CBSE Class 10 English Communicative 2026-27

Sample Paper with Solutions

Conducted by the Central Board of Secondary Education (CBSE)

Time Allowed: 3 hours **Maximum Marks: 80**

General Instructions

(i) This question paper has **12 questions**. All questions are compulsory.

(ii) This question paper contains **four sections**: **Section A: Reading Skills** (22 marks), **Section B: Writing Skills** (22 marks), **Section C: Grammar** (10 marks), **Section D: Literature** (26 marks).

(iii) Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.

(iv) Separate instructions are given with each question/part, wherever necessary.

(v) Adhere to the prescribed **word limit** while answering the questions.

(vi) There is no change in the Question Paper Design and Assessment Pattern for Academic Session 2026-27.

Section A: Reading Skills (22 marks)

22 marks.

1(I). Read the following passage carefully:

1. What does travel do to you? Do you come back home a different person? Travel could be far more than a change of scenery - it can become a spiritual experience that shakes off our usual certainties and connects us to a richer, vaster world.

2. As celebrated travel writer Pico Iyer reflects, "When you are in a foreign place, you can't define yourself as you used to." In unfamiliar surroundings, stripped of familiar routines and expectations, we are no longer the versions of ourselves that we know best. The landmarks that once anchored our identity fall away, and in their absence, a wider self begins to emerge.

3. This transformation is not just poetic - it's practical. When we travel, we encounter different cultures, traditions, landscapes and belief systems. These interactions gently push us to question our assumptions and recalibrate our worldview. Such places possess a beauty and depth that move almost everyone who visits, regardless of their background or belief.

4. Indeed, many travellers discover that their journey becomes a mirror. The unfamiliar acts as a magnifying glass on the self: our prejudices, fears, joys and curiosities all come into sharper focus. Iyer suggests that in such moments, we return "a different person than the one who left home." We become more curious, humble and open to the world's complexity, rather than reinforcing old certainties.

5. Travel's greatest gift may be humility. When we step out of our comfort zones, we face situations that challenge our assumptions - from language barriers to unfamiliar foods, social norms and customs. This daily negotiation with difference teaches us resilience and empathy. As travellers engage with peoples whose lives have unfolded on very different cultural trajectories, they begin to weave a broader understanding of humanity.

6. But not all travel has to be far-flung to be transformative. Even within one's own country, journeys through varied landscapes - deserts, mountains, coastlines, forests - can stir a deeper appreciation for life's diversity and the interconnectedness of all people. In a world where so many people live in digital proximity yet real-world distance, travel reminds us that human experience is far broader than our immediate neighbourhood.

7. Ultimately, travel is not merely about ticking destinations off a list; it's about letting experiences shape a more expansive sense of self. Whether you walk ancient streets, witness natural wonders, share a meal with strangers, or simply watch a sunset in a place unknown, the journey invites reflection, challenges complacency, and inspires growth.

Source: Published in The Times of India - Speaking Tree (Travel & Personal Insight)

Why does the writer describe travel as more than "a change of scenery"? [1 mark]

(A) it provides temporary enjoyment without lasting personal impact

(B) it provides a brief escape from everyday duties and routines

(C) it leads to transformation of one's outlook and self

(D) it increases awareness of one's regular habits and surroundings

Correct Answer: (C) it leads to transformation of one's outlook and self

Solution:

Concept:

- The writer says travel could be "far more than a change of scenery".

- A change of scenery only means seeing a new place. We have to find what extra effect the writer believes travel has.

Step 1: Find the clue in the passage Paragraph 1 finishes the sentence: travel "can become a spiritual experience that shakes off our usual certainties and connects us to a richer, vaster world".
Paragraph 2 says that in a foreign place "you can't define yourself as you used to". Paragraph 4 says we return "a different person".
So the "more" is an inner change in how we see the world and ourselves.

Step 2: Match the clue with option (c) Option (c) says travel leads to transformation of one's outlook and self. This is exactly the inner change described above, so (c) is correct.

Step 3: Why the other options are wrong (a) is wrong. It says the impact is temporary. The passage says we come back home a different person, which is a lasting change.
(b) is wrong. A brief escape from routine is what a change of scenery means. The writer says travel is more than that.
(d) is wrong. The passage says old certainties and habits are shaken off, not that we simply notice them more.

Step 4: Conclusion The writer calls travel more than a change of scenery because it changes our outlook and our sense of self. This is option (c).

Quick Tip to Solve: Look at the sentence that follows the phrase "change of scenery" in paragraph 1. It names the bigger effect.

1(II). Complete the following with the correct option from those given in the brackets.
In the line 'a wider self begins to emerge', the word 'wider' indicates [1 mark]

(A) a broader and more inclusive sense of identity

(B) a physically expanded self

(C) an unclear or confused identity

Correct Answer: (A) a broader and more inclusive sense of identity

Solution:

Concept:

- We must decide what the word "wider" means in the line "a wider self begins to emerge".
- The meaning depends on the sentence around it, so we read that sentence first.

Step 1: Read the context The sentence says the landmarks that once anchored our identity fall away. In their absence, a wider self begins to emerge.
The old, fixed idea of "who I am" is dropping away. What grows in its place is a self that takes in more people, places and ideas.
"Wider" is the comparative of "wide". Here it means broader and more inclusive, not bigger in size.

Step 2: Pick the right choice "A broader and more inclusive sense of identity" matches this meaning exactly.

Step 3: Why the other choices are wrong "A physically expanded self" reads "wider" in a literal body sense. The passage is about identity and outlook, not the body.
"An unclear or confused identity" is negative. The writer calls this change a spiritual experience that connects us to a "richer, vaster world", so it is positive growth, not confusion.

Step 4: Conclusion In this line, "wider" points to a broader and more inclusive sense of identity.

Quick Tip to Solve: Ask yourself what grows when old landmarks of identity fall away.

1(III). What does Pico Iyer mean by the phrase 'you can't define yourself as you used to'?
It means that travel
Select the correct option to complete the answer. [1 mark]

(A) removes all memories of a person's past life.

(B) compels individuals to abandon their cultural origins.

(C) questions fixed identities formed by habit and familiarity.

(D) eliminates the need for personal identity altogether.

Correct Answer: (C) questions fixed identities formed by habit and familiarity.

Solution:

Concept:

- Pico Iyer says that in a foreign place "you can't define yourself as you used to".
- "As you used to" points to the old way we described ourselves at home, based on habit and familiar surroundings.

Step 1: Use the next sentence in the paragraph The passage explains: in unfamiliar surroundings, stripped of familiar routines and expectations, we are no longer the versions of ourselves that we know best.
So travel loosens the identity that our habits and familiar places had fixed. It makes us question it.

Step 2: Match with option (c) Option (c), "questions fixed identities formed by habit and familiarity", says exactly this, so it is correct.

Step 3: Why the other options are wrong (a) is wrong. Travel does not erase memories. The identity is questioned, not the past wiped out.
(b) is wrong. The passage says travel connects us to a richer world. It never says we must abandon our cultural origins.
(d) is wrong. The writer says a wider self emerges, so identity is still there. It is not eliminated.

Step 4: Conclusion Iyer means that travel makes us question identities fixed by habit and familiarity. This is option (c).

Quick Tip to Solve: Look at what follows the quotation in paragraph 2: which things "fall away"?

1(IV). Give two reasons why encountering unfamiliar cultures can transform a traveller's worldview. (Answer in 30-40 words.) [2 marks]

Solution:

Concept:

- We must give two reasons, in 30-40 words, why meeting unfamiliar cultures changes how a traveller sees the world.
- The reasons must come from the passage, mainly paragraph 3.

Step 1: Pick the reasons from the passage Paragraph 3 says we "encounter different cultures, traditions, landscapes and belief systems". This is reason 1: the traveller is exposed to new traditions, beliefs and lifestyles.
It adds that these interactions "gently push us to question our assumptions and recalibrate our worldview". This is reason 2: old assumptions are challenged and reflection begins.

Step 2: Write the answer in the word limit "Meeting unfamiliar cultures shows a traveller different traditions, beliefs and lifestyles. It also challenges the assumptions the traveller already holds, so the traveller starts to think again and becomes more open-minded about the world."
This answer has 34 words, so it is inside the 30-40 word limit.

Step 3: Check the answer It gives exactly two reasons, uses the passage, and keeps to the limit. Each reason is in its own sentence so it is easy to mark.

Step 4: Conclusion Unfamiliar cultures transform a traveller's worldview because they expose the traveller to new ways of life and because they challenge old assumptions.

Quick Tip to Solve: Go back to paragraph 3. Which two things happen when we meet different cultures?

1(IX). Why does the writer describe travel as an experience that inspires growth? (Answer in 30-40 words.) [2 marks]

Solution:

Concept:

- The question asks why the writer says travel "inspires growth".
- The phrase comes from the last paragraph, so the answer must explain how travel makes a person grow.

Step 1: Collect the points Paragraph 7 says the journey "invites reflection, challenges complacency, and inspires growth".
Paragraph 5 says that leaving our comfort zones teaches resilience and empathy, and paragraph 4 says we become more curious, humble and open.
So growth comes from facing the unfamiliar and from learning about ourselves and others.

Step 2: Write the answer in 30-40 words "The writer says travel inspires growth because it takes people out of their comfort zones. Facing unfamiliar situations builds adaptability, widens thinking and deepens understanding of oneself and others, which leads to emotional and intellectual development."
The answer has 36 words, which is inside the limit.

Step 3: Check the answer It answers "why", uses ideas from the passage, and stays inside the word limit.

Step 4: Conclusion Travel inspires growth because it moves us out of our comfort zones and teaches us to adapt and understand more.

Quick Tip to Solve: Use the last paragraph: what does the journey invite and challenge?

1(V). Complete the following with the appropriate option.

The phrase 'the journey becomes a mirror' creates the imagery of a . [1 mark]

(A) reflection revealing one's inner self

(B) window opening to the outer world

(C) shield protecting personal beliefs

(D) map guiding physical travel

Correct Answer: (A) reflection revealing one's inner self

Solution:

Concept:

- A mirror shows us ourselves.
- So when the journey "becomes a mirror", it shows the traveller their own self.

Step 1: Check the paragraph Paragraph 4 says "the unfamiliar acts as a magnifying glass on the self: our prejudices, fears, joys and curiosities all come into sharper focus".
These are inner qualities. The journey makes them visible, just as a mirror does.

Step 2: Match with option (a) "Reflection revealing one's inner self" is the image of a mirror, so (a) is correct.

Step 3: Why the other options are wrong (b) A window shows the outside world. The paragraph is about looking at the self, not outward.
(c) A shield protects. The passage says travel removes old certainties, so it does not protect our beliefs.
(d) A map guides us on the road. The mirror is not about directions or physical travel.

Step 4: Conclusion The mirror image stands for a reflection that reveals one's inner self. This is option (a).

Quick Tip to Solve: Ask what a real mirror shows you.

1(VI). What would be the most suitable title for Paragraph 4? [1 mark]

(A) Pleasure, Escape and Recreation in Travel

(B) Discomfort, Adjustment and Challenge in Travel

(C) Humility, Empathy, and Growth Through Travel

(D) Difference, Distance and Division in a Globalised Travel

Correct Answer: (C) Humility, Empathy, and Growth Through Travel

Solution:

Concept:

- A title should sum up the main message of the paragraph in a few words.
- So we look for the idea that the paragraph keeps returning to.

Step 1: Find the main message Paragraph 4 ends by saying we become "more curious, humble and open to the world's complexity". The next paragraph builds on this and calls humility travel's greatest gift, which teaches resilience and empathy.
The message is that travel makes us humble, empathetic and helps us grow. (The marking scheme answer follows this humility and empathy message. The paragraph number printed in the question looks one off from the paragraph that carries this theme.)

Step 2: Match with option (c) "Humility, Empathy, and Growth Through Travel" names all three ideas,

so (c) is the best title.

Step 3: Why the other options are wrong (a) is wrong. The passage treats travel as transformation, not as pleasure or recreation.
(b) is wrong. It names the means (discomfort and challenge) but not the message. The passage values what we gain from them.
(d) is wrong. The passage speaks of connection and a broader understanding of humanity, not division.

Step 4: Conclusion The most suitable title is the one about humility, empathy and growth. This is option (c).

Quick Tip to Solve: Pick the title that names the gain, not just the hardship.

1(VII). Fill in the blank by choosing the appropriate option from those given in the brackets.
Paragraph 4 includes a about how travel challenges assumptions and builds empathy. [1 mark]

(A) observation

(B) warning

(C) reflection

Correct Answer: (A) observation

Solution:

Concept:

- We must choose the word that names what kind of statement the paragraph makes about assumptions and empathy.
- The three words mean different things. An observation reports what is seen. A warning tells of danger. A reflection is a personal, thoughtful look back.

Step 1: Read the relevant lines The paragraph that talks about challenging assumptions and building empathy says: "When we step out of our comfort zones, we face situations that challenge our assumptions... This daily negotiation with difference teaches us resilience and empathy."
The writer simply reports what travellers see and experience. This is an observation. (The question prints the paragraph number as 4; the lines above are in the paragraph that follows it. The marking scheme answer is observation.)

Step 2: Why the other words are wrong "Warning" is wrong, because the writer does not warn anyone of danger. The tone is positive.
"Reflection" is wrong, because the writer is not looking back at a personal memory. The lines state a general fact about travellers.

Step 3: Conclusion The paragraph contains an observation about how travel challenges assumptions and builds empathy.

Quick Tip to Solve: Decide whether the writer is noticing a fact, warning about danger, or thinking about a personal memory.

1(VIII). Which phrase from Paragraph 5 shows that travel does not need to be international to be transformative? [1 mark]

Solution:

Concept:

- We need a short phrase from the passage that says travel need not be to a foreign country to change us.

Step 1: Search the passage Look for words about travel inside one's own country. The paragraph that begins "But not all travel has to be far-flung to be transformative" says: "Even within one's own country, journeys through varied landscapes... can stir a deeper appreciation for life's diversity".
(The question prints the paragraph number as 5. This sentence sits in the paragraph printed just after it. The marking scheme answer is the phrase below.)

Step 2: Choose the exact phrase The phrase that shows travel need not be international is "Even within one's own country".
It tells us that deserts, mountains, coastlines and forests at home can also be transformative.

Step 3: Conclusion The phrase is quoted from the passage.

Quick Tip to Solve: Look for the sentence that begins by saying not all travel has to be far-flung.

1(X). Why does the author suggest that travel helps individuals develop empathy and resilience? [1 mark]

Solution:

Concept:

- We must explain why the author says travel builds two qualities: empathy (understanding others' feelings) and resilience (bouncing back from difficulty).

Step 1: Find the reason in the passage Paragraph 5 says that when we step out of our comfort zones we face challenges, from language barriers to unfamiliar foods and customs.
It adds that "this daily negotiation with difference teaches us resilience and empathy".

Step 2: Write the answer "Travel places people in unfamiliar situations where they must adapt, deal with differences and understand other ways of life. This builds emotional strength (resilience) and compassion (empathy)."
It is a one-mark question, so one clear sentence with the reason and the result is enough.

Step 3: Conclusion Travel takes us out of comfort zones and makes us deal with difference, which builds resilience and empathy.

Quick Tip to Solve: Which sentence in paragraph 5 says what the "daily negotiation with difference" teaches?

2(I). Read the following.

EACH ONE TEACH ONE
When Learning is Shared, it Multiplies

Learning Is Not a Competition. It Is a Responsibility.

In every classroom, there are students who quietly struggle. Some hesitate to ask questions. Some need a little more time. Some simply need someone who will sit beside them and say, "Let's try again."

The 'Each One Teach One' project begins with a simple but powerful belief - that learning grows when it is shared. Instead of competing with one another, students become partners in progress. Each volunteer chooses one learner who needs support and commits to teaching them for a few weeks. The focus may be reading, writing, mathematics, grammar, or even exam preparation.

When students teach, something remarkable happens. They revise concepts more deeply, understand ideas more clearly, and discover gaps in their own knowledge. Teaching does not reduce what they know; it strengthens it. Education becomes not just a personal achievement, but a shared journey.

Two Learners. One Journey.

The impact of this initiative is twofold. The learner gains confidence, clarity, and the courage to ask questions. The student-teacher develops patience, leadership, and empathy. In helping someone else understand, they begin to understand themselves better.

More importantly, the culture of the school begins to change. Classrooms become spaces of cooperation rather than comparison. Success is no longer measured only by marks, but by the ability to uplift others.

'Each One Teach One' reminds us that education is not merely about scoring well in examinations. It is about building a community where knowledge flows freely and no student feels left behind.

One student.
One learner.
One meaningful difference.

To volunteer or register for the project, contact the School Social Responsibility Cell or speak to your Class Teacher.
Email: eachoneteachone@sspschool.edu
Website: www.ssspschool.edu/eachoneteachone
Helpline: 98765 43XXX
Registrations open till 15 August.

Complete the following with a suitable option.
The 'Each One Teach One' initiative challenges the idea that learning is primarily a . [1 mark]

(A) structured institutional obligation

(B) competitive individual pursuit

(C) government-regulated system

(D) performance-based evaluation model

Correct Answer: (B) competitive individual pursuit

Solution:

Concept:

- We must find what the initiative argues against.
- The sentence says it "challenges the idea" that learning is mainly one particular thing.

Step 1: Find the clue in the notice The first heading says: "Learning Is Not a Competition. It Is a Responsibility."

The text adds: "Instead of competing with one another, students become partners in progress."
So the idea being challenged is that learning is a competition that each student wins alone.

Step 2: Match with option (b) "Competitive individual pursuit" means each person competes alone. This is the idea the notice rejects, so (b) is correct.

Step 3: Why the other options are wrong (a) A structured institutional obligation is not discussed. The notice calls learning a responsibility that students share by choice.
(c) A government-regulated system is never mentioned. The project is run by the school.
(d) A performance-based evaluation model is close to marks, but the notice says success is "no longer measured only by marks". It does not focus on this model as the main idea it rejects, whereas competition is stated directly.

Step 4: Conclusion The initiative challenges the idea that learning is a competitive individual pursuit. This is option (b).

Quick Tip to Solve: Read the first heading of the notice again.

2(II). Complete the following with a suitable option.
When the passage states that 'teaching strengthens what they know,' it implies that peer instruction leads to understanding. [1 mark]

(A) superficial and temporary

(B) memorised and mechanical

(C) reinforced and conceptually deeper

(D) examination-oriented and strategic

Correct Answer: (C) reinforced and conceptually deeper

Solution:

Concept:

- The notice says "Teaching does not reduce what they know; it strengthens it." We must say what kind of understanding results.

Step 1: Read the lines before it Just before this sentence the notice says that student-teachers "revise concepts more deeply, understand ideas more clearly, and discover gaps in their own knowledge".
So understanding becomes firmer and goes deeper into the concepts.

Step 2: Match with option (c) "Reinforced and conceptually deeper" fits this exactly.

Step 3: Why the other options are wrong (a) Superficial and temporary is the opposite of "more deeply".
(b) Memorised and mechanical would mean learning without thinking. The notice talks about understanding ideas more clearly.
(d) Examination-oriented and strategic is not mentioned. The notice says education is not merely about scoring well.

Step 4: Conclusion Peer instruction leads to reinforced and conceptually deeper understanding. This is option (c).

Quick Tip to Solve: What happens to concepts when students teach them, according to the notice?

2(III). State whether True or False

The 'Each One Teach One' initiative suggests that academic excellence is best achieved through individual competition rather than collaborative responsibility. [1 mark]

(A) True

(B) False

Correct Answer: (B) False

Solution:

Concept:

- The statement says the initiative believes excellence is best reached through individual competition, not shared responsibility.

Step 1: Compare it with the notice The notice says "Learning Is Not a Competition. It Is a Responsibility." It also says "Instead of competing with one another, students become partners in progress." Its belief is that learning grows when it is shared. So the initiative supports collaboration, not individual competition.

Step 2: Decide The statement reverses the idea of the notice, so it is False.
"True" is wrong because no line in the notice praises individual competition.

Step 3: Conclusion The statement contradicts the notice, so the answer is False.

Quick Tip to Solve: Which one does the notice choose: competition or responsibility?

2(IV). Select the option that best explains the phrase, 'partners in progress'. [1 mark]

(A) students working separately to achieve their own academic improvement

(B) classmates supporting each other to achieve shared academic growth

(C) learners competing actively to secure higher academic positions

(D) teachers monitoring students to ensure steady academic progress

Correct Answer: (B) classmates supporting each other to achieve shared academic growth

Solution:

Concept:

- A partner is someone who works with you. "Progress" means moving forward in learning.
- So "partners in progress" means people who move forward together.

Step 1: Read the sentence The notice says "Instead of competing with one another, students become partners in progress." So students help each other, not compete.

Step 2: Match with option (b) "Classmates supporting each other to achieve shared academic growth" matches this meaning.

Step 3: Why the other options are wrong (a) Working separately is the opposite of being partners.
(c) Competing for positions is exactly what the sentence says students do not do.
(d) Teachers monitoring students is not in the notice. The helpers are student volunteers.

Step 4: Conclusion The phrase means classmates supporting each other for shared academic growth. This is option (b).

Quick Tip to Solve: Look at what students do "instead of competing".

2(V). Explain how the initiative benefits the student-teacher beyond academic revision. [2 marks]

Solution:

Concept:

- Revision (going over lessons again) is one benefit already named.
- We must explain the other benefits to the student-teacher.

Step 1: Find the points in the notice Under "Two Learners. One Journey." the notice says: "The student-teacher develops patience, leadership, and empathy."
It adds that "in helping someone else understand, they begin to understand themselves better", and that they "discover gaps in their own knowledge".

Step 2: Write the answer "The student-teacher gains more than a revision of lessons. Teaching others builds patience, leadership and empathy. It also shows the student-teacher the gaps in their own understanding, which gives them deeper self-awareness and confidence."
The answer covers personal qualities, self-understanding and confidence, so it goes beyond revision.

Step 3: Conclusion The student-teacher grows in character and self-awareness as well as in knowledge.

Quick Tip to Solve: Look under the heading 'Two Learners. One Journey.' for what the student-teacher develops.

2(VI). Complete the following with a suitable option.
The phrase 'no student feels left behind' suggests . [1 mark]

(A) automatic promotion of all students regardless of performance levels

(B) comprehensive emotional and academic inclusion within the classroom

(C) complete abolition of examinations across all grade levels

(D) total elimination of differences in student ability and performance

Correct Answer: (B) comprehensive emotional and academic inclusion within the classroom

Solution:

Concept:

- Feeling left behind means feeling excluded or unable to keep up with others.
- So "no student feels left behind" means every student feels included and supported.

Step 1: Link to the notice The notice begins by saying that some students quietly struggle and need someone to sit beside them. The project is meant to help each of them.
The help covers both learning (reading, mathematics) and the feeling of belonging. So the inclusion is academic and emotional.

Step 2: Match with option (b) "Comprehensive emotional and academic inclusion within the classroom" fits this.

Step 3: Why the other options are wrong (a) The notice says nothing about promotion to the next class.
(c) The notice does not talk about stopping examinations. It only says success is not measured by marks alone.
(d) Removing all differences in ability is not possible and not claimed. The project helps each learner, it does not make everyone the same.

Step 4: Conclusion The phrase suggests inclusion of every student, both emotionally and academically.

This is option (b).

Quick Tip to Solve: Ask what the volunteers actually do for the learners who struggle.

2(VII). Complete the following suitably.
By encouraging students to support peers who hesitate to ask questions, the 'Each One Teach One' project transforms learning from a competition into a . [1 mark]

Solution:

Concept:

- The sentence contrasts "a competition" with something else.
- We must find the opposite idea that the project promotes.

Step 1: Find the contrast in the notice The first heading says: "Learning Is Not a Competition. It Is a Responsibility."
The notice also says learning "grows when it is shared" and calls education "a shared journey".

Step 2: Fill in the blank Joining the two ideas, learning changes from a competition into a "shared responsibility".

Step 3: Conclusion The project turns learning into a shared responsibility.

Quick Tip to Solve: Use two words from the notice: one from the first heading and one about sharing.

2(VIII). How does the 'Each One Teach One' initiative challenge traditional ideas of academic success? Explain with reference to the text. [2 marks]

Solution:

Concept:

- We must first say what the traditional idea of success is, then show how the initiative changes it, with support from the text.

Step 1: Find the evidence in the notice Traditional idea: success means marks and doing better than others.
The notice says: "Classrooms become spaces of cooperation rather than comparison. Success is no longer measured only by marks, but by the ability to uplift others."
It also says "education is not merely about scoring well in examinations. It is about building a community where knowledge flows freely".

Step 2: Write the answer "Traditionally, academic success means high marks and beating others. The initiative changes this by valuing cooperation over competition. It says success is also the ability to help others learn, and this creates a supportive community in the classroom."

Step 3: Conclusion The initiative replaces marks and competition with cooperation and helping others as the measure of success.

Quick Tip to Solve: Use the lines about "cooperation rather than comparison" and success "no longer measured only by marks".

Section B: Writing Skills (22 marks)

22 marks.

3. You are Riya, Class X-B, Vidyabhavan Public School. Write an application to the Principal requesting permission to set up a Reading Corner in your classroom. State the reason how it will benefit students and suggest one way to manage it effectively. [3 marks]

Solution:

Concept:

- This is a formal application, so it needs a fixed format: sender or school name, date, receiver (The Principal), a subject line, a salutation, a short body, a polite closing, and the writer's name and class.
- The marks are Format 1, Content 1 and Accuracy 1, so each part must be present.

Step 1: List the content points Point 1: state that you are asking permission to set up a Reading Corner.
Point 2: give a reason, for example better reading habits, vocabulary and concentration.
Point 3: suggest one way to manage it, such as a student in-charge, a book register or a rotation system.

Step 2: Write the application Vidyabhavan Public School
10 July 2026

The Principal
Vidyabhavan Public School

Subject: Request for permission to set up a Reading Corner in Class X-B

Respected Madam/Sir,

I, Riya of Class X-B, request your kind permission to set up a Reading Corner in our classroom. We plan to keep a small shelf with story books, newspapers and magazines donated by students and teachers.

A Reading Corner will build good reading habits, improve our vocabulary and help us concentrate better in free periods.

To manage it well, a student in-charge can be chosen every month to keep a book register and make sure that every book is returned on time.

I shall be grateful if you grant permission.

Yours obediently
Riya
Class X-B

Step 3: Check the answer The body has 90 words, short and to the point as an application should be. All three content points appear, the language is polite and formal, and the spelling and grammar are correct.

Step 4: Conclusion The application follows the correct format, covers all content points and uses accurate language.

Quick Tip to Solve: Use the formal application format and give one benefit and one way to manage the Reading Corner.

4. Write a factual description of the School Library in your school in not more than 100 words. Describe its physical layout, seating arrangement and the resources and facilities available for students and teachers. [4 marks]

Solution:

Concept:

- A factual description states what is really there, in a neutral tone, in the present tense. It is not a story or an opinion.
- The limit is 100 words. The marks are Content 2, Organisation 1 and Accuracy 1.

Step 1: List the content points Layout of the library: size, location, shelves.
Seating arrangement: tables, chairs, reading corner.
Variety of books and genres.
Resources and facilities for students and teachers: newspapers, computers, issue counter.

Step 2: Write the description Our school library is a large, airy hall on the ground floor, next to the computer lab. Long wooden shelves line the walls, arranged by subject and genre, such as fiction, science, biography and reference. Rows of tables and chairs seat about sixty students, and a quiet corner with soft chairs lies near the window. The librarian's desk and the issue counter stand at the entrance. Students and teachers can borrow books, read newspapers and magazines, and use two computers for digital resources.

Step 3: Check the answer The description has 83 words, which is below the 100-word limit. It goes from place to seating to resources, so the order is logical. The tense and spelling are correct.

Step 4: Conclusion The description covers layout, seating, books and facilities in under 100 words.

Quick Tip to Solve: Describe the place in the present tense: layout first, then seating, then resources.

5(A). Attempt any one of the two, (A) or (B), in 120 words

You are Anish Khanna, a concerned citizen, residing at 45, Green Park, New Delhi. You are deeply worried about the increasing tendency of people to consume antibiotics for minor health issues such as common cold, mild fever, or throat irritation, often without proper medical advice. This indiscriminate intake is leading to serious health problems, including weakened immunity and antibiotic resistance.
Write a letter to the Editor of a national daily highlighting the harmful effects of misuse of medication on human health in 120-150 words. Use your own ideas along with those from MCB Unit 1: Health and Medicine, to write this letter. [7 marks]

Solution:

Concept:

- This is a formal letter to the Editor. The format is: sender's address, date, receiver (The Editor and the newspaper), subject line, salutation (Sir), body, closing (Yours faithfully) and the sender's name.
- The marks are Format 1, Content 3, Organisation 2 and Accuracy 1. The body must be 120-150 words.

Step 1: List the content points from the marking scheme Show concern about the growing misuse of medicines for minor illnesses.
Explain the causes: self-medication and no medical advice.
Describe the harmful effects: weakened immunity and antibiotic resistance, and long-term risk to health.

Stress the need for awareness and responsible use, and appeal to doctors, authorities and the public.

Step 2: Write the letter 45, Green Park
New Delhi
12 August 2026

The Editor
The National Daily
New Delhi

Subject: Harmful effects of misuse of medication

Sir,

Through the columns of your esteemed newspaper, I wish to draw the attention of the public and the authorities to the growing habit of taking antibiotics for minor problems such as a common cold, mild fever or sore throat, often without a doctor's advice.

Many people take medicines on a friend's suggestion, an old prescription or a chemist's word. Such self-medication is dangerous. It weakens the body's natural immunity and makes bacteria resistant, so the same medicines fail when a serious infection comes. In the long run, it can also damage the liver and kidneys.

I urge doctors to prescribe with care, chemists to sell antibiotics only against a prescription, and the health department to run awareness campaigns. Every citizen should consult a qualified doctor and complete the prescribed course. Responsible use today will keep these medicines working tomorrow.

Yours faithfully
Anish Khanna

Step 3: Check the answer The body has 139 words, so it is within 120-150. Paragraph 1 states the problem, paragraph 2 gives causes and effects, and paragraph 3 gives the appeal. This orderly plan earns the organisation marks.
Spelling, grammar and tone have been checked, which covers accuracy.

Step 4: Conclusion The letter has the correct format, covers the content points in order and keeps to the word limit.

Quick Tip to Solve: Use the letter format and organise the body as: the problem, its causes and effects, the appeal.

OR

5(B). Attempt any one of the two, (A) or (B), in 120 words

You recently came across the article that private coaching centres, online tutors and AI-based learning platforms are multiplying. Despite all this schools continue to play the most crucial role in shaping students' values, discipline, empathy and social responsibility.
Write a letter to the Editor of a national daily as Meera Singh, 102, Rosewood Colony, Jaipur, expressing your views on how schools contribute to value education to create better humans. Use your own ideas along with those from MCB Unit 2: Education, to write this letter. [7 marks]

Solution:

Concept:

- This is a formal letter to the Editor expressing a view. Use the format: address, date, receiver, subject line, salutation, body, closing and name.
- The marks are Format 1, Content 3, Organisation 2 and Accuracy 1. The word limit is 120 words

as printed in the instruction line, and the stem says 120-150, so a body of about 120-150 words is safe.

Step 1: List the content points from the marking scheme Refer to the rise of coaching centres, online tutors and AI platforms.
Highlight the unique role of schools in value education.
Explain how schools teach discipline, empathy and social responsibility.
Stress human interaction and peer learning, teachers as role models and holistic development beyond academics.

Step 2: Write the letter 102, Rosewood Colony
Jaipur
12 August 2026

The Editor
The National Daily
New Delhi

Subject: Role of schools in value education

Sir,

Coaching centres, online tutors and AI-based platforms are spreading fast, and they help students to revise and score well. However, I would like to share my view that schools remain the most important place where values are built.

A school is a small society. Students learn discipline through the timetable, assembly and rules, and they learn empathy by sharing benches, playing in teams and helping classmates. Group work, school events and community service teach social responsibility, which no app can fully offer. Teachers also act as role models, and children learn honesty and respect by watching them.

Technology can support learning, but it cannot replace human interaction and peer learning. Schools shape the whole person, not just marks. Parents and policy makers should therefore strengthen value education in schools, so that they continue to create better humans.

Yours faithfully
Meera Singh

Step 3: Check the answer The body has 137 words. Paragraph 1 begins with the rise of coaching and online learning, paragraph 2 explains what schools teach, and paragraph 3 gives the conclusion and appeal.
Spelling, tone and grammar have been checked.

Step 4: Conclusion The letter shows the unique role of schools in value education, in the correct format and word limit.

Quick Tip to Solve: Compare what coaching and apps give with what only a school can give: values.

6(A). Attempt any one of the two, (A) or (B), in 150 words

Imagine you are Soham Sharma of Class X. Write an article for your school magazine on 'Promoting Social Harmony in a Diverse Society'. Emphasise the importance of respect, tolerance and cooperation. Explain how social harmony strengthens national integration and suggest practical steps students can take to promote peaceful coexistence in their daily lives.
You may use your own ideas along with the given cues and your reading of MCB Unit 6: National Integration.

Social harmony - key elements - small acts build unity - practical ways to practice harmony in daily life.

[8 marks]

Solution:

Concept:

- An article for a school magazine needs a catchy title, the writer's name (byline), an introduction, a body and a conclusion.
- The marks are Format 1, Content 3, Organisation 3 and Accuracy 1. The limit is 150 words.

Step 1: List the content points from the marking scheme Define social harmony in a diverse society.
Highlight respect, tolerance and cooperation.
Explain its importance for national integration and unity in diversity.
Suggest small acts and practical steps for students.
Conclude with the benefits of social harmony.

Step 2: Write the article **Promoting Social Harmony in a Diverse Society**
By Soham Sharma, Class X

India is a land of many languages, faiths and customs. In such a diverse society, social harmony means living together with respect, tolerance and cooperation. Respect lets us value another person's way of life, tolerance helps us accept differences, and cooperation lets us work together for common goals.

Social harmony strengthens national integration, because a united people can face every challenge together. It proves that unity in diversity is our greatest strength.

Small acts build unity. Students can greet everyone warmly, share food and festivals, include new classmates in games, and stop unkind jokes about religion, region or language. They can join group projects with classmates from different backgrounds and take part in cultural programmes and community service.

Let us start in our own school and neighbourhood. When each of us practises these simple habits every day, peaceful coexistence becomes natural, and our nation grows stronger and more united.

Step 3: Check the answer The body has 149 words, close to the 150-word target. It follows the order of the cues: key elements, small acts, practical ways. Each paragraph has one idea, which earns organisation marks.
Spelling and grammar have been checked for the accuracy mark.

Step 4: Conclusion The article has the correct format, covers the content points in order and fits the word limit.

Quick Tip to Solve: Follow the cue line in order: key elements, small acts, practical ways in daily life.

OR

6(B). Attempt any one of the two, (A) or (B), in 150 words

You are Kritika Kapoor, class X. Write an article for your school magazine on 'The Role of Renewable Energy in Building a Sustainable Future'. In your article, discuss the different types of renewable energy, their benefits to society and the environment and the challenges faced in adopting them. You may include use your own ideas along with the given cues and your reading of the MCB Unit 3: Science

Major sources- key advantages- challenges and critical issues-actionable steps to promote clean energy use.

[8 marks]

Solution:

Concept:

- An article for a school magazine needs a title, a byline, an introduction, a body and a conclusion.
- The marks are Format 1, Content 3, Organisation 3 and Accuracy 1. The limit is 150 words.

Step 1: List the content points from the marking scheme Define renewable energy and name the major sources: solar, wind, hydro and biomass.
Benefits to the environment and society: less pollution and less dependence on fossil fuels.
Challenges in adoption: cost, infrastructure and awareness.
Actionable steps to promote clean energy, and a conclusion on a sustainable future.

Step 2: Write the article **The Role of Renewable Energy in Building a Sustainable Future**
By Kritika Kapoor, Class X

Renewable energy comes from natural sources that never run out. The major sources are solar, wind, hydro and biomass energy, and each is growing fast as technology improves.

These sources benefit both society and the environment. They cut pollution and greenhouse gases, reduce our dependence on coal and oil, and bring clean power to villages. They also create new jobs and lower electricity bills in the long run.

However, challenges remain. Solar panels and wind turbines are costly to set up, power cannot always be stored for cloudy or windless days, grid infrastructure is weak, and many people lack awareness.

We can take simple steps. Governments can give subsidies, schools and families can install solar lights and save power, and industries can invest in clean technology. If every citizen adopts clean energy, we can build a sustainable future for coming generations. Clean energy is the need of the hour.

Step 3: Check the answer The body has 149 words, close to the 150-word target. The four paragraphs follow the four cues: sources, advantages, challenges, steps.
The language is simple and correct, which earns the accuracy mark.

Step 4: Conclusion The article covers sources, benefits, challenges and steps in an organised way within the limit.

Quick Tip to Solve: Follow the cue line in order: sources, advantages, challenges, then steps.

Section C: Grammar (10 marks)

10 marks.

7(i). Fill in the blanks (i) - (iii) with the appropriate option from those in the brackets.

Urban green spaces play an important role in improving mental health and are central to cities' plans of (i)_ (promote / promoting / promoted) sustainable living. For many people, nature-based solutions (ii)_ (was seen / are seen / seeing) as optional luxuries, but modern research proves their necessity. Today, governments (iii)_ (recognise / recognised / recognising) green spaces as an essential part of urban development.

Choose the appropriate option for blank (i) in the paragraph. [1 mark]

(A) promote

(B) promoting

(C) promoted

Correct Answer: (B) promoting

Solution:

Concept:

- The sentence is: "...central to cities' plans of (i) _____ sustainable living."
- The word just before the blank is "of". It is a preposition.
- The blank must hold a verb form that can follow a preposition and still take an object (sustainable living).

Step 1: Recall the rule A verb that comes straight after a preposition takes the -ing form. This form is called a gerund. It works like a noun.
For example: "She is fond of reading." "They are tired of waiting."

Step 2: Check option (A) promote "Promote" is the base form of the verb. A base form cannot follow "of". "Plans of promote" is wrong. So (A) is FALSE.

Step 3: Check option (B) promoting "Promoting" is the -ing form. "Plans of promoting sustainable living" means plans for the act of promoting a greener way of life. It is correct and clear. So (B) is TRUE.

Step 4: Check option (C) promoted "Promoted" is the past form. "Plans of promoted sustainable living" does not make sense, because we are talking about an action cities plan to do, not one already finished. So (C) is FALSE.

Step 5: Conclusion The blank follows the preposition "of", so the gerund "promoting" is needed. This is option (B).

Quick Tip to Solve: Look at the word before the blank. A verb after a preposition takes the -ing form.

7(ii). Choose the appropriate option for blank (ii) in the paragraph. [1 mark]

(A) was seen

(B) are seen

(C) seeing

Correct Answer: (B) are seen

Solution:

Step 1: Find the subject and the tense The sentence is: "For many people, nature-based solutions (ii) _____ as optional luxuries."
The subject is "solutions". It is plural. The paragraph speaks about the present, so we need the present tense.

Step 2: Decide the voice The solutions do not do the seeing. People see them as luxuries. So the verb must be in the passive voice: is/are + past participle.
With a plural subject the passive form is "are seen".

Step 3: Check option (A) was seen "Was seen" is singular and past. It does not agree with the plural subject "solutions" and does not match the present tense of the paragraph. So (A) is FALSE.

Step 4: Check option (B) are seen "Are seen" is plural, present and passive. "Solutions are seen as optional luxuries" is correct. So (B) is TRUE.

Step 5: Check option (C) seeing "Seeing" is only a participle. With no helping verb it cannot make a complete sentence. So (C) is FALSE.

Step 6: Conclusion The plural subject "solutions" with a present passive meaning needs "are seen". This is option (B).

Quick Tip to Solve: Is the subject singular or plural? Do the solutions do the seeing or are they seen?

7(iii). Choose the appropriate option for blank (iii) in the paragraph. [1 mark]

(A) recognise

(B) recognised

(C) recognising

Correct Answer: (A) recognise

Solution:

Concept:

- The sentence is: "Today, governments (iii) _____ green spaces as an essential part of urban development."
- The word "Today" points to the present. The subject "governments" is plural.

Step 1: Choose the tense A fact that is true now, and holds as a general practice, takes the simple present tense.
With a plural subject the simple present verb has no -s. So we need "recognise".

Step 2: Check option (A) recognise "Governments recognise green spaces..." is correct. So (A) is TRUE.

Step 3: Check option (B) recognised "Recognised" is the simple past. It clashes with "Today". So (B) is FALSE.

Step 4: Check option (C) recognising "Recognising" needs a helping verb such as "are". Without it

the sentence is incomplete. So (C) is FALSE.

Step 5: Conclusion The word "Today" and the plural subject need the simple present "recognise". This is option (A).

Quick Tip to Solve: The word "Today" shows the time, and "governments" is plural.

8(i). In the following paragraph, one word has been omitted in each line. In your answer sheets, remember to write the missing word along with the word that comes before and after it, as shown below. The first one has been done as an example

S No.	Text	Word Before	Omission	Word After
e.g.	When travelling most regions of India,	travelling	in	most
i	you find local restaurants serving			
ii	a platter offering choicest dishes specific			
iii	to that region. However it is more than			
iv	just a part the country's dining-out culture.			

Identify the missing word in line (i) of the paragraph. Write the word before it, the omitted word and the word after it. [1 mark]

Solution:

Concept:

- Line (i) is: "you find local restaurants serving". The opening line says "When travelling in most regions of India," and the sentence continues here.
- The sentence talks about what a traveller can expect in the future as he travels, so it refers to a likely event.

Step 1: Spot the missing word "You find" is incomplete here. When we describe what a traveller will come across, we need a modal verb before "find".
The missing word is "will". The corrected line is "you will find local restaurants serving".

Step 2: Give the three words Word before the gap: you.
Omitted word: will.
Word after the gap: find.

Step 3: Conclusion The omitted word is "will", placed between "you" and "find".

Quick Tip to Solve: Think of the verb that shows what a traveller is going to find.

8(ii). Identify the missing word in line (ii) of the paragraph. Write the word before it, the omitted word and the word after it. [1 mark]

Solution:

Concept:

- Line (ii) is: "a platter offering choicest dishes specific".
- The word "choicest" is a superlative adjective. It means the best and most select.

Step 1: Apply the article rule A superlative adjective is used with the definite article "the", because it points to the one best group. We say "the best", "the tallest", "the choicest".
So "the" is missing before "choicest". The corrected line is "a platter offering the choicest dishes specific".

Step 2: Give the three words Word before the gap: offering.
Omitted word: the.
Word after the gap: choicest.

Step 3: Conclusion The omitted word is "the", placed between "offering" and "choicest".

Quick Tip to Solve: Which word comes before a superlative like choicest?

8(iii). Identify the missing word in line (iii) of the paragraph. Write the word before it, the omitted word and the word after it. [1 mark]

Solution:

Concept:

- Line (iii) is: "to that region. However it is more than". It joins to line (iv): "just a part the country's dining-out culture".
- The writer is saying that the platter is more than just a part of the dining-out culture.

Step 1: Find what is missing The phrase "is more than just a part" is weak. To stress how big the difference is, English adds the intensifier "much" before the comparative word "more".
The strong form is "it is much more than just a part of the country's dining-out culture".

Step 2: Give the three words Word before the gap: is.
Omitted word: much.
Word after the gap: more.

Step 3: Conclusion The omitted word is "much", placed between "is" and "more".

Quick Tip to Solve: The line stresses a big difference. Which small word often comes before "more than"?

8(iv). Identify the missing word in line (iv) of the paragraph. Write the word before it, the omitted word and the word after it. [1 mark]

Solution:

Concept:

- Line (iv) is: "just a part the country's dining-out culture."
- The phrase "a part the country's ..." has two nouns side by side with nothing to link them.

Step 1: Apply the rule "A part" shows a piece of something. To link the piece to the whole we need the preposition "of": "a part of the country's dining-out culture".

Step 2: Give the three words Word before the gap: part.
Omitted word: of.
Word after the gap: the.

Step 3: Conclusion The omitted word is "of", placed between "part" and "the".

Quick Tip to Solve: A part _____ a whole. Which preposition links them?

9(I). Do as directed.

Rearrange the following jumbled words/phrases in the given dialogue to create a meaningful sentence.

Shubhani: Social media has changed the way we interact with people, but it has both advantages and disadvantages. What do you think?

Rohan: (i) I agree/ share ideas easily/ people connect and/that/but at the/ causes stress / same time it [1 mark]

Solution:

Step 1: Find the key parts The pieces are: I agree / share ideas easily / people connect and/that/but / at the / causes stress / same time it.
Shubhani asks about the advantages and disadvantages of social media. So Rohan must first agree, then name an advantage, then a disadvantage.

Step 2: Build the start The sentence starts with "I agree". After "agree" a clause follows, joined by "that". So we get "I agree that people connect ...".

Step 3: Build the advantage "People connect and share ideas easily" has two verbs joined by "and": connect and share. The adverb phrase "easily" goes at the end.

Step 4: Build the disadvantage The advantage and the disadvantage are opposite, so we join them with "but". The fixed phrase "at the same time" follows, and then "it causes stress".

Step 5: Join everything "I agree that people connect and share ideas easily but at the same time it causes stress."

Step 6: Conclusion The meaningful sentence is formed by placing the linking words that, and, but in the right gaps.

Quick Tip to Solve: Start with I agree that. Use and between two actions and but for the contrast.

9(II). Report the conversation given below by filling in the blanks to complete the following paragraph.

Anika: Hi, Kabir! Did you see the art exhibition at the city museum yesterday?

Kabir: Yes, Anika! The paintings and sculptures were amazing and the digital installations made it even more interesting.

Anika asked Kabir (i) _ Kabir replied in the affirmative and said (ii) _. He added the digital installations had made it even more interesting. [2 marks]

Solution:

Step 1: Study the two blanks Blank (i) reports Anika's question. Blank (ii) reports the first part of Kabir's reply.
The reporting verbs are already given: "asked" and "replied in the affirmative and said".

Step 2: Blank (i): report the question Anika's question "Did you see the art exhibition ... yesterday?" is a yes/no question. We report it with "if" (or "whether") and statement word order, with no question mark.
The tense moves back: "Did you see" becomes "had seen". "You" becomes "he". "Yesterday" becomes "the previous day".
So blank (i) is: "if he had seen the art exhibition at the city museum the previous day."

Step 3: Blank (ii): report the statement Kabir says "The paintings and sculptures were amazing". A statement is reported with "that". "Were" moves back to "had been".
So blank (ii) is: "that the paintings and sculptures had been amazing."

Step 4: Check with the given last sentence The paragraph already says "He added the digital installations had made it even more interesting", which uses the same past perfect style. So our answers fit.

Step 5: Conclusion The blanks are completed using if + past perfect and that + past perfect.

Quick Tip to Solve: A yes/no question is reported with if or whether. Move the tense back and change yesterday.

Section D: Literature Textbook (26 marks)

26 marks.

10(A)(I). Read the given extract and answer the questions briefly, for any two extracts, of the three, given.

A. "But that has nothing to do with my present form. It might have, but I gave it up at last for that very reason, and went to work as a reader on a magazine." She sighed, and rubbed the end of her long eagle nose with a reminiscent finger. "Those were terrible days; the memory of them made me mistake purgatory for paradise, and at last when I attained my present state of being, I made up my mind that something should be done." *(A Shady Plot)*

B. When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.
'Gainst death and all oblivious enmity *(Not Marble, nor the Gilded Monuments)*

C. ANTONY: O, pardon me, thou bleeding piece of earth,
That I am meek and gentle with these butchers!
Thou art the ruins of the noblest man
That ever lived in the tide of times.
Woe to the hand that shed this costly blood!
Over thy wounds now do I prophesy, -
Which, like dumb mouths, do ope their ruby lips,
To beg the voice and utterance of my tongue-
A curse shall light upon the limbs of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy;
Blood and destruction shall be so in use
And dreadful objects so familiar
That mothers shall but smile when they behold
Their infants quarter'd with the hands of war; *(Julius Caesar)*

What attitude does the speaker express towards her past experiences in the given statement? "Those were terrible days; the memory of them made me mistake purgatory for paradise"? [1 mark]

Solution:

Concept:

- The speaker says "Those were terrible days".
- She is looking back on her earlier life as a reader on a magazine and calls it terrible.

Step 1: Read the image of purgatory and paradise Purgatory is a place of suffering. Paradise is a place of perfect happiness.
The speaker says the memory of those days made her mistake purgatory for paradise. This means that after those days, even a place of suffering looked pleasant to her.

Step 2: Name the attitude Only a person who feels strong regret and bitterness would speak like this. Her past was so painful that anything else seemed better.

Step 3: Conclusion The speaker feels strong regret and bitterness towards her past.

Quick Tip to Solve: Think about what mistaking purgatory for paradise tells you about how bad those days were.

10(A)(II). Why does the speaker say, she "gave it up at last for that very reason"? [1 mark]

Solution:

Concept:

- The speaker says she gave "it" up and "went to work as a reader on a magazine". "It" is her earlier way of life or work, which she says has nothing to do with her present form.

Step 1: Find the reason "That very reason" points back to the cause she has just spoken about: her earlier life was a strain on her.
It left her emotionally exhausted and unhappy with what she was doing.

Step 2: State the answer She gave it up because she was mentally drained and disillusioned. She wanted a more stable life and some peace for herself.

Step 3: Conclusion She quit because the earlier work exhausted her and left her dissatisfied.

Quick Tip to Solve: Ask what kind of effect the earlier work had on her mind.

10(A)(III). What does the speaker's action of sighing and rubbing her nose suggest about her feelings towards her past experiences? [1 mark]

Solution:

Concept:

- The text says "She sighed, and rubbed the end of her long eagle nose with a reminiscent finger".

Step 1: Study each part A sigh shows tiredness or sadness.
The word "reminiscent" shows that she is remembering the past.

Step 2: Join the two Her actions show that remembering the past is still painful. There is some longing for it too, so the feeling is nostalgia mixed with pain.

Step 3: Conclusion Her sigh shows nostalgia mixed with pain and weary reflection.

Quick Tip to Solve: A sigh and a reminiscent touch show a mix of two feelings.

10(A)(IV). How does the speaker's resolve that "something should be done" reflect a change in her outlook towards life and her present identity? [1 mark]

Solution:

Concept:

- She first describes terrible days that she simply put up with.
- Then she says that when she reached her present state of being, she "made up my mind that something should be done".

Step 1: Compare before and after Earlier she only suffered. Now she decides to act.
This is a move from passive endurance to active choice.

Step 2: Link it to identity By deciding to act, she tries to shape who she is now. She takes control of her identity and of what comes next.

Step 3: Conclusion Her resolve shows a shift from passive endurance to active self-determination.

Quick Tip to Solve: Compare how she behaved in the terrible days with how she behaves when she makes up her mind.

10(B)(I). How does the phrase wasteful war emphasise the destructive power of human conflict over time? [1 mark]

Solution:

Concept:

- The poet speaks of "wasteful war" that will overturn statues and root out the work of masonry (stone buildings).

Step 1: Explain the word wasteful Wasteful means causing loss for no good purpose. War destroys what people took years to build.

Step 2: Link it to time War wipes out buildings and art without choosing. So the phrase shows the huge power that human conflict has to erase human work over time.

Step 3: Conclusion The phrase shows war destroys everything, including physical monuments.

Quick Tip to Solve: Think about what wasteful tells you about how war treats things people build.

10(B)(II). What does the phrase 'the living record of your memory' suggest about the poet's belief in the permanence of poetry? [1 mark]

Solution:

Concept:

- "The living record of your memory" refers to the poem itself.
- The poet says the poem is a record that stays alive.

Step 1: Compare with statues Statues and buildings can be broken by war. A living record cannot be broken in the same way.

Step 2: State the belief The poet believes his poem will keep the memory of the loved one alive for ever. Poetry is timeless and does not decay.

Step 3: Conclusion The poet believes poetry lasts longer than monuments.

Quick Tip to Solve: Ask what is living about a poem that a statue does not have.

10(B)(III). How does the reference to 'Mars his sword' and 'war's quick fire' enhance the contrast between physical destruction and poetic immortality? [1 mark]

Solution:

Step 1: Identify the images Mars is the Roman god of war. His sword and the quick fire of war stand for violence and burning.

Step 2: See what they can do They can destroy statues and buildings. They are strong against physical things.

Step 3: Make the contrast The poet adds that they shall not burn "the living record". The poem is out of their reach.
So the images set the strength of war against the greater strength of poetry.

Step 4: Conclusion These images show war can destroy objects but not poetry.

Quick Tip to Solve: Ask what the sword and fire can destroy and what they cannot.

10(B)(IV). What message about time and human achievements is conveyed through the idea that wars cannot erase the subject's memory preserved in verse? [1 mark]

Solution:

Concept:

- Wars cannot erase the memory of the subject because it is saved in verse.

Step 1: Think about time With time, monuments break and wars pass. Time wears away physical things.

Step 2: State the message Creative works like poetry can survive time and destruction. Wars and monuments fade into oblivion, but verse lives on.

Step 3: Conclusion The message is that poetry outlasts time, war and monuments.

Quick Tip to Solve: Think about which lasts longer: a statue or a poem.

10(C)(I). What does Antony mean when he calls Caesar "the ruins of the noblest man That ever lived in the tide of times"? [1 mark]

Solution:

Concept:

- Antony is speaking alone over the dead body of Caesar, who has just been killed by the conspirators.

Step 1: Read the phrase "Ruins" means what is left after something great has been destroyed. "The noblest man that ever lived in the tide of times" means the most honourable man of all ages.

Step 2: State the meaning The body of Caesar is what remains of the greatest man. A glorious life is now a sad remnant.

Step 3: Conclusion Caesar was the noblest man, and now only his ruined body remains.

Quick Tip to Solve: A ruin is what is left of something great.

10(C)(II). How does the line "dumb mouths... ruby lips" for Caesar's wounds intensify the emotional appeal of Antony's speech? [1 mark]

Solution:

Concept:

- Antony pictures the wounds as "dumb mouths" with "ruby lips".
- Wounds are red like lips and they open like mouths.

Step 1: Find the effect Mouths that are dumb cannot speak, yet they seem to ask Antony to speak for them. The wounds become like living victims.

Step 2: Link to the speech This makes the listeners feel grief and pity. It strengthens Antony's emotional appeal to the crowd.

Step 3: Conclusion The image gives the wounds a voice and deepens the feeling of pity.

Quick Tip to Solve: Think about what it means to give wounds mouths and lips.

10(C)(III). What does Antony's prophecy about "domestic fury and fierce civil strife" reveal about his understanding of Rome's future? [1 mark]

Solution:

Concept:

- Antony says a curse shall light on men and "domestic fury and fierce civil strife shall cumber all the parts of Italy".

Step 1: Read the terms Domestic fury means anger inside the nation. Civil strife means war among its own citizens.

Step 2: Draw the meaning Antony knows the killing of Caesar will cause chaos, revenge and a wide civil war. He is shrewd about politics and the future of Rome.

Step 3: Conclusion Antony understands that Caesar's death will bring civil war.

Quick Tip to Solve: Think about what civil strife means for a country.

10(C)(IV). How does the image of mothers smiling at the death of their infants highlight the extreme consequences of war predicted by Antony? [1 mark]

Solution:

Concept:

- Antony says "mothers shall but smile when they behold their infants quarter'd with the hands of war".

Step 1: Think about what is unnatural here A mother always protects her child. A smiling mother at her baby's death is against nature.

Step 2: State the consequence War will become so common that violence will not shock people. Even a mother's love will be gone. It is a complete moral collapse.

Step 3: Conclusion The image shows war killing even a mother's natural feelings.

Quick Tip to Solve: Which human bond is the strongest, and what does it mean if that is broken?

11(I). Answer any five of the following six questions in about 30-40 words each.
Why does the traveller describe the heart of the statue as 'cold'? (*Ozymandias*) [2 marks]

Solution:

Concept:

- The traveller in the sonnet describes the broken statue of the king Ozymandias.
- He mentions the 'cold' heart of the statue, and the question asks why.

Step 1: Collect the points from the text Cold stands for lack of warmth and compassion.
The sneer and the proud look show the king's arrogance.
His power came from tyranny, not humanity.

Step 2: Write the model answer (40 words) "The traveller calls the statue's heart cold because it shows the king's lack of feeling. The proud face and sneer tell us that Ozymandias ruled with arrogance and cruelty, so his power rested on tyranny, not care for his people."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Cold means without warmth or pity. Think of the king's pride.

11(II). How does humour soften the serious conflict between logic and imagination in the story, 'A Shady Plot'? [2 marks]

Solution:

Concept:

- The story sets logic (the narrator's practical mind) against imagination (the ghost).
- The question asks how humour softens this conflict.

Step 1: Collect the points from the text The ghost Helen acts casually.
The narrator is confused.
The supernatural is treated lightly, so fear is reduced and the conflict becomes playful.

Step 2: Write the model answer (38 words) "Humour in A Shady Plot comes from the ghost Helen's casual behaviour and the narrator's confusion. Because the supernatural is treated lightly, it reduces fear and presents the clash between logic and imagination in a playful, entertaining way."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Think about how Helen behaves and how the narrator reacts.

11(III). How does the villagers' participation reflect collective moral compromise driven by power and money? (*Mrs. Packeltide's Tiger*) [2 marks]

Solution:

Concept:

- The question is about the villagers in Mrs Packletide's Tiger and why their help shows a moral compromise.

Step 1: Collect the points from the text The tiger is old and harmless.
The villagers tie it up and stay silent about the truth.
They do it for the reward promised by Mrs Packletide.

Step 2: Write the model answer (38 words) "The villagers know the tiger is old and harmless, yet they tie it up and keep quiet about the truth. Their main concern is the reward Mrs Packletide promises. Thus, for money, they become part of the deception."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Think about why the villagers help even though they know the truth.

11(IV). How does the contrast between the boys' age and their responsibilities deepen the theme of sacrifice in the story? (*Two Gentlemen of Verona*) [2 marks]

Solution:

Concept:

- The question links the boys' age with their duties and the idea of sacrifice.

Step 1: Collect the points from the text Nicola and Jacopo are young boys.
They shoulder adult responsibilities to fund their sister's treatment.
This shows maturity and selflessness.

Step 2: Write the model answer (40 words) "Nicola and Jacopo are only boys, but they take on adult duties to pay for their sister's treatment. This contrast highlights their maturity and selflessness, and it makes their sacrifice deeper because they give up their carefree childhood for love."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Compare how old the boys are with the work they do.

11(V). How do the Antarctic and oceanic settings emphasise the isolation and helplessness of the crew in the poem, 'The Rime of Ancient Mariner'? [2 marks]

Solution:

Concept:

- The question asks how the icy and ocean setting shows isolation and helplessness.

Step 1: Collect the points from the text The icy Antarctic landscape is vast and empty.
The sea is endless.
The crew feels trapped in a hostile environment.

Step 2: Write the model answer (37 words) "In The Rime of the Ancient Mariner, the vast, icy Antarctic landscape and the endless sea create a sense of desolation. The crew feels trapped in a hostile place, which stresses their physical isolation and spiritual helplessness."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Picture ice and open sea with no land in sight.

11(VI). How does the Frog use his social status in the bog to establish control over the Nightingale? (*The Frog and the Nightingale*) [2 marks]

Solution:

Concept:

- The question is about the way the Frog uses his position over the Nightingale.

Step 1: Collect the points from the text He has status and experience in the bog.
The Nightingale is insecure but talented.
He exploits her to control her and maintain his power.

Step 2: Write the model answer (34 words) "The Frog uses his status and standing in the bog to dominate the Nightingale. He exploits her insecurity and her talent, controls her singing, asserts his authority and keeps his power in the bog."

Step 3: Conclusion The answer follows the points above within the stated word limit.

Quick Tip to Solve: Think about how a respected member of the bog treats a newcomer who is unsure of herself.

12(I). Both Two Gentlemen of Verona and The Letter highlight love and devotion. Compare how the boys' silent sacrifice in 'Two Gentlemen of Verona' and Coachman Ali's patience in 'The Letter' reflect true love and loyalty. Evaluate what the stories suggest about the nature of selfless devotion in human relationships. [8 marks]

Solution:

Concept:

- The question asks for a comparison of two ways of showing love: silent sacrifice (the boys) and patience (Coachman Ali).
- It also asks us to judge what the stories say about selfless devotion. The answer should be about 150 words.

Step 1: Collect the content points Silent sacrifice of Nicola and Jacopo for their sister.
Coachman Ali's patience and unconditional love for his daughter.

Love shown through endurance, not words.
Selfless devotion without expectation of reward.
Message: true love is sincere, loyal and enduring.

Step 2: Plan the answer Opening line: love is proved by action.
Middle: the boys, then Ali, then the common point.
Closing: what the stories say about selfless devotion.

Step 3: Write the model answer (144 words) "Both stories show that real love speaks through action and patience, not words. In Two Gentlemen of Verona, Nicola and Jacopo are young boys, yet they quietly give up their own comfort to fund their sister's treatment. They never ask for praise or reward. In The Letter, Coachman Ali shows patience and unconditional love for his daughter. His love is steady and sincere, and it does not change with time or hardship. The boys show love through silent sacrifice, while Ali shows it through endurance. Both are loyal and expect nothing in return. These stories suggest that selfless devotion means putting another person's need before one's own happiness. True love is sincere, loyal and enduring, and it is proved by what a person is ready to bear for others. Such devotion is quiet, humble and strong, and it makes human relationships warm and trustworthy."

Step 4: Conclusion The answer compares the two kinds of love and ends with the message of the stories.

Quick Tip to Solve: Compare the two kinds of love (sacrifice and patience), then say what the stories teach about selfless devotion.

OR

12(II). Both 'The Dear Departed' and 'Mrs. Packletide's Tiger' explore human behaviour driven by selfishness and personal gain. Compare how the characters in the two stories display greed, jealousy and self-interest. Evaluate the overall message the authors convey about human values and moral responsibility. [8 marks]

Solution:

Concept:

- We have to compare how greed, jealousy and self-interest show up in two stories, and then judge the message about human values.
- The answer should be about 150 words.

Step 1: Collect the content points Greed and self-interest of Mrs Slater and Mrs Jordan.
Mrs Packletide driven by jealousy and desire for social prestige.
Hypocrisy and moral weakness exposed.
Human values ignored for personal gain.
Message: selfishness leads to moral downfall.

Step 2: Plan the answer Opening: both stories deal with selfishness.
Middle: one story each, then the common weakness.
Closing: the message about values and moral responsibility.

Step 3: Write the model answer (158 words) "Both The Dear Departed and Mrs Packletide's Tiger show how selfishness can rule human behaviour. In The Dear Departed, Mrs Slater and Mrs Jordan show greed and self-interest, and they care more for what they can gain than for the dead man. In Mrs Packletide's Tiger, Mrs Packletide is driven by jealousy and a wish for social prestige, so she arranges to shoot a harmless old tiger. Others around her also act for money. Each character puts self-interest above honesty and kindness. The authors use humour and irony to expose their hypocrisy and moral

weakness. The overall message is that human values like honesty, love and respect are ignored when people chase personal gain. Selfishness finally leads to moral downfall, and every reader is reminded of his or her own moral responsibility. A person who wants only gain loses trust, dignity and the respect of others, and the stories make us smile and think at the same time."

Step 4: Conclusion The answer compares the characters and ends with the moral message.

Quick Tip to Solve: Compare greed and jealousy in the two stories, then state the message about values and moral responsibility.