

ANSWER KEY · ENGLISH CLASS 08 · MISCELLANEOUS TONES

Polemical · Argumentative · Accusative · Persuasive · Exhortative — Decisive Cues

ANSWER GRID Q 1-50 | 5-option key: PO / AR / AC / PE / EX

Q	A	Q	A	Q	A	Q	A	Q	A
1	PO	11	PO	21	PO	31	PO	41	PO
2	AR	12	AR	22	AR	32	AR	42	AR
3	AC	13	AC	23	AC	33	AC	43	AC
4	PE	14	PE	24	PE	34	PE	44	PE
5	EX	15	EX	25	EX	35	EX	45	EX
6	PO	16	PO	26	PO	36	PO	46	PO
7	AR	17	AR	27	AR	37	AR	47	AR
8	AC	18	AC	28	AC	38	AC	48	AC
9	PE	19	PE	29	PE	39	PE	49	PE
10	EX	20	EX	30	EX	40	EX	50	EX

PO · Polemical 10	AR · Argumentative 10	AC · Accusative 10	PE · Persuasive 10	EX · Exhortative 10
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Distribution perfectly balanced across all five flavours (10 each). Each Q rewards reading the AUTHOR'S INTENTION — attack (PO), prove (AR), blame (AC), convince (PE), urge (EX) — rather than the topic. Discuss disagreements with the question open and the verb forms circled.

SECTION 1 · THREE-LINER EXPLANATIONS Q 1-50

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| <p>Q1. PO — Polemical. "fundamentally flawed" + "defenders refuse" — frontal attack on a viewpoint, not just a reasoned case.</p> <p>Q2. AR — Argumentative. "because... therefore" + measurable claims — pure proof structure.</p> <p>Q3. AC — Accusative. "failure to act" + "cannot evade responsibility" — naming a culpable party.</p> <p>Q4. PE — Persuasive. "can" + "benefits" + "should consider" — invitation to agreement, not a demand for action.</p> <p>Q5. EX — Exhortative. "must act immediately" + "time for complacency has passed" — urgent imperative.</p> <p>Q6. PO — Polemical. "laughable" + "ignores reality" — derisive refutation of an opposing viewpoint.</p> <p>Q7. AR — Argumentative. "studies show" + "therefore" — evidence-then-conclusion reasoning.</p> <p>Q8. AC — Accusative. "knowingly concealed" + "bears responsibility" — direct attribution of blame.</p> <p>Q9. PE — Persuasive. Benefits + "can enrich" — gentle invitation, no command.</p> <p>Q10. EX — Exhortative. "Citizens must participate" — direct moral command.</p> <p>Q11. PO — Polemical. "dangerous ideology" + "supporters ignore" — ideological attack.</p> <p>Q12. AR — Argumentative. Affordability + benefits + "therefore" — measured proof.</p> <p>Q13. AC — Accusative. "regulatory negligence" + "authorities ignored" — identifying who is at fault.</p> <p>Q14. PE — Persuasive. "can benefit" — soft encouragement to agreement.</p> <p>Q15. EX — Exhortative. "start planting" + "everyone has a role" — call to action.</p> <p>Q16. PO — Polemical. "intellectually irresponsible" + "dangerously misleading" — frontal attack on deniers.</p> <p>Q17. AR — Argumentative. "studies support" + reasoned recommendation — argumentative, not commanding.</p> | <p>Q18. AC — Accusative. "ignored" + "responsibility lies squarely" — explicit blame.</p> <p>Q19. PE — Persuasive. "can make a difference" + "benefits everyone" — gentle persuasion.</p> <p>Q20. EX — Exhortative. "must reduce" + "action cannot be delayed" — urgent imperative.</p> <p>Q21. PO — Polemical. "deeply flawed" + naming the opposing argument — refutational.</p> <p>Q22. AR — Argumentative. "research supports" — reasoned advocacy with evidence.</p> <p>Q23. AC — Accusative. "prioritized profits despite" + "held accountable" — blame assignment.</p> <p>Q24. PE — Persuasive. "can strengthen" + "should explore" — soft suggestion.</p> <p>Q25. EX — Exhortative. "Begin questioning assumptions today" — direct imperative.</p> <p>Q26. PO — Polemical. "distort historical reality" + "deserve vigorous challenge" — combative refutation.</p> <p>Q27. AR — Argumentative. "evidence supports" + "warranted" — calm reasoned case.</p> <p>Q28. AC — Accusative. "neglected" + "their failure created" — explicit blame.</p> <p>Q29. PE — Persuasive. "may find it a practical alternative" — invitation, not demand.</p> <p>Q30. EX — Exhortative. Imperative "Protect" + "must intensify now" — call to action.</p> <p>Q31. PO — Polemical. "proponents ignore" — attack on the holders of a viewpoint.</p> <p>Q32. AR — Argumentative. "research suggests" + "should consider" — argumentative recommendation.</p> <p>Q33. AC — Accusative. "administrative incompetence" + "answer for their failures" — fault-finding.</p> <p>Q34. PE — Persuasive. "can reduce" + "worth considering" — gentle endorsement.</p> |
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Q35. **EX** — Exhortative. "must reduce... immediately" — urgent command.

Q36. **PO** — Polemical. "glorification" + "society must rethink" — frontal attack on a cultural ideology.

Q37. **AR** — Argumentative. Cause-and-effect proof + "should recognize" — argumentative.

Q38. **AC** — Accusative. "ignored evidence" + "accountability is unavoidable" — blame assignment.

Q39. **PE** — Persuasive. "can help" + "valuable for everyone" — soft suasion.

Q40. **EX** — Exhortative. Imperative "Take steps now" + "Waiting is not an option" — urgent.

Q41. **PO** — Polemical. "oversimplifies" + "intellectually dishonest" — refutational attack.

Q42. **AR** — Argumentative. Benefits + "justified" — reasoned advocacy.

Q43. **AC** — Accusative. "failed to prepare" + "responsibility cannot be denied" — blame.

Q44. **PE** — Persuasive. Benefits + "should make time" — soft suggestion.

Q45. **EX** — Exhortative. Imperative "Support" + "now" — call to action.

Q46. **PO** — Polemical. "dangerous trend" + "deserves criticism" — combative refutation.

Q47. **AR** — Argumentative. "research indicates" + "examine findings" — reasoned case.

Q48. **AC** — Accusative. "regulators failed" + "share substantial blame" — blame.

Q49. **PE** — Persuasive. "is worthwhile" — gentle persuasion.

Q50. **EX** — Exhortative. Imperative "Stand up" — direct command.

Teacher's Notes

Five things the paper tested on the Advocacy & Argument family. Lead the discussion before students attempt the next set.

1. **The five-tone ladder is INTENTION, not subject.** The same topic — pollution, fossil fuels, education, leadership — can sit in all five tones. What changes is what the writer is doing TO the reader: attacking opposing thinkers (PO), proving a case with evidence (AR), naming a culpable party (AC), winning quiet agreement (PE), or commanding immediate behaviour (EX). Teach the verb pattern, not the noun.
2. **Polemical attacks PEOPLE WHO HOLD an idea.** The signature is the third clause: "its supporters / defenders / proponents ignore..." or "such arguments are intellectually dishonest". If the passage names the believers and calls their belief flawed, dangerous, or laughable — mark PO. A reasoned counter-argument without the dismissive label is AR, not PO.
3. **Argumentative reads like a court brief.** Look for the because... therefore spine and at least one piece of cited evidence: "studies show", "research indicates", "evidence supports". The tone is calm and recommendation-shaped: "investment is justified / warranted" — never "act now". If the third line urges action, it is no longer AR — it has become PE or EX.
4. **Accusative names the responsible party.** The structure is "X knew / was warned / failed → harm followed → X is accountable". Watch for "failure to act", "negligence", "cannot evade / deny", "bears responsibility", "answer for". AC is often confused with PO — but PO attacks an IDEA while AC blames a PERSON or INSTITUTION. If the passage names "the government / executives / officials / regulators" and assigns fault to them, mark AC.
5. **PE ↔ EX is the closest pair on this paper.** Both want behaviour change. The difference is the verb form. PE uses "can", "should consider", "may find", "is worthwhile" — invitations. EX uses imperatives ("Take steps", "Stand up", "Begin", "Protect") plus urgency markers ("now", "today", "before", "waiting is not an option"). If the closing line is a command, mark EX; if it is a recommendation, mark PE.



Decide the INTENTION. Attack • Prove • Blame • Convince • Demand.

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