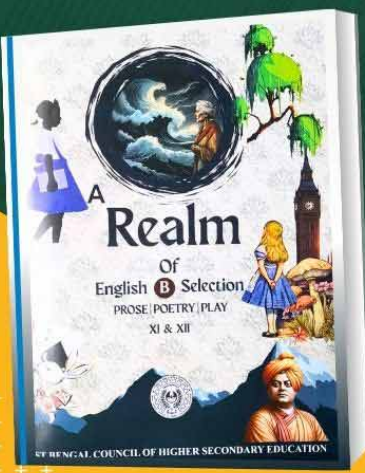
HS Class 12 3rd Semester English Suggestion MCQ: উচ্চ মাধ্যমিক তৃতীয় সেমিস্টার ইংরেজি WBCHSE

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HS 3rd Semester

English





PDF

সংগ্রহ করে নাও



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একনজরে »

- 1 Class 12 3rd Semester English MCQ Question Pattern & Weightage
- 2 WBCHSE English Suggestion MCQ Question Class 12 3rd Semester
 - 2.1 The Night Train at Deoli – Ruskin Bond
 - 2.2 Strong Roots – APJ Abdul Kalam
 - 2.3 The Bet by Anton Chekhov
 - 2.4 Our Casuarina Tree – Toru Dutt
 - 2.5 Ulysses by Alfred Lord Tennyson
 - 2.6 Riders to the Sea by John Millington Synge.



Class 12 3rd Semester English MCQ Question Pattern & Weightage

খেলার আগে যেমন খেলার নিয়ম-কানুন জানা প্রয়োজন, একইভাবে **পরীক্ষা দিতে যাওয়ার আগে পরীক্ষার প্যাটার্ন একদম নখ দর্পণে রাখতে হবে**। তবে কোন জায়গা থেকে কতটা প্রশ্ন আসতে পারে, কোন জায়গাটা বেশি গুরুত্ব দিয়ে পড়তে হবে বোঝা যাবে, তোমাদের সুবিধার জন্য **সম্পূর্ণ সহজ করে প্রশ্ন প্যাটার্ন** শেয়ার করা হলো।

Topic / Section	Marks	Importance
Unit 1 : Prose		
The Night Train at Deoli – Ruskin Bond	4	★★★ (High)
Strong Roots – A.P.J. Abdul Kalam	3	★★ (Medium)
The Bet – Anton Chekhov	3	★★ (Medium)
Total (Prose)	10	25%
Unit 2 : Verse (Poems)		
Our Casuarina Tree – Toru Dutt	5	★★★ (High)
Ulysses – Alfred Lord Tennyson	5	★★★ (High)
Total (Verse)	10	25%
Unit 3 : Drama		
Riders to the Sea – J.M. Synge	5	13% ★★★ (Very High)
Unit 4 : Grammar (Textual)		
Synthesis, Narration, Error Correction	5	12% ★★★ (High)
Unit 5 : Reading Comprehension (Unseen)		

Topic / Section	Marks	Importance
Understanding & Inference (Unseen)	5	★★★ (High)
Grammar & Vocabulary (Unseen)	5	★★★ (High)
Total (Unseen)	10	25%

WBCHSE English Suggestion MCQ Question Class 12 3rd Semester

উচ্চ মাধ্যমিক নতুন সেমিস্টার সিস্টেমে তোমাদের 40 নম্বরের Multiple Choice OMR ভিত্তিক পরীক্ষা হবে। কাজেই মাছিমারা নকল ফলো করলে পরীক্ষায় অসুবিধা হবে। তাই তোমাদের অবশ্যই লাইন ধরে বইয়ের পাঠ্যাংশগুলোকে পড়া এবং সেগুলোর মানে বোঝা, এবং কবিতাগুলোর ক্ষেত্রে লাইন ধরে তৈরি করতে হবে।

একটা **বড় ওয়েটেজ গ্রামার এবং ভোকাবুলারি** যেটার কোন সাজেশন হয় না, শুধুমাত্র প্র্যাকটিসেই আয়ত্তে আনা সম্ভব। তাই তোমাদের পাঠ্য বইয়ের পাশাপাশি ভালো করে গ্রামার এবং ভোকাবুলারি প্র্যাকটিস করো। এখানে যে অধ্যয়নভিত্তিক সাজেশন গুরুত্বপূর্ণ প্রশ্ন উত্তর এবং ওয়ান লাইনার দেওয়া হয়েছে, সেখান থেকে অনেক রকম, প্রশ্ন যেগুলি তোমাদের লাস্ট মিনিট হেল্প করবে।

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🙏 **Thank You for Your Awareness & Cooperation.**

The Night Train at Deoli – Ruskin Bond

1. Where does the narrator meet the young girl in the story?

- a) On a crowded bus stop
- b) In a bustling marketplace
- c) On the railway platform at Deoli ✓
- d) In a quiet park

2. The girl was selling

- a) plastic buckets
- b) cane baskets ✓
- c) iron buckles
- d) flower pots

3. Assertion: The narrator’s game will be spoilt.

Reason: The narrator will never break his journey at Deoli.

- a) A is TRUE, but B is FALSE
- b) A is FALSE but B is TRUE
- c) A and B are both TRUE ✓
- d) A and B are both FALSE

4. Match the characters with their descriptions: (সুবিধার জন্য উত্তর সহ)

Column A	Column B
i. The station master	d. instructed the narrator to board the train.
ii. The owner of the tea stall	a. could remember the girl.
iii. The narrator’s grandmother	b. was not pleased with the narrator’s visit.
iv. The new station-master	c. had joined recently

5. Arrange the following sentences in proper sequence:

- i. The train would reach Deoli at about five in the morning.
- ii. A girl came down the platform selling baskets.
- iii. A kettle was boiling over on a small fire.
- iv. “Do you want to buy a basket?”, she asked.

- a) i-iii-iv-ii
- b) ii-i-iii-iv
- c) **i-ii-iii-iv** 
- d) iii-iv-ii-i

Important MCQ One-Liner from The Night Train at Deoli

1. The **narrator** regularly traveled from **Delhi to Dehra** during his summer vacations.
2. The train journey mostly happened during the **early morning** or **late evening** hours.
3. The train stopped briefly at a small station called **Deoli**.
4. Deoli was a **lonely, quiet station** near the foothills of the **Himalayas**.
5. The station had only only lone platform, an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor, and a few stray dogs.
6. Over the railings at the station yard was **a mango tree and a dusty road** leading into the jungle.
7. The train usually stopped at Deoli for about **ten minutes**.
8. The narrator would always **look out of the window** half expecting to see the same **unchanged face** smiling up at me.
9. **In a cold morning**, he noticed a **young girl** selling **cane baskets** on the platform.
10. She had a **shawl** thrown across her **shoulders** and **her feet were bare, clothes were old**.
11. She was walking **gracefully and with dignity**.
12. She had **pale skin, shiny black hair and dark, troubled eyes**.
13. Her skin **eyes** showed a kind of **quiet sadness**.
14. She carried a basket made of **wickerwork (Cane)**, which she was trying to sell.
15. The narrator felt an **instant attraction** to her mysterious presence.
16. He wanted to **talk to her**, but he felt **shy** and remained silent.
17. On the next journey, the narrator again saw the same girl at Deoli.
18. This time, he **bought a basket with a rupee**, hardly daring to touch her fingers.
19. “**They are very strong, made of the finest cane...**” – the line is about **the Baskets**.

20. The narrator's heart was filled with a strange feeling of **longing** and **melancholy**.
21. In the following summers, the narrator looked forward to the train's stop at Deoli.
22. However, the girl did not appear at the station in the subsequent years.
23. The narrator felt **disappointed** and asked the **stationmaster** about her.
24. The stationmaster did not provide any information about the girl.
25. The narrator realized that she might have **left the place forever**.
26. Despite this, he continued to **look out for her** on every journey.
27. The quietness of the station made the brief stop feel like a **moment frozen in time**.
28. Only **the owner of the tea stall** could give short information **about the girl**.
29. The narrator compared the station to the beginning of the **Indian Tarai** (foothills).
30. The girl's image stayed in the narrator's mind like a **beautiful, haunting memory**.
31. He thought about her **youth, simplicity**, and the **hardships** she might have faced.
32. The story reflects the **fleeting nature** of **chance encounters** and **unspoken emotions**.
33. The narrator felt that the girl represented a world **very different** from his own.
34. The brief stop at Deoli became the most **memorable part** of his journey.
35. He noticed the contrast between his **busy life** and the girl's **quiet, simple existence**.
36. The girl's **silence** spoke volumes about her **struggles** and **dreams**.
37. The narrator often wondered about her **life beyond the station**.
38. He imagined her working hard to **support her family**.
39. The basket she sold symbolized her small but **significant role** in the world.
40. The narrator's feelings were mixed with **admiration** and **melancholy**.
41. The story captures the **magic of brief human connections**.
42. Deoli station, with its **simple surroundings**, becomes a **character** in the story.
43. He remembered the **smell of the forest** and the cool **mountain air** around Deoli.
44. The narrator describes the station as **sleepy** and **rarely used**.
45. The nearby **forest** is dense and mysterious.
46. The narrator's train ride symbolizes the **journey of life** with unexpected stops.
47. The girl's presence brings a moment of **beauty** in the narrator's routine journey.
48. Her **quiet strength** leaves a lasting impression on him.
49. The narrator reflects on the **impermanence** of such encounters.
50. He realizes that some people touch our lives **briefly but deeply**.
51. The story ends with the narrator **cherishing the memory** of the girl forever.
52. He acknowledges that she remains a part of his **inner world** despite never meeting again.
53. The narrative explores themes of **loneliness, hope, and longing**.

54. The stationmaster's **silence** adds to the **mystery** of the girl's disappearance.
55. The girl's **pale face** and **dusty scarf** become symbols of **innocence** and **hardship**.
56. The narrator's inability to **communicate** reflects the **gap** between different worlds.
57. The story evokes the **bittersweet nature** of **memory** and **time**.
58. Deoli is portrayed as a place where life's **ordinary** and **extraordinary** moments meet.
59. The narrator's train journey mirrors the passage from **youth** to **maturity**.
60. The story invites readers to reflect on the beauty of **unnoticed people** and **moments**.

Strong Roots – APJ Abdul Kalam

Strong Roots By A.P.J. Abdul Kalam || WBCHSE Class 12 3rd Semester Quick Recall
– Choose the correct answer type MCQ:

1. What is the significance of the title “Strong Roots”?

- a) It refers to the author's family tree
- b) It symbolizes the important values instilled in the author during his childhood** ✓
- c) It describes the strong trees near his childhood home
- d) It foreshadows the author's future achievements

2. Who is Jainulabdeen in the extract?

- a) A close friend of the author's father
- b) The author's grandfather
- c) The author's father** ✓
- d) A teacher of the author

3. What lesson does the author learn from his father's words about troubles and sufferings?

- a) To avoid difficulties at all costs
- b) To view challenges as opportunities for growth and self-discovery** ✓
- c) To rely on others for help during difficult times
- d) To blame God for misfortune

4. Match the following aspects with their descriptions: (উত্তরসহ সোজাসুজি দেওয়া রয়েছে)

Column A	Column B
1. Jainulabdeen	A. Kalam’s father, a man of wisdom
2. Ashiamma	B. Kalam’s mother, known for her generosity
3. Pakshi Lakshmana Sastry	C. Hindu priest and friend of Jainulabdeen
4. Rameswaram	D. Kalam’s hometown reflecting religious harmony

5. Assertion: Prayer is essential for overcoming life’s challenges according to “Strong Roots”.

Reason: Kalam’s father believed that prayer provides mental peace and helps transcend the body.

- a) Both Reason and Assertion are true and Reason explains Assertion 
- b) Both Reason and Assertion are true but Reason does not explain Assertion
- c) Reason is true but Assertion is false
- d) Both Reason and Assertion are false

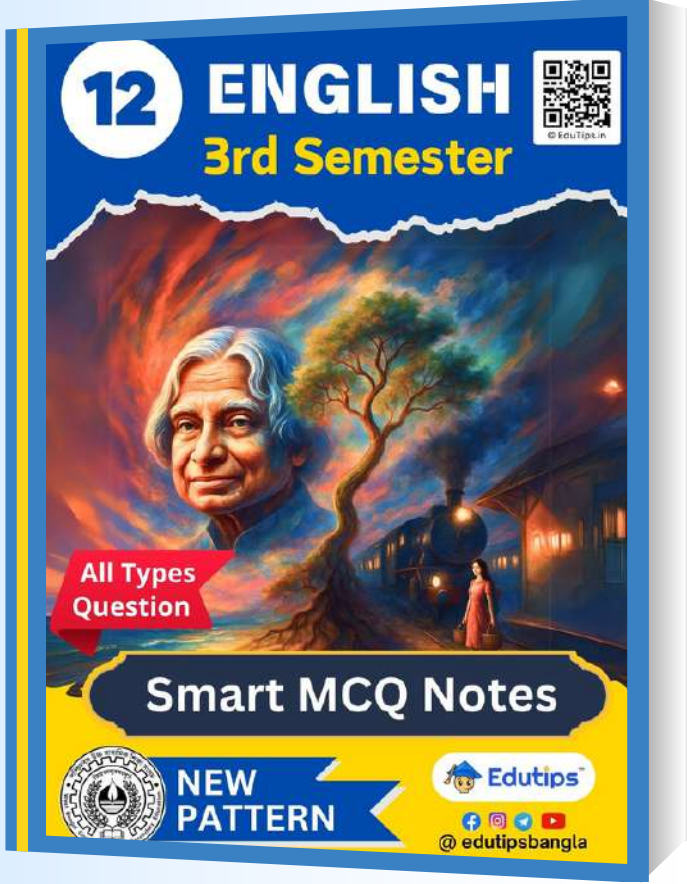
Important One-Liner MCQ from Strong Roots

1. Kalam was born in **Rameswaram**, a small **island town** in India.
2. He belonged to a **Tamil Muslim family**.
3. His father’s name was **Jainulabdeen**, and his mother’s name was **Ashiamma**.
4. The family lived on **Mosque Street** in Rameswaram.
5. Kalam’s father was a man of deep **spirituality** and **simplicity**.
6. He woke up every day at **4 a.m.** to perform the morning prayers (**namaz**).
7. After the prayers, he would walk about **four miles** to their **coconut grove**.
8. He would collect several dozen **coconuts** from the grove during this walk.
9. This morning walk was a **daily routine** for Kalam’s father.
10. After returning from the grove, he would have **breakfast** prepared by his wife.
11. Kalam’s mother would spread **banana leaves** on the floor for meals.
12. Kalam and his family would sit on the **floor** to eat their meals.

13. Their typical food included **rice, sambhar, homemade pickles, and coconut chutney**.
14. The family was **poor** but content with their **simple life**.
15. Despite poverty, they never refused **food or shelter** to visitors.
16. Kalam's house was open to people of **all religions and backgrounds**.
17. People came to Kalam's father for **healing, prayers, and advice**.
18. His father never asked for **money or gifts** in exchange for his help.
19. Jainulabdeen was a **respected figure** in the community for his **generosity**.
20. The **high priest** of Rameswaram temple, **Pakshi Lakshmana Sastry**, was a close friend of Kalam's father.
21. Jainulabdeen and Sastry often met to discuss **spiritual and social issues**.
22. They showed **mutual respect and harmony** beyond religious differences.
23. Kalam observed that religious leaders in his town worked together **peacefully**.
24. Visitors would sit on the floor as Kalam's father recited verses from the **Quran**.
25. His prayers were said with deep **sincerity and faith**.
26. Kalam admired his father's **calm demeanor and humility**.
27. Once, Kalam asked his father why people **pray**.
28. His father explained that prayer helps people overcome **pain and confusion**.
29. He said prayer connects humans to a **divine cosmic energy**.
30. True prayers, said with sincerity, bring **peace and strength**.
31. Kalam learned that **spirituality** was more about **inner strength** than **rituals**.
32. He also learned important values like **honesty, humility, and simplicity** from his parents.
33. Kalam's father had a special **aura** that comforted those in **distress**.
34. People left their **problems** at his doorstep, trusting his **wisdom**.
35. Kalam deeply respected his father's **inner strength and compassion**.
36. The family's **harmony** reflected the idea of **strong roots — faith and values**.
37. Kalam recalled his mother feeding him **lovingly and carefully**.
38. His mother prepared **simple, traditional meals** every day.
39. She ensured that food was served on **banana leaves**, maintaining **tradition**.
40. Eating on the floor together strengthened **family bonds**.
41. Kalam's upbringing taught him the importance of **simplicity** in life.
42. His father's daily routine was **disciplined and spiritually fulfilling**.
43. Kalam's father did not have **formal education** but was highly **respected**.
44. The close friendship between Jainulabdeen and the temple priest showed **religious tolerance**.

Class 12 ENGLISH 3rd Sem

MCQ, Short Read Notes



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45. Kalam saw how **spiritual strength** transcends **religious boundaries**.
46. The story highlights how **faith** and **values** build a **strong foundation** for life.
47. Kalam's parents taught him to respect **all religions** and **cultures**.
48. He learned that true **strength** comes from **within**, not from **material wealth**.
49. The story ends with Kalam's deep **appreciation** for his father's **teachings**.
50. Kalam believes that **strong roots** in **faith** and **values** shape a person's **character**.

The Bet by Anton Chekhov

The Bet is a short story by **Anton Chekhov (1860–1904)**, a Russian playwright and short-story writer. The story revolves around a **banker and a young lawyer**, a reckless **bet**, and the **psychological and moral transformation** of the lawyer over **15 years** of solitary confinement.

- It explores **human nature, greed, knowledge, isolation, and the meaning of life**.
- Themes include **freedom vs material wealth, pride, regret, existential reflection, and the value of knowledge**.

1. What was the subject of the initial discussion at the banker's party?

- a) Love and marriage
- b) Capital punishment ✓**
- c) The stock market
- d) Literature and philosophy

2. How long was the lawyer supposed to stay in solitary confinement?

- a) 10 years
- b) 15 years ✓**
- c) 20 years
- d) 5 years

3. **Assertion (A):** The lawyer left his confinement before the bet ended.

Reason (R): He realized that material wealth and worldly pleasures were meaningless.

- 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.

4. Assertion (A): The banker was relieved when the lawyer left early.
Reason (R): The banker had become wealthy by the end of the 15 years and was ready to pay.

- 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.

Answer: c) A is true, but R is false. 

5. Match the themes with their descriptions: (সুবিধার জন্য সরাসরি দেওয়া রয়েছে)

Column A	Column B
1. Crime and Punishment	a. Debate over capital punishment vs life imprisonment
2. Freedom and Imprisonment	b. Lawyer frees himself from material desires
3. Greed	c. Banker’s obsession with money
4. Wisdom	d. Lawyer’s realization of life’s futility

Important One-Liner MCQ Question Answer from The Bet

- The story opens on a **dark autumn night**.
- The **banker** remembers a party from **15 years ago**.
- The party discussed **capital punishment** and **life imprisonment**.
- Guests believed death penalty was **immoral**.
- Banker argued **death penalty kills quickly**, imprisonment kills slowly.
- A **young lawyer** attended the party, age **25**.
- Lawyer preferred **life imprisonment** over death.
- Banker, in excitement, offered a **2 million bet**.
- Lawyer accepted to stay **15 years** in **solitary confinement**.

10. Lawyer's confinement was in a **lodge in banker's garden**.
11. He could not **see humans, hear voices, or receive letters/newspapers**.
12. He could have **books, music, wine**, via a **small window**.
13. Bet started **Nov 14, 1870** at **12 o'clock**.
14. Bet ended **Nov 14, 1885**, 12 o'clock.
15. Any violation freed banker from paying **2 million**.
16. **First year**: Lawyer suffered **loneliness and depression**.
17. **First year books**: light novels, sensational love plots.
18. Lawyer refused **wine and tobacco** initially.
19. He considered **desires as prison enemies**.
20. **Second year**: piano silent, read **classics**.
21. **Fifth year**: indulged in **wine**, lying on bed, sometimes crying.
22. **Night writings**: wrote letters but tore them up in the morning.
23. **Sixth year**: began **studying languages, philosophy, history**.
24. Lawyer requested **600+ volumes** over several years.
25. **Letter** written in **six languages** to impress the banker.
26. Banker fired **two gunshots** to confirm letter accuracy.
27. **After 10 years**, he focused on the **Gospels**.
28. **Theology and religion histories** followed.
29. Last **2 years**: eclectic reading in **science, literature, philosophy**.
30. Lawyer compared reading to **swimming in wreckage** of a ship.
31. Banker's wealth declined over 15 years due to **gambling and speculation**.
32. Banker feared **paying 2 million** would ruin him.
33. Lawyer became **emaciated and aged**; looked much older than 40.
34. **Appearance**: long curls, shaggy beard, yellow skin, hollow cheeks.
35. Banker considered killing lawyer to avoid paying money.
36. Lawyer left **5 hours early**, renouncing **2 million**.
37. He despised **freedom, life, health, and worldly wealth**.
38. He experienced **vicarious adventures** through books: mountains, seas, and wars.
39. He experienced **love and beauty** through literature.
40. He learned **wisdom and knowledge** from human thought across ages.
41. Declared all worldly possessions **worthless and fleeting**.
42. Criticized people for exchanging **heaven for earth**.
43. Lawyer voluntarily **renounced money** and freedom.
44. Banker wept in **admiration and shame** at lawyer's wisdom.
45. Next morning, lawyer **escaped silently**.

46. Banker locked the **renunciation** letter in a **fireproof** safe.
47. Themes: **pride, regret, transformation, value of knowledge, mortality.**
48. Bet illustrated extremes of **human curiosity, greed, and enlightenment.**
49. Story contrasts **material wealth vs spiritual/intellectual wealth.**
50. Chekhov's **style** combines **psychological insight, moral reflection, and irony.**

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Our Casuarina Tree – Toru Dutt

The poem was written by **Toru Dutt (1856–1877)**. Toru Dutt was an **Indian poet** who wrote in **English, French, and Sanskrit**. The poem was composed around **1876** in memory of her **deceased siblings**, Abju and Aru. Posthumously published in “**Ancient Ballads and Legends of Hindustan**” (1882).

- The Casuarina tree is a **symbol of childhood memories**.
- The tree represents **love, loss, and enduring nature**.
- The poem blends **personal grief** with **universal emotions**.

1. What does the poet mean when she says, “Beneath it we have played; though years may roll”?

- a) **The tree reminds her of childhood friends and memories** ✓
- b) The tree has changed with time
- c) She dislikes the tree in the present
- d) The poet's friends disliked the tree

2. **Assertion (A):** The poet hears the tree’s “dirge-like murmur” in foreign lands.

Reason (R): The sound reminds her of the friends she lost in childhood.

- 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) Both A and R are false.

3. **Arrange these feelings in the order they appear in the poem:**

- a. Nostalgia for childhood companions
- b. Reverence for the tree’s natural beauty
- c. Grief for loved ones now gone
- d. A desire to immortalize the tree through verse

Options:

- a) **B → A → C → D** ✓
- b) A → B → D → C
- c) C → A → B → D
- d) D → A → C → B

4. **Case-based Question**

Lines: “But not because of its magnificence / Dear is the Casuarina to my soul”

Question: What do these lines reveal about the speaker’s emotional connection to the tree?

- a) The speaker only admires the tree for its grand physical appearance.
- b) **The speaker values the tree more for personal memories and emotional ties than its physical beauty.** ✓
- c) The speaker finds the tree unremarkable and not worth mentioning.
- d) The speaker is detached and indifferent to the tree’s presence.

5. **Match the places mentioned (Column A) with their significance (Column B):**

(উত্তর সহ সোজাসুজি রয়েছে)

Column A	Column B
a. Borrowdale	iv. Trees associated with memory and loss

Column A	Column B
b. France	iii. A Place where the poet recalled the tree abroad
c. Italy	ii. Site of classical beauty where memories arise
d. Native clime	i. The original location of the Casuarina tree

Important One-Liner MCQ from Our Casuarina Tree

- The tree’s **trunk** is described as **rugged and scarred**.
- A **creeper** winds around the tree **like a huge Python**.
- Flowers** hang in **crimson clusters** on the branches.
- Birds and bees** gather in the tree **all day**.
- At night, a **sweet song** is sung **from the tree**.
- The **garden overflows with sound** while people **repose**.
- In **winter**, a **grey baboon** sits **statue-like** on the tree’s crest.
- The baboon’s **offspring** play on the lower branches.
- Kokilas** (cuckoos) **hail the day** from the tree.
- Cows** wend to their pastures past the tree.
- The **tank** under the tree has **water-lilies like snow enmassed**.
- Poet’s love for the tree is **not for its magnificence** alone.
- The tree is **dear** because of **cherished companions and memories**.
- The tree **blends with images of deceased siblings**.
- The tree is a **witness to joys and sorrows** of the poet.
- Poet hears a **dirge-like murmur** from the tree.
- The murmur is **eerie** and may reach the **unknown land**.
- Poet has seen the tree’s **form sublime** in her **inner vision**.
- The tree symbolizes the **connection between past and present**.
- Poet wishes to **immortalize the tree through her poetry**.
- The poem includes **natural imagery**: sunrise, forest, birds, flowers.
- The tree evokes **nostalgia and hope for immortality**.
- Poet compares her verse to **weak, yet devoted tribute** to the tree’s beauty.
- The Casuarina is associated with **blessed sleep of deceased siblings**.

25. Poet desires the tree to be **counted among deathless trees**.
26. Poet references **Borrowdale** and **awful branches** symbolizing timelessness.
27. **Fear, trembling Hope, Death, and Time** are metaphorically **under the tree**.
28. Poet expresses **love and reverence** for the tree.
29. Poet prays that **Love defend the tree from Oblivion's curse**.
30. The tree is a **symbol of endurance and continuity of memory**.
31. Poet's imagery includes **moonlight, slumbering water-wraiths, and seas**.
32. Poet's childhood and **native clime** are intimately connected to the tree.
33. The Casuarina represents a **bond between nature, memory, and loved ones**.

Ulysses by Alfred Lord Tennyson

The poet is **Alfred, Lord Tennyson (1809–1892)**. *Ulysses* was written in **1833** and published in **1842**. Tennyson was **Poet Laureate** during much of **Queen Victoria's reign**.

- The poem is a **dramatic monologue**.
- The poem focuses on **Ulysses**, the mythical hero.

Quick Recall – Choose the correct answer:

1. What celestial object does Ulysses use as a metaphor for knowledge?

- a) The Sun
- b) The Moon
- c) A Sinking Star** ✓
- d) A Comet

Answer: c

2. Assertion: Despite returning home in his old age, Ulysses yearns for the sea.

Reason: He yearns for new adventures and experiences.

- a) Both A and R are true and R is the correct explanation for A** ✓
- b) Both A and R are true but R is not the correct explanation for A
- c) A is true but R is false
- d) Both A and R are false

Answer: a

3. Ulysses compares himself to a _____ while expressing his fear of getting rusted.

- a) A forgotten hero
- b) A sword that is not used** ✓
- c) A ship lost at sea
- d) A tree shedding its leaves

Answer: b

4. Arrange the events in order:

- a) Ulysses beckons his friends to join him for yet another adventure.
- B. Ulysses returns home in his old age
- C. Telemachus becomes the ruler of the island.
- D. Ulysses wishes to live multiple lives to experience everything.

a. B-D-C-A ✓

- b. A-B-C-D
- c. A-C-D-B
- d. A-C-D-A

5. Case:

*This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and good.*

Question: Why does Ulysses think Telemachus is better suited to be the ruler?

- a) He has an adventurous spirit
- b) He has the ability to rule with patience and wisdom** ✓
- c) He loves battles
- d) He wants to abandon Ithaca

Important One-Liner MCQ from Ulysses

1. Ulysses expresses **restlessness** after returning to **Ithaca**.

2. He is **discontent** with domestic life and mundane duties.
3. He is not fully satisfied with his **wife, Penelope**.
4. He feels detached from his son **Telemachus's** routine work.
5. The poem celebrates the **unquenchable desire for knowledge and experience**.
6. Ulysses considers life as "**Life to the lees**", meaning **living fully**.
7. He recalls his **far-ranging voyages** and adventures.
8. He remembers **battles and experiences** with peers in Troy.
9. Ulysses says "**I am a part of all that I have met**", emphasizing **experience shapes identity**.
10. He laments **rust unburnish'd**, meaning not using one's potential.
11. Ulysses seeks to **transcend age and environment**.
12. He urges **pursuit of the untravell'd world**.
13. Ulysses contrasts **idle kingship** with adventurous life.
14. He believes **life piled on life** is too short for meaningful achievements.
15. Ulysses desires **continuous activity and discovery**.
16. He addresses **Telemachus** as competent to rule **Ithaca wisely**.
17. Telemachus is described as **prudent, discerning, and mild**.
18. Ulysses leaves him to **subdue a rugged people gradually**.
19. The poem presents **contrasts between heroic adventure and domestic responsibility**.
20. Ulysses recalls **mariners who shared toil, thought, and frolic** with him.
21. He emphasizes **freedom of heart and mind**.
22. Ulysses acknowledges **old age weakens strength**, but not **will**.
23. He celebrates **heroic endurance despite time and fate**.
24. The poem blends **classical mythological references** with personal reflection.
25. **Death closes all**, but noble action may still be done **before the end**.
26. Ulysses describes the **twilight and slow moon**, showing **passage of time**.
27. He urges his crew: "**'Tis not too late to seek a newer world**".
28. Ulysses emphasizes **persistence in seeking, striving, and finding**.
29. The poem ends with "**to strive, to seek, to find, and not to yield**", a famous **heroic motto**.
30. Ulysses sees much **taken by age**, but much **abides**.
31. He reflects on **strength diminished by time**, but **spirit remains strong**.
32. The poem presents **heroism as continuous effort and courage**.
33. Ulysses values **experience and knowledge over complacency**.
34. The **sea and voyages** symbolize **adventure and the unknown**.

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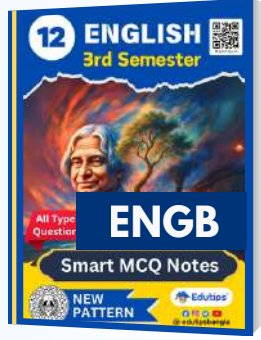


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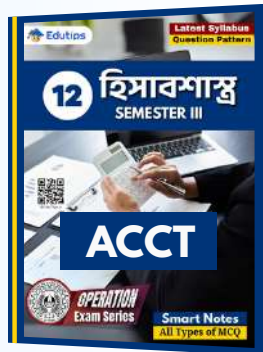
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35. Ulysses refers to **the Happy Isles and Achilles**, showing **classical allusions**.
36. He rejects a life of **idleness and stagnation**.
37. The poem shows tension between **duty (Telemachus) and desire (Ulysses)**.
38. Ulysses' **grey spirit yearning in desire** symbolizes **eternal curiosity**.
39. He encourages his mariners to **"push off"** and continue **exploration**.
40. Life is compared to a **sinking star**, fleeting yet illuminating.
41. Ulysses values **action, adventure, and learning** over **comfort**.
42. The poem combines **visual imagery, classical reference, and philosophical reflection**.
43. Tennyson's style emphasizes **medievalism, lyricism, and vivid imagery**.
44. Ulysses exemplifies the **heroic ideal** of striving beyond limits.
45. The poem inspires **perseverance, curiosity, and defiance against aging or death**.

Riders to the Sea by John Millington Synge.

Riders to the Sea is a **one-act play** by **John Millington Synge**. The play is set in the **Aran Islands**, west of Ireland. The play focuses on **Maurya** and her family's struggle against the **sea**.

1. Which theme is most central to *Riders to the Sea*?

- a) The triumph of human ingenuity over nature
- b) The inevitability of fate and the overwhelming power of nature** ✓
- c) The struggle for political independence
- d) The beauty of rural life

2. In *Riders to the Sea*, what does the sea primarily symbolize?

- a) A nurturing provider of life and abundance
- b) A benign backdrop to everyday island life
- c) An indifferent, all-powerful force that governs life and death** ✓
- d) A mysterious source of supernatural intervention

3. What does the play suggest about the relationship between the islanders and their environment?

- a) The islanders can easily master the forces of nature
- b) The isolation of the island leads to a close, harmonious bond with the sea

c) Human life is perpetually at the mercy of the sea’s capricious power 

d) The environment is a minor element in the islanders’ daily struggles

4. Assertion (A): In *Riders to the Sea*, the sea is portrayed as an omnipotent force that determines the fate of the islanders.

Reason (R): The repeated tragic losses experienced by the family underscore a fatalistic view of life on the island.

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.

5. Assertion (A): The isolation of the Aran Islands amplifies the sense of doom in the play.

Reason (R): The geographical remoteness limits any escape from the relentless forces of nature.

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.

6. Match the items in Column A with their corresponding descriptions in Column B: (উত্তরসহ সাজানো রয়েছে)

Column A	Column B
1. Maurya (the Mother)	b) Embodies the sorrow, endurance, and resignation in the face of loss
2. The Sea	d) Symbolizes the indifferent, overpowering force that governs fate
3. The Title “Riders to the Sea”	a) Represents the inevitable journey of those claimed by the sea
4. Fatalism	c) The philosophical acceptance that life’s outcomes are predestined

- a) 1. (b) 2. (d) 3. (a) 4. (c) 
- b) 1. (a) 2. (c) 3. (d) 4. (b)
- c) 1. (d) 2. (a) 3. (c) 4. (b)
- d) 1. (b) 2. (d) 3. (c) 4. (a)

7. Match the items in Column A with their corresponding descriptions in Column B: (উত্তর সহ সোজাসুজি দেওয়া হয়েছে)

Column A	Column B
1. The sea	b) Signifies the relentless force of nature and fate
2. Maurya’s expressions of grief	d) Highlights the profound impact of tragedy on family and community
3. The absence of her sons	a) Represents the deep sorrow and inevitability of loss
4. Use of local dialect	c) Creates a realistic portrayal of island life

- a) 1. (b) 2. (d) 3. (a) 4. (c) 
- b) 1. (a) 2. (a) 3. (d) 4. (c)
- c) 1. (d) 2. (a) 3. (c) 4. (b)
- d) 1. (b) 2. (d) 3. (c) 4. (a)

Important One-Liner MCQ from Riders to the Sea

- Maurya is the **mother** of six sons: **Stephen, Shawn, Sheamus, Patch, Michael, and Bartley**.
- Maurya also has **two daughters, Cathleen and Nora**.
- The play depicts the **relentless power of nature**, especially the sea.
- Stephen and Shawn** were lost in a **great wind** and later found in the **Bay of Gregory of the Golden Mouth**.
- Sheamus and his father** were lost in a **dark night**; no sign was ever seen.
- Patch** was drowned **out of a curragh**.

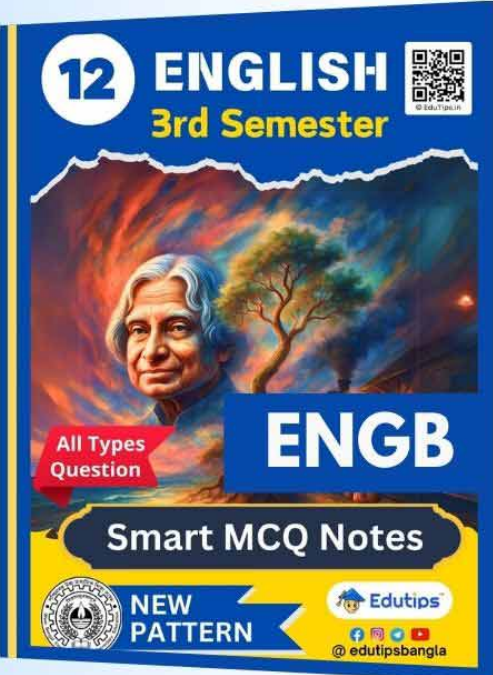
7. **Bartley** died when the **gray pony** knocked him into the sea near **white rocks**.
8. The **young priest** brings a **bundle** from **Donegal**.
9. **Nora** is often **spinning the wheel** in the play.
10. Nora drops **four stitches** while knitting a plain stocking.
11. **Cathleen**, about twenty, is **making cake**.
12. Cathleen hides the **bundle** in the **turf-loft**.
13. Bartley prepares to **ride to the Galway Fair** on the **red mare**.
14. **Michael** brings a **stick** from **Connemara** for Maurya.
15. The **bit of new rope** is bought in **Connemara** and hangs by the **white boards**.
16. The play contains several **religious expressions**, like “**God spare us**” and “**The Son of God spare us**”.
17. Cathleen says phrases like “**God forgive you**” and “**The Lord spare us**”.
18. Nora prays: “**God spare his soul**.”
19. **Maurya’s final speech** reflects grief over the death of **all her sons**.
20. Maurya laments having only a **bit of wet flour** and maybe a **stinking fish** to eat.
21. Maurya thinks about **nails for coffins**, but Bartley will have a **fine coffin of white boards**.
22. The **fearfullest thing** in the play is **Bartley riding on the red mare with the gray pony behind**.
23. **Cathleen and Nora** put an old shirt and plain stocking into a **hole in the chimney corner**.
24. The **play shows the hopelessness of human struggle against nature**.
25. **Turf-loft** is used to **store peat/fuel**.
26. A **stool** is a simple seat **without a back or arms**.
27. **Halter** is another type of **rope**.
28. **Tacking** is a **sailing technique** to turn a boat into the wind.
29. **Poteen** is **homemade illicit spirit**.
30. **Keening** means **crying continuously** in grief.
31. The story highlights **death as an inevitable part of life** on the islands.
32. The **sea is depicted as a relentless, merciless force**.
33. Maurya’s grief is heightened as **all six sons** die at sea.
34. The play reflects **Irish rural life and superstition**.
35. Maurya expresses the wish: “**May the Almighty God have mercy** on the souls of her sons.”
36. Synge portrays **human vulnerability** against nature’s power.
37. **Gable** is the triangular part of a wall **at the end of a pitched roof**.



38. The play's tone is **tragic and somber**.
39. The **Aran Islands** setting emphasizes **isolation and harsh conditions**.
40. Bartley leaves for the fair **with his purse and tobacco**.
41. The **sea** serves as both **setting and antagonist** in the play.
42. Maurya fears the **sea bad (rough) and middling bad (calm/neutral)**.
43. The characters often use **religious expressions** to seek protection from the sea.
44. Maurya's speech reflects **acceptance of fate and divine mercy**.
45. The play highlights **family unity and tragedy**.
46. Synge uses **local dialect and Irish idioms** to enhance realism.
47. The **central theme** is the **struggle between human life and nature**.

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