

Maharashtra Board Class 10, 2026 English (First Language) Question Paper with Solutions

Time Allowed :3 Hours	Maximum Marks :80	Total questions :7
-----------------------	-------------------	--------------------

General Instructions

Read the following instructions very carefully and strictly follow them:

1. The paper is divided into six Sections.
2. All questions are compulsory.
3. Section B includes short answer, and long answer type questions.
4. Answers must be written legibly within the word limit.
5. Use of unfair means or electronic devices is prohibited.
6. Follow the correct format and instructions for each section.

Section - I

Language Studies

Q.1 (A) A1. Do as directed (any four)

1. Pick out the infinitive from the given sentence:

Every child is free to grow.

Solution:

Step 1: Identify the structure of the sentence.

The sentence is: **Every child is free to grow.**

Step 2: Understanding the infinitive.

An infinitive is the base form of a verb, preceded by the word "to." In this sentence, the verb "grow" is in its base form and is preceded by "to," which makes it an infinitive.

Step 3: Identify the infinitive.

The infinitive in this sentence is: **to grow.**

The infinitive in the sentence is to grow.

Quick Tip

The infinitive form of a verb is the base form of the verb, usually preceded by the word "to" (e.g., to eat, to run, to grow).

2. Write two compound words of your own.

Solution:

Step 1: Define compound words.

A compound word is made up of two or more words combined to create a new word that has a specific meaning. The meaning of the compound word is related to its individual parts.

Step 2: Examples of compound words.

Here are two examples of compound words:

1. Toothbrush: This word is made by combining "tooth" and "brush." It refers to a brush used to clean teeth.
2. Sunflower: This word is made by combining "sun" and "flower." It refers to a type of flower that turns toward the sun.

The two compound words are toothbrush and sunflower.

Quick Tip

To create a compound word, combine two smaller words to form a new word with a distinct meaning.

3. Fill in the blank with the proper form of the verb as per the subject:

The hermit _____ to the king.

Solution:

Step 1: Identify the subject and the required verb form.

The subject in the sentence is **the hermit**, which is singular. The verb needs to match the subject in number (singular or plural) and tense.

Step 2: Understand the tense required.

Since the sentence is in the past tense (it talks about an event that already happened), we need to use the past form of the verb. The appropriate verb here is **went**, which is the past form of the verb **go**.

Step 3: Fill in the blank.

So, the correct sentence is: **The hermit went to the king.**

The correct form of the verb is went, and the completed sentence is: The hermit went to the king.

Quick Tip

When the subject is singular (like 'the hermit'), use the past tense form of the verb (e.g., "went," not "goes").

4. Rearrange the letters to make a meaningful word:

abogll

Solution: We are given the letters abogll. To make a meaningful word, we need to rearrange these letters into a recognizable term. By analyzing the given letters, the word **global** can be formed. This is a valid and meaningful word that refers to something worldwide or affecting the whole world. Thus, the rearranged word is **global**.

Quick Tip

Rearranging letters to form meaningful words helps with anagram solving and improves cognitive skills, vocabulary, and pattern recognition.

5. Identify the type of the sentence: How frightened their eyes look!

Solution: To identify the type of sentence, let's analyze the structure and purpose of the sentence.

- The sentence starts with the word "How," which introduces an expression of strong feeling or emotion.
- The phrase "frightened their eyes look" indicates a reaction to something—specifically, it conveys an emotion of fear or surprise.
- The sentence ends with an exclamation mark, which is characteristic of exclamatory sentences.

Since this sentence expresses a strong feeling or emotion, it is an **exclamatory sentence**.

Exclamatory sentences are used to convey strong emotions, such as surprise, joy, or anger, and are typically punctuated with an exclamation mark.

Thus, the given sentence is an **exclamatory sentence**.

Quick Tip

Exclamatory sentences express strong emotions or feelings and always end with an exclamation mark.

A2. Do as directed (any two):

1. Make two sentences of your own to show the difference of homograph.

Mark (Use it as a verb and as a noun).

Solution:

Sentence 1: (Using "mark" as a verb)

She will **mark** the answer on the paper. (Here, "mark" is used as a verb, meaning to indicate or put a symbol on something.)

Sentence 2: (Using "mark" as a noun)

There was a red **mark** on the wall. (Here, "mark" is used as a noun, meaning a visible sign or indication.)

Final Answer:

1. She will **mark** the answer on the paper. (verb)
2. There was a red **mark** on the wall. (noun)

Quick Tip

Homographs are words that are spelled the same but have different meanings, often depending on how they are used in the sentence.

2. Rewrite sentence in future perfect tense:

I shall be telling you three stories.

Solution:

The future perfect tense is used to describe actions that will be completed at some point in the future. It is formed with "will have" + the past participle of the verb.

The sentence "I shall be telling you three stories." is in the future continuous tense. To convert it into the future perfect tense:

Future Perfect Tense: I shall have told you three stories.

Final Answer:

The sentence in future perfect tense is: **I shall have told you three stories.**

Quick Tip

To form the future perfect tense, use "will have" or "shall have" followed by the past participle of the main verb.

3. Anil was watching a wrestling match.

Solution: To rewrite the given sentence starting with "A wrestling," we can transform it into:
A wrestling match was being watched by Anil.

Quick Tip

To change a sentence from active to passive, identify the subject, verb, and object, then switch the positions of the subject and object while adjusting the verb tense accordingly.

(B) Do as directed (any one) :

1. Complete the table:

Positive	Comparative	Superlative
Very few animals are as huge as an elephant.	Larger	The largest

Solution:

We are given the sentence:

”Very few animals in the world are as huge as an elephant.”

Step 1: Identify the positive degree.

The sentence uses ”huge” as an adjective. The positive degree is the base form of the adjective, which is **huge**.

Step 2: Identify the comparative degree.

The comparative degree is used to compare two things. For the adjective ”huge,” the comparative degree is **huger** or **more huge**.

Step 3: Identify the superlative degree.

The superlative degree is used to show the highest degree of the adjective. For ”huge,” the superlative degree is **hugest** or **most huge**.

Final Answer:

The table is completed as follows:

Positive degree	Comparative degree	Superlative degree
huge	huger / more huge	hugest / most huge

Quick Tip

To form the comparative degree of most adjectives, add ”-er” or use ”more” before the adjective. To form the superlative degree, add ”-est” or use ”most” before the adjective.

2. As soon as the concert came to an end, the audience gave the artists a standing ovation.

Solution: Using "No sooner...than," the sentence can be rewritten as:

No sooner had the concert come to an end than the audience gave the artists a standing ovation.

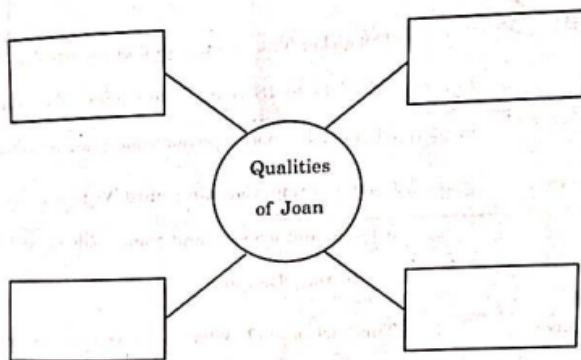
Quick Tip

When using "No sooner...than," the auxiliary verb 'had' is used before the subject in the past tense.

(Section II: Textual Passages)

(Reading Skills, Vocabulary and Grammar)

A1. Complete the following web:



Robert: I told you to throw the girl out. You have fifty armed soldiers and dozens of strong servants to carry out my orders. Are they afraid of her?

Steward: No sir, we are afraid of you, but she puts courage in us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.

Robert (grimly): Perhaps, where is she now?

Steward: Down in the courtyard, sir.

(Robert goes to the window and asks the soldiers to send the girl up.)

(The girl enters. She is a well-built, strong country girl of 17 to 18 years. The squire's glare neither frightens her nor stops her. She speaks confidently.)

Joan: Good morning, Captain Squire. You are to give me a horse and armour and some soldiers, and send me to the Dauphin.

Robert: This girl is mad. Why didn't you tell me so, you blockhead?

Steward: Sir, do not anger her. Give her what she wants.

Robert: I shall send you back to your father with orders to put you under lock and key.

Joan: You think you will, squire. But it won't happen that way. You said you would not see me. But here I am.

Robert: So, you are assuming that I'll give you what you want.

Joan: Yes, squire. (Continues busily) A horse will cost sixteen francs. It is a big amount of money. But I can save it on the armour. I don't need beautiful armour made to my measure. I can find a soldier's armour that will fit me well enough. I shall not want many soldiers. The Dauphin will give me all I need, to free Orleans.

Solution:

The qualities of Joan can be filled in as follows (examples):

1. Courageous: Joan displayed immense courage in leading her troops during the war.
2. Determined: Despite facing immense obstacles, Joan remained determined to achieve her mission.
3. Compassionate: Joan cared deeply about the welfare of her people and demonstrated compassion throughout her life.
4. Selfless: Joan's selflessness was evident as she risked her life for the greater good.

Quick Tip

A web diagram is a great way to visually represent the main characteristics or qualities of a person or topic.

A2. Complete the following:

Joan wanted to meet Captain Squire _____.

Solution:

To complete the sentence, we can provide an appropriate phrase that fits the context of the sentence. Here is one possible way to complete it:

Joan wanted to meet Captain Squire to discuss the strategy for the upcoming battle.

Alternatively, you could complete the sentence with another logical continuation based on context.

Final Answer:

Joan wanted to meet Captain Squire to discuss the strategy for the upcoming battle.

Quick Tip

The sentence can be completed with a purpose clause, which typically begins with "to" followed by a verb that describes the intended action.

A3. Match the words in column 'A' with their meanings in column 'B':

Column 'A'	Column 'B'
Words	Meanings
(i) Grimly	(a) Taken for granted
(ii) Armour	(b) Stupid person
(iii) Blockhead	(c) Seriously
(iv) Assuming	(d) Protective clothing of metal worn in battle.

Solution: The correct matching is:

- (i) Grimly - (c) Seriously
- (ii) Armour - (d) Protective clothing of metal worn in battle
- (iii) Blockhead - (b) Stupid person
- (iv) Assuming - (a) Taken for granted

Quick Tip

When matching words to their meanings, focus on context and common associations between the word and its definition.

A4. Do as directed:

(i) **Change into indirect speech:**

Robert: Where is she now?

(ii) **I shall not want many soldiers.**

(Rewrite as an Affirmative sentence.)

Solution:

(i) Change into indirect speech:

The given sentence is:

Robert: Where is she now?

In indirect speech, it would be:

Robert asked where she was then.

Note that "is" changes to "was" because the reporting verb is in the past tense, and the question word "Where" remains the same.

(ii) Rewrite as an Affirmative sentence:

The given sentence is:

I shall not want many soldiers.

To rewrite this as an affirmative sentence, we remove the negation "not" and write:

I will want many soldiers.

Final Answers:

(i) **Robert asked where she was then.**

(ii) **I will want many soldiers.**

Quick Tip

In indirect speech, we change the pronouns and verb tense, and for negative sentences, we simply remove "not" to make them affirmative.

A5. Personal Response: Write a few lines of your own on any lady warrior from the history of India who was as brave as Joan of Arc.

Solution: One such brave lady warrior from Indian history is Rani Lakshmi Bai, the Queen of Jhansi. She is known for her courage and bravery in the face of British forces during the Indian Rebellion of 1857. Just like Joan of Arc, Rani Lakshmi Bai led her troops into battle, fighting fiercely to protect her kingdom and her people. Despite the overwhelming odds, she never backed down and fought until her last breath, making her an inspiring symbol of bravery and resistance.

Quick Tip

Lady warriors like Rani Lakshmi Bai and Joan of Arc are symbols of bravery and leadership, showing how women have historically played crucial roles in battles for freedom.

B1. (B) Read the following passage and do the given activities:

Who said to whom:

Sentence	Who said	To whom
(i) Are you still hungry ?
(ii) But I've just had a snack and I shall enjoy a peach

The asparagus appeared. I watched her thrust them down her throat in large mouthfuls. At last, she finished.

“Coffee?” I said.

“Yes, just an ice cream and coffee,” she answered. I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

“You know, there’s one thing I thoroughly believe in,” she said, as she ate the ice cream.

“One should always get up from a meal feeling one could eat a little more.”

“Are you still hungry?” I asked faintly.

“Oh, no, I’m not hungry. You see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see.” Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bearing a large basket full of huge peaches. But surely peaches were not in season then? Lord knew what they cost! I knew a little later, for my guest, going on with her conversation, absent-mindedly took one.

“You see, you’ve filled your stomach with a lot of meat,” my one miserable little chop, “and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.”

Solution:

(i) ”Are you still hungry?”

This sentence could be something that a person asks another. For example, the sentence could be said by a person offering food. The answer could be:

Who said: The person offering food (e.g., **John**)

To whom: The person being offered food (e.g., **Jane**)

(ii) ”But I’ve just had a snack and I shall enjoy a peach.”

This sentence is a response to the previous statement. It is likely that the person who responded was the one who was asked if they were still hungry.

Who said: The person replying (e.g., **Jane**)

To whom: The person who asked (e.g., **John**)

Final Answer:

- (i) **Who said:** John **To whom:** Jane
(ii) **Who said:** Jane **To whom:** John

Quick Tip

In "Who said to whom" questions, identify the context of the conversation and the possible roles of the speakers to determine who said what.

B3. Find out the words from the passage which have the following meanings:

1. **Horrible**
2. **Dialogue**
3. **Big**
4. **Unhappy**

Solution: To answer this question, you would typically need to read the given passage and identify the words that match the provided meanings. Since the passage is not included here, you should extract the words that correspond to the following meanings from the passage: - **Horrible:** Look for a word that describes something unpleasant or frightening. - **Dialogue:** Look for a word referring to a conversation or discussion. - **Big:** Look for a word indicating size or large scale. - **Unhappy:** Look for a word describing sadness or sorrow.

Quick Tip

Read the passage carefully and identify words that match the given definitions based on context.

B4. Do as directed:

- (i) **One could eat a little more.**

(Identify the modal auxiliary and state its function).

Solution:

The modal auxiliary in the sentence is **could**.

Function of "could":

"Could" is a modal auxiliary verb used to express possibility, ability in the past, or a polite suggestion. In this case, it is used to express a polite suggestion or possibility.

The modal auxiliary is "could," and its function is to express a polite suggestion.

Final Answer:

The modal auxiliary is **could**, and its function is to express a polite suggestion.

Quick Tip

Modal auxiliary verbs like "could" are used to express possibility, ability, permission, or make suggestions.

B5. Personal response:

How should a guest behave with the host?

Solution:

As a guest, one should behave politely and with respect towards the host. Some important points for a guest's behavior include:

1. Be punctual: Arrive on time for the event or meal. 2. Be appreciative: Show gratitude for the host's hospitality. 3. Follow the host's lead: Observe how the host is behaving and follow their cues. 4. Respect the house rules: Follow any rules the host may have regarding food, seating, or other matters. 5. Offer to help: If appropriate, offer assistance to the host, such as helping to clean up or prepare food.

Final Answer:

A guest should behave with respect, politeness, and gratitude. It is important to be punctual, follow the host's lead, and show appreciation for the hospitality.

Quick Tip

A guest's behavior should be respectful, courteous, and considerate of the host's time and effort.

(Section III: Poetry)

A1. Q.3 (A) Read activities: the following extract and do the given When God at first made Man, Having a glass of blessings standing by;

Let us (said He) "pour on him all we can:" Let the world's riches, which dispersed lie,
Contract into a span.

So strength first made a way; Then beauty flow'd, then wisdom, honour, pleasure: When almost all was out, God made a stay, Perceiving that alone of all His treasures Rest in the bottom lay.

For if I should (said He) Bestow this jewel also on my creature, He would adore my gifts instead of me, And rest in Nature, not the God of Nature. So both should losers be.

Yet let him keep the rest, But keep them with repining restlessness; Let him be rich and weary, that at last, If goodness lead him not, yet weariness May toss him to my breast.

God bestowed many good qualities on man. Refer to the poem and list any four of them:

Solution:

Based on the poem, four qualities bestowed on man by God are:

1. Strength - "So strength first made a way;" 2. Beauty - "Then beauty flow'd," 3. Wisdom - "then wisdom, honour, pleasure" 4. Restlessness - "But keep them with repining restlessness"

These qualities reflect God's intention for man to possess virtues that allow him to thrive and grow, but also face challenges that keep him humble.

Final Answer:

The four qualities bestowed on man by God are: 1. Strength 2. Beauty 3. Wisdom 4. Restlessness

Quick Tip

The qualities mentioned in the poem reflect a balance between physical, emotional, and intellectual attributes that were intended to shape man.

A2. What would the human being do if God gifted him with 'Rest'?

Solution: If God gifted human beings with 'Rest,' they would likely experience a life without the usual struggles and fatigue. Human beings might spend more time in peace and relaxation, focusing on their personal growth, relationships, and leisure. With rest, there would be less stress and more mental and physical rejuvenation, allowing for a more fulfilling and harmonious life.

Quick Tip

Rest is essential for physical and mental well-being. If humans had unlimited rest, it would lead to a better quality of life and overall happiness.

(A3). The rhyme scheme of the poem

- (A) a b b b c
- (B) a b c b c c
- (C) a b c c b
- (D) a b a b a

Correct Answer: (D) a b a b a

Solution:

The rhyme scheme of a poem refers to the pattern of rhyming words at the end of each line. Each distinct rhyme is assigned a letter starting from 'a'.

In this case, the rhyme scheme that is most appropriate is "a b a b a", where alternate lines rhyme with each other, and the first and the last line rhyme together.

Step 2: Conclusion.

Therefore, the correct answer is (D) a b a b a.

Final Answer: a b a b a.

Quick Tip

In a rhyme scheme, each different rhyme gets a new letter. When a poem has an alternating rhyme, it will be assigned as "a b a b a".

B. (B) Read the following poem and write an appreciation of it with the help of the given 5 points in a paragraph format

The Will to Win

If you want a thing bad enough to go out and fight for it, work day and night for it, give up your time and your peace and your sleep for it

If all that you dream and scheme is about it and life seems useless and worthless without it

If you gladly sweat for, fret for and plan for it and lose all your terror of the opposition for it.

If you simply go after that thing that you want with all of your capacity, strength and sagacity, faith, hope and confidence and stern pertinacity

If neither cold or poverty, famished or gaunt or sickness or pain of body and brain can keep you away from the thing that you want,

If dogged and grim you besiege and beset it, with the help of GOD you'll get it!

– Berton Braley

You can use the following points while appreciating the given poem:

- The title
- The poet of the poem
- Rhyme scheme
- Figures of speech
- Central idea/theme

Solution:

Here is a general guide for appreciating the poem:

1. The Title: Start by analyzing the title of the poem. The title often provides insight into the main idea or theme of the poem. 2. The Poet of the Poem: Discuss the poet's background and their other notable works. This gives a better understanding of the poem's context. 3. Rhyme Scheme: Identify the rhyme scheme used in the poem (e.g., ABAB, AABB). This shows how the poet has structured the poem and gives it rhythm. 4. Figures of Speech: Identify and explain the figures of speech used in the poem (e.g., metaphors, similes, personification). These help to convey the poet's emotions and ideas effectively. 5. Central Idea/Theme: The theme of the poem reflects the poet's message. Discuss what the poet is trying to communicate to the reader, such as love, nature, or human emotions.

Final Answer:

The poem should be appreciated by analyzing the title, poet, rhyme scheme, figures of speech, and the central theme. These elements combine to create the overall impact of the poem.

Quick Tip

When appreciating a poem, focus on the structure, language, and message the poet is trying to convey. Look for patterns and symbolic meanings.

(Section IV: Non-textual Passage)**(Reading Skills, Vocabulary, Grammar and Summary)**

Q.4 (A) Read the following passage and do the given activities:

(A1). State whether the following statements are true or false:

(i) Global warming is creating a lot of problems

True or False (ii) Many species have not become extinct

True or False (iii) Air and sound pollution are the main causes of animal extinction

True or False (iv) Animals live in forests and oceans

True or False

Solution:

- (i) Global warming is creating a lot of problems - **True**. Global warming leads to many environmental problems, such as rising sea levels, extreme weather events, and loss of biodiversity.
- (ii) Many species have not become extinct - **False**. Many species are at risk of extinction due to factors like habitat loss, poaching, and climate change.
- (iii) Air and sound pollution are the main causes of animal extinction - **False**. While air and noise pollution contribute to animal harm, habitat destruction, climate change, and poaching are more significant factors in species extinction.
- (iv) Animals live in forests and oceans - **True**. Animals are found in a variety of ecosystems, including forests, oceans, deserts, and grasslands.

Step 2: Conclusion.

The correct answers are: - (i) True

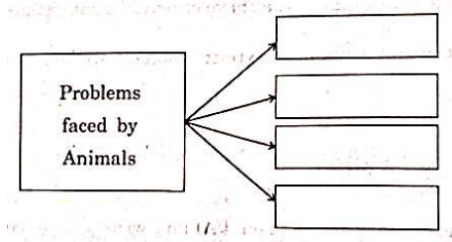
- (ii) False
- (iii) False
- (iv) True

Final Answer: True, False, False, True.

Quick Tip

When evaluating environmental statements, consider the impacts of climate change, habitat loss, and pollution on species and ecosystems.

A2. Write any four problems faced by the animals that thrive in forests and oceans:



Solution:

Animals that thrive in forests and oceans face several challenges. Four of them are:

1. **Loss of Habitat:** Deforestation and ocean pollution lead to the destruction of natural habitats, making it harder for animals to find shelter and food.
2. **Climate Change:** Rising temperatures and changing weather patterns affect the migration and breeding cycles of many species.
3. **Poaching and Hunting:** Illegal hunting and poaching continue to threaten many species in forests and oceans, leading to a decrease in population.
4. **Pollution:** Water and land pollution harm animals, especially those living in oceans and forests, as they affect the quality of air, water, and soil.

Final Answer:

The four problems faced by animals that thrive in forests and oceans are: 1. Loss of Habitat
2. Climate Change 3. Poaching and Hunting 4. Pollution

Quick Tip

Animals in forests and oceans are vulnerable to a variety of human-induced problems, including habitat loss, climate change, and pollution. Protecting their natural environments is key to their survival.

A3. Pick out the words from the passage to make antonyms:

1. **Balance** × _____
2. **Non-existence** × _____
3. **Common** × _____
4. **Last** × _____

Solution: To answer this question, you would need to read the passage carefully and identify the antonyms (words with opposite meanings) for the given words. Here are some common antonyms for the words:

(i) **Balance** × **Imbalance** (ii) **Non-existence** × **Existence** (iii) **Common** × **Uncommon** (iv) **Last** × **First**

Quick Tip

Antonyms are words that have opposite meanings. Look for context clues in the passage to identify words with opposite meanings.

A4. Do as directed:

(i) **Our country is well known for its bio-diversity.**

(Framing a 'Wh' question to get the underlined part as an answer.)

(ii) **There are some animals that have clearly become extinct.**

(Identify the subordinate clause.)

Solution:

(i) Frame a 'Wh' question to get the underlined part as an answer:

The underlined part in the sentence is **bio-diversity**. To frame a 'Wh' question, we can ask:

What is our country well known for?

This question will get the underlined part "bio-diversity" as the answer.

(ii) Identify the subordinate clause:

In the sentence *There are some animals that have clearly become extinct*, the subordinate clause is:

that have clearly become extinct.

This clause is dependent on the main clause and adds additional information about the animals.

Final Answer:

(i) The 'Wh' question is: **What is our country well known for?**

(ii) The subordinate clause is: **that have clearly become extinct.**

Quick Tip

A subordinate clause cannot stand alone as a sentence and usually begins with a relative pronoun (e.g., that, who, which).

A5. There are some animals that have clearly become extinct. Furthermore, animals should not become extinct – suggest any four measures to save them.

Solution:

To prevent animals from becoming extinct, the following four measures can be implemented:

1. Conservation of Habitats: Protect natural habitats from deforestation, pollution, and other human activities. Establish protected areas like wildlife reserves and national parks.
2. Anti-poaching Laws: Enforce stricter laws against poaching and illegal hunting. Provide heavy penalties for those involved in hunting endangered species.
3. Captive Breeding Programs: Establish breeding programs in zoos and conservation centers to help increase the population of endangered species. The bred animals can be released into the wild after reaching maturity.
4. Public Awareness and Education: Educate the public about the importance of preserving biodiversity and the role each species plays in the ecosystem. Awareness campaigns can encourage people to protect wildlife.

Final Answer:

The four measures to save animals from extinction are: 1. Conservation of habitats 2. Anti-poaching laws 3. Captive breeding programs 4. Public awareness and education

Quick Tip

The preservation of biodiversity requires collective efforts from individuals, governments, and organizations to protect habitats and wildlife.

B. Summary Writing: Read the passage in question 4(A) and write a summary of the same in a paragraph. Also, suggest a suitable title.

Solution: To write a summary, first read the passage carefully, identifying its main points, arguments, and overall message. Then, condense the information by rewriting the passage in a shorter form without losing its essential meaning. Use clear and concise language to convey the core ideas in the paragraph. Lastly, think about the theme of the passage and suggest a title that encapsulates the essence of the content.

Quick Tip

A good summary focuses on the main ideas and presents them clearly and briefly, without unnecessary details.

(Section V: Writing Skills)

5(A). Letter Writing: A1 or A2. Do any one of the following:

Situation: Uncontrolled use of mobile phones and video games is affecting school-going children. As a result, they are suffering from many diseases.

Imagine you are Saurabh/Shrushti, residing at Malad, Mumbai. You read the above clipping in the newspaper. Write a letter to the editor expressing your concern about this issue.

Solution:

Saurabh/Shrushti Malad, Mumbai **Date:** 10th February 2026

The Editor, The Times of India, Mumbai

Subject: Concern Regarding the Uncontrolled Use of Mobile Phones and Video Games

Dear Sir,

I am writing to express my concern about the uncontrolled use of mobile phones and video games, which has been affecting school-going children, as highlighted in the clipping published in your newspaper. The excessive use of these devices is not only impacting their physical health but also their academic performance and mental well-being.

Children are spending hours glued to their screens, which is leading to eye strain, headaches, poor posture, and a lack of physical activity. As a result, they are suffering from diseases like obesity, sleep disorders, and anxiety. Moreover, the addiction to video games is causing a decline in social interaction and an increase in isolation.

It is crucial for parents, schools, and the community to take immediate action. I urge the authorities to regulate the use of these devices and encourage outdoor activities and hobbies that promote physical and mental health. Children must be educated about the harmful effects of excessive screen time.

I hope that you will raise awareness about this issue through your esteemed newspaper and help create a healthier environment for our future generation.

Yours faithfully,

Saurabh/Shrushti

Quick Tip

In letter writing, it is essential to have a clear subject, polite tone, and a call to action. Make sure to address the recipient correctly and provide sufficient details in the body of the letter.

A1. Formal Letter: Write a letter to your Principal requesting her to organise an awareness lecture on 'misuse of mobiles' for the students in your school.

Solution: [Your Name]

Your Address

City, Postal Code

ail Address

Date

To

The Principal

School Name

School Address

Subject: Request for Organizing an Awareness Lecture on Misuse of Mobiles

Respected Madam,

I hope this letter finds you in good health and spirits. I am writing to request that you kindly consider organising an awareness lecture on the topic "Misuse of Mobiles" for the students in our school.

As we all know, mobile phones have become an integral part of our lives, but their excessive use, especially among young students, can lead to various health, social, and academic problems. An informative session on this topic would help raise awareness and encourage students to use their mobile phones responsibly.

I kindly request you to arrange for an expert or a guest speaker to address the students about the harmful effects of mobile phone misuse and how to use them for educational purposes.

I look forward to your positive response and action on this matter.

Thank you for your attention.

Yours sincerely,

Your Name

Your Class/Grade

Quick Tip

When writing a formal letter, always ensure that the tone remains polite and respectful.

Keep the content clear and to the point.

A2. Informal Letter: Write a letter to your younger brother/sister advising him/her to avoid misuse of mobile phones.

Solution: [Your Name]

Your Address

City, Postal Code

ail Address

Date

To

Your Brother's/Sister's Name

His/Her Address

Dear [Brother's/Sister's Name],

I hope this letter finds you well. I wanted to talk to you about something important—your use of mobile phones. Recently, I have noticed that you spend a lot of time on your phone, and I wanted to remind you of the harmful effects of excessive use.

Mobile phones can be a great source of entertainment and learning, but when used irresponsibly, they can lead to health issues like eye strain, headaches, and even affect your studies. It is essential to strike a balance between using your phone for useful purposes like education and staying connected with friends, and not letting it take over your time.

I suggest you set some time limits for mobile phone usage each day and focus on engaging in other activities such as reading, sports, or spending time with family. This will help you maintain a healthy lifestyle and avoid any negative consequences from excessive phone use. Take care, and I hope you will consider my advice. Looking forward to hearing from you soon.

With love,

Your Name

Quick Tip

When writing informal letters, the tone can be friendly and conversational. Always offer advice with care and concern.

6A1. Verbal to Non-Verbal:

A stain is an unwanted mark of discolouration on a fabric caused due to contact with another substance which cannot be removed by the normal washing process.

Stains can be grouped on the basis of their origin, e.g. tea, coffee and fruits come from vegetable source. Stains from shoe polish, tar, oil paints come under grease stains. Animal stains comprise of stains formed by milk, blood and eggs, whereas marks on your clothes after sitting on an iron bench are those of rust and come under mineral stains. Then there are

stains that are formed due to dye, into perspiration which can be categorised under miscellaneous stains.

Read the given passage and complete the table. Suggest a suitable title.

Category of stains	Stains
e.g. (1) Vegetable stains	Tea, coffee, fruits.
(2)	
(3)	
(4)	
(5)	

Solution:

A stain is an unwanted mark of discoloration on a fabric caused due to contact with another substance which cannot be removed by the normal washing process. Stains can be grouped based on their origin, such as vegetable stains from tea, coffee, and fruits, or grease stains from shoe polish, tar, and oil paints. Animal stains include blood, milk, and eggs, whereas mineral stains come from rust after sitting on an iron bench. Stains can also come from perspiration and dye. The table below categorizes different types of stains:

Category of Stains	Stains
(1) Vegetable Stains	Tea, coffee, fruits
(2) Grease Stains	Shoe polish, oil paints, tar
(3) Animal Stains	Blood, milk, eggs
(4) Mineral Stains	Rust from iron bench
(5) Miscellaneous Stains	Dye, perspiration

Final Answer:

The suitable title for the given passage is **Types of Stains**. The table categorizes different stains based on their origin.

Quick Tip

When categorizing stains, consider the source of the stain (vegetable, animal, mineral, etc.) and how it affects the fabric.

A2. Non-Verbal to Verbal: Read the profile of Vishwanathan Anand, the chess wizard.

Write a short bio-sketch of Vishwanathan Anand and suggest a suitable title. You could take the help of the clues given below:

Solution:

Title: Bio-Sketch of Vishwanathan Anand, The Chess Wizard

Vishwanathan Anand, one of the greatest chess players in the world, was born on **11 December 1969** in **Chennai**. His first teacher was his own mother, who ignited his passion for chess at an early age. Anand's early achievements include becoming the **National Champion at the age of 16**.

Anand has made several remarkable achievements in his career. He became **India's first Grandmaster** and has also won the prestigious title of **World Champion**.

In recognition of his immense contributions to the sport of chess, Anand has been awarded prestigious honors such as the **Padma Shri** and **Arjuna Award**. He was also honored with the **Rajiv Gandhi Khel Ratna Award** for his excellence in the field of sports.

Final Answer:

The suitable title for the bio-sketch is **Vishwanathan Anand, The Chess Wizard**.

Quick Tip

When writing a bio-sketch, focus on important personal details, early achievements, career highlights, and awards.

(B) Attempt any one of the following:

B2. Views/Counter-views: 'What men can do, women can do better.'

Prepare a paragraph of views on the given topic. Use the following counter-views to write your views.

Counter-views:

- Women are weak.
- Women are prone to male domination.
- Women are unable to cope up with the stress of both home and office.
- Women are taken for granted, meant only for household work.
- You may add your own points.

Solution: In response to the counter-views mentioned, I believe that the statement "What men can do, women can do better" holds a lot of truth. Women are often underestimated and thought to be weaker or less capable than men, but history and current times show that women are equally, if not more, competent. The belief that women are weak is often based on stereotypes and societal expectations, not on any factual evidence. Women have proven time and again that they are strong, whether it's in managing households or leading nations. The idea that women are prone to male domination or unable to handle stress is also a misconception. Many women juggle both their professional and personal lives with grace, managing to excel in both domains. Far from being limited to household work, women are now excelling in every field, from science to politics to business.

The statement that women are taken for granted is true in some cases, but it is changing.

Women all around the world are demanding equality, recognition, and respect for their contributions. They have broken the chains of traditional gender roles and continue to make a mark in all sectors.

In conclusion, women are not just capable; they are often doing things better than men, and society must recognize this and support women in every possible way.

Quick Tip

When writing about views and counter-views, remember to address the counter-views while reinforcing your own opinion with facts, examples, and logical reasoning.

(Section VI: Creative Writing)

Q.7 (A) Do any one of the following:

A1. Expand the theme: Expand the following idea into a paragraph of 100 words:

"Science and spirituality can go hand in hand."

Solution:

Science and spirituality, though often considered opposites, can complement each other and work together. Science offers rational explanations for the natural world, seeking knowledge through observation, experimentation, and logic. On the other hand, spirituality deals with the inner, emotional, and metaphysical aspects of human existence, offering a sense of purpose, peace, and connection with the divine. When combined, science can help us understand the physical world, while spirituality provides us with the wisdom to live harmoniously within it. Both paths are essential for a holistic understanding of life, guiding us toward a balanced and fulfilling existence.

Final Answer:

The expanded paragraph emphasizes that science and spirituality can complement and enhance each other, helping us achieve a balanced understanding of both the physical world and our inner selves.

Quick Tip

When expanding a theme, focus on making connections between ideas that initially seem unrelated. Highlight how they can enhance each other for a more holistic understanding.

A2. News Report: Write a news report based on the given headline: Navodaya Vidyalaya visits 'Sahjeevan Old Age Home.'

Solution: News Report: Navodaya Vidyalaya Visits 'Sahjeevan Old Age Home'

Date: [Insert Date] **Location:** [Insert Location]

By [Your Name] In a heartwarming event organized by the students and teachers of Navodaya Vidyalaya, a team of 25 students along with their teachers visited the Sahjeevan Old Age Home on [Insert Date]. The visit aimed to spread joy and bring smiles to the elderly residents of the home.

The students interacted with the senior citizens, shared their experiences, and performed cultural programs that included songs and skits. Many students had one-on-one conversations with the elderly, learning about their experiences and the challenges they faced. The event was a touching reminder of the importance of caring for our elders and appreciating their wisdom.

The principal of Navodaya Vidyalaya, [Insert Principal's Name], expressed how such visits are an essential part of the school's social responsibility programs. "It is important for young minds to connect with elderly people and understand the value of respect and care for them," said [Principal's Name].

The visit ended with the students distributing gifts and essentials to the old age home residents, which were collected through donations from students and staff at Navodaya Vidyalaya. The event was an overwhelming success, bringing smiles to many faces and instilling a sense of empathy and compassion in the students.

Quick Tip

When writing a news report, ensure you provide all key details: who, what, when, where, and why. Always maintain an objective tone and write in the third person.

(B) Do any one of the following:

B1. Developing a story: Develop a story and suggest a suitable title. The conclusion/end is given below.

Conclusion: ... *on that day he had achieved his goals.*

Solution:

Title: "The Determined Journey"

Once upon a time, there was a young boy named Arjun who dreamt of becoming a successful engineer. However, his path was not easy. He came from a small village where education was limited, and resources were scarce. But Arjun was determined to change his fate. He studied tirelessly every day, overcoming the challenges of poor infrastructure and limited guidance. He took extra lessons in the evening and even helped his classmates with difficult concepts. As years passed, his hard work paid off, and Arjun secured a scholarship to a prestigious engineering college. After years of dedication, on that day he had achieved his goals. He was now a successful engineer, living the life he had always dreamt of, and inspiring many others in his village to pursue their dreams.

Final Answer:

The story titled **”The Determined Journey”** reflects Arjun’s persistence and hard work in overcoming adversity to achieve his dreams.

Quick Tip

When developing a story, focus on the character’s journey, challenges, and growth. The conclusion should reflect how the character achieves their ultimate goal.

B2. Narrate an experience to the given beginning: *As I was returning from the school, it started raining heavily...*

Solution: As I was returning from school, it started raining heavily. At first, I thought it would stop soon, but the rain grew stronger with every passing minute. I looked around for shelter, but the streets were crowded with people who had the same idea.

I quickly ran towards the nearest bus stop, hoping the rain would stop before I got too wet. As I reached the bus stop, I saw a few people standing under the small shelter, but it was not enough to accommodate everyone. I joined the line, hoping the bus would arrive soon.

Unfortunately, the rain continued without any sign of slowing down. By the time the bus arrived, I was drenched. Everyone was trying to squeeze in, but there was no space. I finally managed to get on, but the bus was so crowded that I had to stand for the entire journey.

Despite the inconvenience, I couldn't help but smile. It was a moment of realization: sometimes, life's little challenges make us appreciate the simple comforts we take for granted, like a dry home and a warm cup of tea.

Quick Tip

When narrating an experience, include details that paint a vivid picture of the situation, and try to convey your emotions and reflections during the experience.
