CBSE Class 12 English Core Question Paper 2026 with Solution PDF-Set 1-1-3

Question 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 **13** questions. **All** questions are **compulsory**.

(ii) This question paper contains **three** sections – Section – A : **Reading Skills**, Section – B : **Creative Writing Skills** and Section – C : **Literature**.

(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) All the names, addresses, etc. used in the questions are fictitious. Resemblance, if any, is purely coincidental.

Section A (22 marks)

(READING SKILLS)

1. (1) Jonathan Seagull discovered that boredom, fear and anger are the reasons a gull's life is so short and with those gone from his thought, he lived a long, fine life indeed.

(2) They laughed at him. The other gulls scorned him. 'Such nonsense', they would squawk, as he practised flying, not for food but for the joy of flight itself. But Jonathan, undeterred, flew higher and faster than any gull before him. He learned that the secret to flight was not merely flapping wings, but in knowing the purpose of flying.

(3) 'Break the chain of your thought', he told himself, 'And you break the chains of your body.' In solitude, he mastered loops, dives and rolls. He flew at speeds that blurred the ocean below. The flock cast him out for defying tradition, he discovered that exile was not the end but a beginning. Alone, he found peace. Alone, he found the sky.

(4) One morning, soaring silently above the clouds, Jonathan was joined by two radiant gulls. Their wings shone with light and their presence was calm and sure. 'We've been watching you', they said. 'You're ready to come with us.' 'Where?' Jonathan asked blinking in the sunlight. 'To a higher level of being,' they answered. 'You have learned much but there is more, more to flying, more to being a gull.'

(5) He followed them into a realm where flight was pure thought and time had no meaning. There, gulls didn't fight over scraps of bread or squawk at one another in fear. They flew to understand themselves to explore the limitless. There Jonathan met Chiang, the wisest gull, who told him: 'The only true law is that which leads to freedom, there is no other.'

(6) Jonathan began to teach others what he had learned, sharing not just flight techniques but freedom of thought. 'You can go as far as you wish,' he would say. 'Because you have the right to learn. You have the right to be free.' No longer bound by rules, written in sand, Jonathan soared not just through the skies but through understanding. And as he flew, he knew that greatness is not measured in a wingspan but in the courage to break free. (365 words)

Source: Jonathan Livingstone Seagull by Richard Bach.

Answer the following questions, based on the above passage: [12 marks]

1(i). According to Jonathan, what was the secret of living a long life? (Paragraph 1) [1 mark]

Solution:

Concept:

- Identifying explicit information in paragraph 1.
- Support the response with the specific words and events in the printed passage.

Step 1: Locate the stated causes Paragraph 1 identifies boredom, fear and anger as the reasons a gull's life is short. The question asks for the opposite condition: what allows Jonathan to live longer.

Step 2: Connect the cause and result The passage states that with those emotions gone from his thought, he lived a long, fine life. The secret therefore concerns freeing the mind from these feelings rather than changing food or physical strength.

Step 3: Conclusion According to Jonathan, the secret of a long life was eliminating boredom, fear

and anger from one's thoughts.

Quick Tip to Solve: Name all three emotions listed in paragraph 1; do not replace them with a general reference to happiness.

1(ii). How did Jonathan's unconventional passion for flying lead to his exclusion from the flock? (Paragraph 2) [2 marks]

Solution:

Concept:

- Explaining a cause-and-effect relationship using the passage.
- Support the response with the specific words and events in the printed passage.

Step 1: Explain the unconventional passion Jonathan practised flying for the joy of flight itself, rather than merely to obtain food. He sought higher and faster flight and understood that flying needed a purpose beyond the flock's ordinary struggle for survival. This made his pursuit different from the accepted practice of the other gulls.

Step 2: Link the flock's reaction to exclusion The other gulls laughed at him, scorned him and dismissed his practice as "Such nonsense". Their ridicule shows that they did not accept his unusual ambition. Jonathan remained undeterred, so his continuing pursuit challenged their traditions. Paragraph 3 confirms the consequence: the flock cast him out for defying tradition.

Step 3: Conclusion Jonathan flew for joy and self-improvement rather than merely for food. The flock mocked this departure from its accepted way of life, and his refusal to conform led to his expulsion for defying tradition.

Quick Tip to Solve: Link his different purpose in flying to the flock's disapproval, then state the consequence.

1(iii). Read and complete the following sentence suitably:

'Break the chains of your thought and you break the chains of your body', suggests: (Paragraph 3)

Choose the correct response from the two options to complete the sentence: [1 mark]

(A) freedom is achieved through physical strength.

(B) mental liberation is the key to true freedom.

Correct Answer: (B) mental liberation is the key to true freedom.

Solution:

Concept:

- Interpreting the metaphor of mental and bodily chains.
- Support the response with the specific words and events in the printed passage.

Step 1: Interpret the chains The chains of thought stand for limiting beliefs. Jonathan connects breaking these mental restrictions with breaking the chains of the body, suggesting that freedom starts in the mind.

Step 2: Compare the two options Option (B) captures this connection: mental liberation makes true freedom possible. Option (A) incorrectly makes physical strength the source of freedom, whereas the sentence places the change in thought first.

Step 3: Conclusion Mental liberation is the key to true freedom. Hence, the correct option is (B).

Quick Tip to Solve: Follow the order of the image: thought is freed first, and bodily freedom follows.

1(iv). Complete the following suitably with ONE advantage with reference to paragraph 3.
It was ironical that Jonathan Seagull's exile did not mean isolation but ____. [1 mark]

Solution:

Concept:

- Inferring the positive consequence of exile from paragraph 3.
- Support the response with the specific words and events in the printed passage.

Step 1: Locate the reversal The flock casts Jonathan out, which would normally suggest loneliness and loss. However, the narrator calls exile a beginning rather than an end.

Step 2: Identify one advantage The words "Alone, he found peace" provide a clear advantage. Solitude releases him from the flock's scorn and gives him room to explore his ability. The completion should name one positive gain rather than merely repeat that he was alone.

Step 3: Conclusion an opportunity to find inner peace.

Quick Tip to Solve: Use the explicit positive result "he found peace" to complete the contrast with isolation.

1(v). What do the two radiant gulls who approached Jonathan, most likely represent? (Paragraph 4) [1 mark]

(A) rivals sent to watch his skills.

(B) a hallucination formed out of his loneliness.

(C) fellow gulls returning from his original flock.

(D) spiritual guides leading him to a higher plane.

Correct Answer: (D) spiritual guides leading him to a higher plane.

Solution:

Concept:

- Inferring the symbolic role of characters from contextual clues.
- Support the response with the specific words and events in the printed passage.

Step 1: Read the descriptive clues The gulls are radiant, their wings shine with light, and their presence is calm and sure. They tell Jonathan that he is ready to join them at a higher level of being.

Step 2: Eliminate unsupported readings These details support spiritual guides in option (D). Option (A) wrongly treats them as rivals, although they offer guidance. Option (B) invents a hallucination,

and option (C) invents a return from his original flock; neither is stated or implied.

Step 3: Conclusion They represent spiritual guides leading him to a higher plane. Hence, the correct option is (D).

Quick Tip to Solve: Combine the shining wings with the invitation to a higher level of being to identify their role.

1(vi). Provide one textual evidence with reference to paragraph 4 to prove the following: 'You are ready to come with us.' [1 mark]

Solution:

Concept:

- Selecting direct textual evidence to support an inference.
- Support the response with the specific words and events in the printed passage.

Step 1: Find evidence in the required paragraph Paragraph 4 presents the radiant gulls as observers of Jonathan's progress. Their invitation is connected to what they have already seen him achieve.

Step 2: Select the strongest supporting words Their statement "You have learned much" directly acknowledges that Jonathan has made sufficient progress to proceed to a higher level. It supports his readiness without relying on information outside the specified paragraph.

Step 3: Conclusion The textual evidence is: "You have learned much".

Quick Tip to Solve: Quote the acknowledgement of his learning in paragraph 4, rather than repeating the claim about readiness.

1(vii). In Chiang's statement, "the only true law is that which leads to freedom, there is no other", what does the phrase 'the only true law' refer to? (Paragraph 5) [1 mark]

Solution:

Concept:

- Explaining an abstract phrase through its immediate context.
- Support the response with the specific words and events in the printed passage.

Step 1: Read the defining words Chiang defines the true law as that which leads to freedom. The following words, "there is no other", stress that freedom is the essential test of any principle.

Step 2: Relate the idea to the realm In this realm, gulls fly to understand themselves and explore the limitless rather than fight in fear over food. The law therefore means a guiding principle that enables freedom of thought, self-discovery and growth beyond restrictive conventions.

Step 3: Conclusion The phrase refers to the guiding principle that leads to freedom of thought and being, enabling individuals to overcome limitations and realise their potential.

Quick Tip to Solve: Use Chiang's own test of a true law: it must lead to freedom and understanding.

1(viii). Select the option that best explains Jonathan's transformation after meeting Chiang. [1 mark]

(A) becomes more aggressive and fearless.

(B) forgets the past and returns to his flock.

(C) learns to use his skills to dominate the other gulls.

(D) internalises freedom and shares his wisdom with others.

Correct Answer: (D) internalises freedom and shares his wisdom with others.

Solution:

Concept:

- Tracing character development across paragraphs 5 and 6.
- Support the response with the specific words and events in the printed passage.

Step 1: Connect the teaching to the change Chiang teaches Jonathan that the only true law leads to freedom. Paragraph 6 then shows Jonathan sharing freedom of thought and teaching others that they have the right to learn and be free.

Step 2: Compare every alternative Option (D) includes both inner acceptance of freedom and sharing wisdom. Option (A) introduces aggression, option (B) claims that he forgets his past and returns to his flock, and option (C) adds domination. These actions are unsupported and conflict with the emphasis on learning and liberation.

Step 3: Conclusion Jonathan internalises freedom and shares his wisdom with others. Hence, the correct option is (D).

Quick Tip to Solve: Match both parts of the change: what Jonathan understands and what he then teaches others.

1(ix). Complete the analogy with ONE word from paragraph 6:

free : bound :: dropped : ____ [1 mark]

(A) soared

(B) learned

(C) measured

(D) break

Correct Answer: (A) soared

Solution:

Concept:

- Recognising an antonym relationship in a verbal analogy.
- Support the response with the specific words and events in the printed passage.

Step 1: Identify the relationship The words "free" and "bound" have opposite meanings in the passage: freedom contrasts with being restricted. The second pair must therefore also express opposition.

Step 2: Test the options "Dropped" suggests downward movement, while "soared" suggests rising or flying high. Thus (A) supplies the opposite movement. "Learned", "measured" and "break" do not

express an opposite direction to dropped and cannot reproduce the relationship.

Step 3: Conclusion soared. Hence, the correct option is (A).

Quick Tip to Solve: Name the relationship before choosing: free and bound are opposites, so seek the opposite movement to dropped.

1(x). In what way did Jonathan's journey challenge traditional beliefs? Give an example. [2 marks]

Solution:

Concept:

- The question tests an inference about the conflict between tradition and individual freedom.
- Support the inference with a particular action from the passage rather than a general statement about courage.

Step 1: Identify the conventional belief The flock treats flight chiefly as a means of finding food and expects gulls to accept established habits. Jonathan challenges this narrow purpose by seeing flight as a source of joy, self-knowledge and freedom. His progress shows that inherited rules need not define an individual's capabilities.

Step 2: Support the challenge with an example In paragraph 2, Jonathan practises flying "not for food but for the joy of flight itself. Despite ridicule, he flies higher and faster than the others. His mastery of loops, dives and rolls after exile further shows that breaking conventional limits opens opportunities for growth.

Step 3: Conclusion Jonathan challenged the belief that gulls should fly only for food and obey the flock's traditions. For example, he practised flying for its own joy despite ridicule, mastering difficult manoeuvres and discovering freedom beyond the flock's restrictions.

Quick Tip to Solve: Pair the flock's conventional belief with one contrasting action by Jonathan.

2. (1) Introduction: India faces a serious road safety challenge. According to the Ministry of Road Transport and Highways, over 4.8 lakh road accidents were reported in 2023, leading to 1.72 lakh deaths. Many of these could have been avoided by simple precautions, wearing helmets, fastening seatbelts and following speed limits. These statistics aren't just numbers; they represent lives lost and family dynamics changed forever.

Causes of Road Accidents in India (2023):

S. No.	Causes	%
1.	Overspeeding	56
2.	Drunk driving	8
3.	No seatbelt/helmet	15
4.	Distraction (mobiles)	6
5.	Mechanical failure	4
6.	Weather/road condition	6
7.	Others	5

(2) Methodology: Recognising this, several cities are becoming proactive, especially near school zones. The municipal corporations and traffic police have introduced stricter school-zone safety measures, speed bumps, zebra crossings and digital signboards. This led to a 30% drop in minor accidents near schools, within a year. The success lay in combining infrastructure with awareness. Parents, teachers and traffic marshals helped monitor traffic during school hours.

(3) Survey: It's not just governments stepping up. In many cities, class XI and XII students launched a campaign called 'Ride Right', promoting helmet use among two-wheeler riders. They handed out stickers, ran roadshows and launched a 'No Helmet, No Selfie' challenge that went viral. Over 2000 riders pledged to wear helmets daily. Their success even led to invitations from the municipal body to speak in other schools, proof of how youth-led efforts can spark policy engagement.

(4) Results: Technology is also playing a significant role. Automation through AI-powered traffic cameras, digital signs and automated lights is being implemented in metros to reduce human error and improve monitoring including Pilot projects such as iRASTE and AI based road safety pilot to predict and prevent accidents using real time data and alerts for drivers. These systems have led to a 40% rise in fine collection, showing improved rule enforcement. GPS based alert systems in school buses now notify parents of speeding or unscheduled stops, another step towards safer school commutes.

(5) Implication for interventions: Still, personal responsibility is the most powerful safety tool. Whether it's a student cyclist using the left lane or a pedestrian waiting for the signal, every right choice sets an example. A popular slogan in school says it best: 'I follow, I influence.' Road safety is about respecting life, valuing time, and leading by example.

Answer the following questions, based on the given passage: [10 marks]

2(i). What strategy does the author use in paragraph (1) to highlight the seriousness of road accidents?

[1 mark]

(A) use of statistics and emotional appeal.

(B) humour and satire.

(C) technical jargon and neutrality.

(D) personal anecdotes and optimism.

Correct Answer: (A) use of statistics and emotional appeal.

Solution:

Concept:

- Identify how factual evidence and emotional language work together in an introduction.
- A strategy is the author's method of presenting information, not merely the subject discussed.

Step 1: Locate both elements The figures of over 4.8 lakh accidents and 1.72 lakh deaths supply statistical evidence. The reference to "lives lost and family dynamics changed forever" adds an emotional appeal by showing the human consequences.

Step 2: Check the alternatives Option (A) includes both elements. There is no humour or satire for (B). The discussion is emotionally engaged, so (C)'s neutrality is unsuitable. No personal experience is narrated, and the emphasis is on serious loss rather than optimism, ruling out (D).

Step 3: Conclusion The correct option is (A): use of statistics and emotional appeal.

Quick Tip to Solve: Look for one numerical fact and one phrase about the effect on human lives.

2(ii). What evidence from the passage suggests that stricter school-zone measures were effective?

[1 mark]

(A) the number of schools increased rapidly.

(B) there was a 30% drop in minor accidents near schools.

(C) teachers and parents opposed the new rules.

(D) students stopped commuting by bicycle.

Correct Answer: (B) there was a 30% drop in minor accidents near schools.

Solution:

Concept:

- Distinguish a measurable result from the measures introduced to achieve it.
- Evidence of effectiveness must show an improvement following the intervention.

Step 1: Identify the reported result Paragraph 2 directly reports a "30% drop in minor accidents near schools, within a year". A decrease in accidents is the relevant evidence that the school-zone measures improved safety.

Step 2: Eliminate unsupported claims Option (A) concerns the number of schools, which the passage does not discuss. Option (C) contradicts the parents' and teachers' participation in monitoring traffic. Option (D) invents a change in bicycle commuting. Only (B) states the recorded improvement.

Step 3: Conclusion The correct option is (B): there was a 30% drop in minor accidents near schools.

Quick Tip to Solve: Choose the measured change in accidents, rather than an invented change in school life.

2(iii). What would the following be classified as?

Students launched a campaign called 'Ride Right' promoting helmet use among two wheeler riders.

Select the appropriate response: [1 mark]

(A) primary purpose

(B) secondary objective

(C) method of analysis

(D) research outcome

Correct Answer: (A) primary purpose

Solution:

Concept:

- Classify the stated aim of a campaign by distinguishing purpose from procedure and outcome.
- The phrase "promoting helmet use" identifies what the campaign principally seeks to achieve.

Step 1: Read the statement for its aim The students launched "Ride Right" to promote helmet use among two-wheeler riders. This is the campaign's central aim: encouraging riders to adopt a safer daily habit.

Step 2: Compare all classifications Option (A), primary purpose, best describes that central aim. Nothing identifies helmet promotion as a subsidiary objective, so (B) is weaker. Launching an awareness campaign is not a method for analysing research data, ruling out (C). The statement gives the intended activity and purpose, whereas an outcome would be the riders' subsequent pledges, ruling out (D).

Step 3: Conclusion The correct option is (A): primary purpose.

Quick Tip to Solve: Ask what the campaign seeks to achieve; reserve outcome for the results it produces.

2(iv). Give two points to support the success of the No Helmet, No Selfie Challenge. [2 marks]

Solution:

Concept:

- Select two distinct pieces of passage-based evidence of a campaign's success.
- Separate behavioural commitment from wider institutional recognition.

Step 1: Identify public participation Paragraph 3 states that over 2000 riders pledged to wear helmets daily. This gives a concrete indication of the campaign's reach and its ability to encourage commitment to safer riding. The text reports pledges; it does not claim that subsequent accident numbers were measured for this campaign.

Step 2: Identify recognition beyond the campaign The municipal body invited the students to speak

in other schools. Such invitations show that their work was recognised and could influence a wider audience. The passage explicitly links these invitations to their success, making them a second distinct piece of supporting evidence.

Step 3: Conclusion Two points demonstrate its success: over 2000 riders pledged to wear helmets daily, and the municipal body invited the students to speak in other schools, recognising their efforts and extending their influence.

Quick Tip to Solve: Use one numerical result and one sign of municipal recognition for two distinct points.

2(v). Which word from paragraph 4 best conveys the idea of 'ensuring compliance through authoritative measures' especially in the context of traffic systems?

[1 mark]

(A) collection

(B) enforcement

(C) monitoring

(D) automation

Correct Answer: (B) enforcement

Solution:

Concept:

- Infer the precise meaning of a word from its traffic-safety context.
- Distinguish enforcing rules from observing activity or collecting money.

Step 1: Match the definition to the passage Paragraph 4 describes a rise in fine collection as evidence of improved "rule enforcement". Enforcement means making people obey rules through the exercise of authority, which matches the definition in the question.

Step 2: Reject the nearby distractors Collection in (A) refers to gathering fines, rather than the broader authoritative process. Monitoring in (C) means watching or checking and does not itself ensure obedience. Automation in (D) means operating through technology. Option (B) alone carries the required sense of authoritative compliance.

Step 3: Conclusion The correct option is (B): enforcement.

Quick Tip to Solve: Link authority and obedience to enforcement; monitoring alone means observation.

2(vi). Analyze why the author emphasises that both technology and personal responsibility are important in promoting road safety. [2 marks]

Solution:

Concept:

- Synthesise the complementary roles of technology and individual conduct in road safety.

- Use evidence from paragraphs 4 and 5 to explain why neither contribution should be ignored.

Step 1: Explain the contribution of technology AI-powered cameras, digital signals and automated lights reduce human error and improve monitoring. The passage reports a 40% rise in fine collection as evidence of stronger enforcement. GPS alerts in school buses also inform parents about speeding or unscheduled stops, enabling problems to be noticed promptly.

Step 2: Explain why responsible choices remain essential Paragraph 5 calls personal responsibility the "most powerful safety tool". A cyclist keeping to the left and a pedestrian waiting for a signal actively prevent unsafe situations. The slogan "I follow, I influence" adds that responsible behaviour encourages others to follow rules. Thus technology assists supervision, while individuals must translate safety rules into everyday conduct.

Step 3: Conclusion Technology improves monitoring, alerts and enforcement, helping reduce human error. Personal responsibility ensures that people actually follow safety rules and influence others by example. The two work together: technological support becomes more effective when road users make responsible choices.

Quick Tip to Solve: Combine one example of technological support with one example of voluntary safe conduct.

2(vii). Complete the following with a suitable reason:

Road safety is about personal responsibility because ____. [1 mark]

Solution:

Concept:

- Complete a causal statement by identifying the passage's explanation of personal responsibility.
- Keep the completion focused on individual choices and their influence on others.

Step 1: Find the reason in paragraph 5 The passage says that "every right choice sets an example" and summarises this idea in "I follow, I influence". Safe behaviour is therefore a personal duty with an effect beyond the individual.

Step 2: Form the completion A suitable reason should explain both obeying traffic rules and encouraging other people through one's example. References only to government measures or technology would miss the question's focus on the actions of each road user.

Step 3: Conclusion Road safety is about personal responsibility because each person's safe choices protect lives and encourage others to follow traffic rules by setting a good example.

Quick Tip to Solve: Complete because with a reason about each road user's choices and their example to others.

2(viii). Which of the following inferences is best supported by the data in the table? [1 mark]

(A) enforcement of helmet and seat belt rules would address the cause of road deaths.

(B) speeding is the key issue, which requires technological and behavioural interventions.

(C) mobile phone use while driving is the fastest growing cause of accidents.

(D) drunk driving accounts for more deaths than 'no helmet/seat belt' and distractions combined.

Correct Answer: (B) speeding is the key issue, which requires technological and behavioural interventions.

Solution:

Concept:

- The question tests inference from numerical evidence, supported by the passage's discussion of road-safety measures.
- A valid inference must reflect the largest recorded cause and must not introduce an unsupported trend or confuse accidents with deaths.

Step 1: Identify the dominant cause The table records overspeeding at 56%, well above every other listed cause. Speeding therefore deserves priority in road-safety interventions. The passage also discusses AI-powered cameras, digital signs and personal responsibility, supporting both technological enforcement and changes in behaviour.

Step 2: Eliminate the alternatives Option (A) identifies a useful measure, but helmet and seatbelt violations account for 15%; it does not capture the dominant cause shown by the data. Option (C) claims that mobile use is the fastest growing cause, although the table gives no time-series comparison. Option (D) is contradicted by the figures: drunk driving accounts for 8%, whereas no seatbelt/helmet and distractions together account for 21%.

Step 3: Conclusion Speeding is the key issue, which requires technological and behavioural interventions. Hence, the correct option is (B).

Quick Tip to Solve: Compare the largest percentage first; reject growth claims when the table supplies only one year.

Section B (18 marks)

(CREATIVE WRITING SKILLS)

*(**Note :** All details presented in the questions are imaginary and created for assessment purpose)*

3(a). You are Simran Kaur / Daljeet Singh counsellor, Rahi International School. Draft a notice informing students and parents about a university fair to be held in your school.

Representatives from over 45 universities both national and international will be there to address questions. Include other necessary details. Put your notice in a box. [4 marks]

Solution:

Concept:

- A notice communicates a forthcoming school event briefly, formally and clearly to its intended audience.

- The boxed format needs the school name, NOTICE, date, heading, essential arrangements and the authorised issuer's name and designation.

Step 1: Set out the format Use Rahi International School as the issuing institution and sign as Simran Kaur, Counsellor. Address both students and parents. Place the complete notice in a box and keep its body close to the prescribed 50 words.

Step 2: Plan the information Retain the essential fact that representatives from over 45 national and international universities will attend. Supply a plausible date, time and school venue. Explain what visitors can ask about and include a registration deadline so readers know how to participate.

Step 3: Complete model notice

RAHI INTERNATIONAL SCHOOL
NOTICE

10 July 2026

UNIVERSITY FAIR

Students and parents are invited to a university fair on 20 July 2026, from 10 a.m. to 2 p.m., in the school auditorium. Representatives from over 45 national and international universities will answer questions on courses, admissions and scholarships. Register with the counselling office by 17 July. Entry is free.

Simran Kaur
Counsellor

Step 4: Conclusion The notice provides the university fair's purpose, audience, arrangements and registration details in the required boxed format.

Quick Tip to Solve: Count the notice body separately from its heading and signature; include a clear registration deadline.

OR

3(b). Your school is organising a Night Sky Observation Camp in collaboration with 'Space India'. Students of Classes IX to XII can register to attend the stargazing event which includes telescope and guided sky tour. As Head Girl / Head Boy of Nathan High School, draft a notice informing students about the event details, registration process, cost involved and safety guidelines. You are Riya / Rohan John. Put the notice in a box. [4 marks]

Solution:

Concept:

- A school notice must communicate practical event arrangements concisely to the eligible students.
- The notice needs a box, institution, date, heading, issuing authority and all requested details: registration, fee and safety precautions.

Step 1: Set out the format Issue the notice in the name of Nathan High School and sign as Riya John, Head Girl. Use a precise event heading and a formal, direct invitation to students of Classes IX to XII. Keep the body close to the prescribed 50 words.

Step 2: Plan the event details Mention Space India, telescope viewing and a guided sky tour. Add an event date, time and location, a registration deadline, a named registration contact and a participation fee. Include parental consent and obedience to instructors as concise safety guidelines.

Step 3: Complete model notice

NATHAN HIGH SCHOOL
NOTICE

10 October 2026

NIGHT SKY OBSERVATION CAMP

Classes IX–XII: Join Space India for telescope viewing and a guided sky tour on 20 October, 7–9 p.m., on the school grounds. Register with the science teacher by 16 October, submitting parental consent and Rs 300. Wear closed shoes, remain with your group and follow instructors' safety directions throughout.

Riya John
Head Girl

Step 4: Conclusion The boxed notice covers eligibility, collaboration, activities, event arrangements, registration, cost and safety guidelines.

Quick Tip to Solve: Check every detail named in the prompt: registration and safety instructions are as necessary as date and venue.

4(a). Draft a formal invitation letter from Reeva Shah / Riyaan Sharma, Head, National Youth Advisory Panel, inviting young changemakers from Nathan College, to attend a global virtual event, 'Voices of Tomorrow: Youth for Change' organised by the UN Youth Forum. Mention a compelling highlight of the programme along with other necessary details. [4 marks]

Solution:

Concept:

- A formal invitation letter identifies the host, the invitees, the occasion and the practical arrangements in courteous, precise language.
- Here the writer represents the National Youth Advisory Panel. The invitation must name the UN Youth Forum as organiser and give young changemakers a compelling reason to attend the virtual event.

Step 1: Set out the letter format Put the sender's office and date first, followed by the recipients, a clear subject and a formal salutation. End with a complimentary close, the chosen name and the designation. Use Reeva Shah consistently; there is no need to include both alternative names.

Step 2: Select the essential details Include the exact event title, its global virtual nature, the organiser, a date and time with a time zone, an access arrangement and a highlight. A live exchange with young climate leaders gives the audience a specific reason to participate. Keep the invitation body to about 50 words; addresses and the signature remain brief.

Step 3: Model invitation National Youth Advisory Panel
New Delhi

1 July 2026
The Young Changemakers
Nathan College
Subject: Invitation to "Voices of Tomorrow: Youth for Change"
Dear Young Changemakers,
On behalf of the National Youth Advisory Panel, I invite you to "Voices of Tomorrow: Youth for Change", a global virtual event organised by the UN Youth Forum on 15 July 2026 at 4 p.m. IST. Join an inspiring live dialogue with young climate leaders. Kindly confirm participation; joining links will follow.
Yours sincerely,
Reeva Shah
Head, National Youth Advisory Panel

Step 4: Conclusion The letter formally invites Nathan College's young changemakers and supplies the organiser, event details, a compelling highlight and the joining arrangement.

Quick Tip to Solve: For this virtual invitation, include the time zone and joining arrangement as well as the event's title and highlight.

OR

4(b). You are Bina Kakhar / Bhanu Bhatia Chief Scientist CRRI. You have received an invite from the Principal of Pratima Public School to conduct a workshop on Science and Innovation for Grade-XI students. Draft a reply consenting to attend. [4 marks]

Solution:

Concept:

- A formal acceptance acknowledges the invitation, thanks the host and clearly consents to the proposed engagement. Its tone is courteous and its arrangements should be unambiguous.
- This reply is written by the invited Chief Scientist to the Principal. It must identify the workshop on Science and Innovation and its Grade-XI audience.

Step 1: Choose the format and identity Use a short formal letter because the scientist is replying directly to the Principal. Include the sender's office, date, receiver, subject, salutation and complimentary close. Choose Bina Kakhar, one of the two identities offered, and sign with the designation Chief Scientist, CRRI.

Step 2: Plan a clear acceptance Thank the Principal and explicitly accept the invitation to conduct the specified workshop. Since the question gives no scheduled date, do not claim that a particular date was supplied. Ask for the schedule and any necessary arrangements while keeping the acceptance definite. The body below is about 50 words.

Step 3: Model reply Office of the Chief Scientist
CRRI
10 July 2026

The Principal
Pratima Public School

Subject: Acceptance of invitation to conduct a workshop

Dear Sir/Madam,

Thank you for inviting me to conduct a workshop on Science and Innovation for your Grade-XI students. I am pleased to accept your invitation and look forward to encouraging their scientific curiosity through practical demonstrations and discussion. Kindly share the schedule and details of the facilities available for the workshop.

Yours sincerely,
Bina Kakhar
Chief Scientist, CRRI

Step 4: Conclusion The reply courteously and unequivocally accepts the Principal's invitation to conduct the workshop for Grade-XI students and requests the practical details needed for preparation.

Quick Tip to Solve: Write an explicit acceptance first; a request for the workshop schedule should support preparation without making consent conditional.

5(a). Write a letter in 120-150 words. With a significant increase in the number of cars and less parking space, there is a concern about the daily parking problems in residential colonies. Write a letter to the editor of local daily highlighting difficulties faced by residents because of this issue. Emphasize on the resulting problems and suggest solutions. Draft a letter using your own ideas along with the cues given.

- **leading to traffic congestion due to narrowing of colony roads – access to home blocked.**
- **incidents of road rage over parking space**
- **create regular parking zones**
- **impose penalty on rule breakers**

[5 marks]

Solution:

Concept:

- This task tests formal letter writing: identify a public concern, explain its effects, and propose practical action through the editor of a newspaper.
- The tone should be courteous and factual. Include the sender, date, receiver, subject, salutation, body and formal close; cover all four printed cues.

Step 1: Organise the letter Use a residential address for the sender and address the editor of a local daily. State the parking problem in the opening paragraph, develop its effects in the next, and end with workable remedies and a request for publicity. A precise subject helps the reader identify the concern immediately.

Step 2: Develop the content Link the growing number of vehicles to narrow roads and blocked entrances. Explain why this threatens emergency access and creates disputes. Recommend designated parking zones, clear rules and penalties. Keep the body within 120-150 words, avoiding personal

attacks or an unnecessarily emotional tone.

Step 3: Model answer 24, Rose Colony
Jaipur
15 March 2026

The Editor
The Local Times
Jaipur

Subject: Parking problems in residential colonies

Sir/Madam,

Through your newspaper, I wish to highlight the worsening parking problems in our residential colony. The number of cars has increased sharply, but parking facilities remain inadequate. Vehicles parked on both sides narrow colony roads, causing daily traffic congestion. Residents often find their gates blocked and cannot enter or leave their homes easily.

The situation is particularly dangerous when ambulances or fire engines need access. Arguments over parking spaces frequently escalate into road rage, disturbing the peace of the neighbourhood.

The municipal authorities and residents' association should create designated parking zones, mark spaces clearly and keep entrances and emergency routes unobstructed. Visitors should use specified areas. Regular monitoring and penalties for rule breakers would discourage careless parking.

Please publish this concern and urge the authorities to introduce an organised, fair parking system promptly.

Yours faithfully,
Ananya Sharma

Step 4: Conclusion The letter explains congestion, blocked access and parking disputes, and proposes designated zones, monitoring and penalties in a formal format.

Quick Tip to Solve: Use each cue once: connect a parking problem to its consequence, then offer a practical remedy.

OR

5(b). Write in 120-150 words. You are Rashika / Paul from Kerala. You came across the following advertisement and wish to apply for the given post. Write this job application along with your bio-data.

MIND HOUSE ASSOCIATES

Invites applications for Senior German Translator

Qualifications: Bachelor's degree in German translation linguistics

Skills: Familiarity with translation software. Ability to manage multiple projects and meet deadlines.

Experience: 5-7 years in translation. Fluency in both English and German is must

Apply to: H.R. Department, Mind House Associates, Black Thorn House, Jaipur [5 marks]

Solution:

Concept:

- A job application is a formal persuasive letter supported by concise bio-data. Match the advertised qualifications, experience and skills directly.
- The applicant must be Rashika or Paul from Kerala. Address the H.R. Department at the printed Jaipur address and include relevant education, experience, language proficiency and translation software skills.

Step 1: Plan the application Choose Rashika as the applicant and give a Kerala address. Use the full employer address from the advertisement, a clear subject and a courteous salutation. Identify the advertised post, demonstrate suitability and request an interview. Details supplied for a model applicant must remain consistent throughout the letter and bio-data.

Step 2: Select relevant information Mention a bachelor's degree in German translation linguistics and six years of translation experience, which falls within the required range. Include English and German fluency, translation software, simultaneous project management and deadline compliance. The letter introduces suitability; the attached bio-data supplies organised personal and professional details.

Step 3: Model answer 18, Lake Road
Kochi, Kerala
15 March 2026

The H.R. Department
Mind House Associates
Black Thorn House
Jaipur

Subject: Application for Senior German Translator

Sir/Madam,

With reference to your advertisement, I wish to apply for the post of Senior German Translator. My qualifications and professional experience match your requirements. I have a bachelor's degree in German translation linguistics and six years of experience translating business documents. I am fluent in English and German, familiar with translation software, and able to manage several projects while meeting deadlines. I would welcome an interview.

Yours faithfully,

Rashika

Enclosure: Bio-data

BIO-DATA

Name: Rashika
Address: 18, Lake Road, Kochi, Kerala
Email: rashika@example.com
Qualification: Bachelor's degree in German translation linguistics
Experience: Six years as a German translator, Lingua Services, Kochi
Languages: English, German, Malayalam
Skills: Translation software, proofreading, project management and deadline compliance
Reference: Ms Anita Nair, Translation Manager, Lingua Services, Kochi

Step 4: Conclusion The application and bio-data address the advertised post, degree, experience range, software skills and language fluency using consistent applicant details.

Quick Tip to Solve: Match every advertised requirement with a specific detail in the application or bio-data; keep both documents consistent.

6(a). Write your answer in 120-150 words.

You are Aanya/Ankit. You are deeply disturbed by how moments of silence and relaxed living are vanishing from today's fast-paced, lives. You decide to write an article for the newspaper on 'The Vanishing Art of Slowing Down'.

You may use the following cues alongwith your own ideas:

- **impact of hustle culture and technology on mental well-being.**
- **losing connection with nature, people and self.**
- **importance of mindful celebrations and slow/relaxed living.**
- **role of schools, communities, and media.**
- **need for digital boundaries, reflection, and simple joys.**

[5 marks]

Solution:

Concept:

- An article combines a clear title and byline with an engaging introduction, a reasoned discussion and a practical conclusion.
- The given theme concerns the effects of constant activity and digital distraction on well-being, relationships and everyday enjoyment.

Step 1: Plan the format and central argument Use the title supplied in the question and the byline Aanya. Open with a recognisable problem: busy schedules and constant notifications. Develop the consequences for mental health and human connection, then propose changes involving individuals and institutions. An article for a newspaper should address a general audience in clear, persuasive prose.

Step 2: Organise the content within the word limit Group the cues into three connected paragraphs:

the pressure to remain productive; the value of attentive, relaxed living; and practical solutions. Include mindful celebrations, nature and simple pleasures without turning the response into a list. The complete model below keeps its body within the required 120-150 words.

Step 3: Complete model article **The Vanishing Art of Slowing Down**

By Aanya

When did doing nothing become a source of guilt? Hustle culture celebrates constant productivity, while phones keep us permanently available. The result is exhaustion, anxiety and shrinking attention spans. Even celebrations become opportunities to post pictures instead of share happiness.

In this rush, we lose touch with nature, loved ones and ourselves. A quiet walk, an unhurried conversation or a meal without screens can restore connections that expensive entertainment cannot replace. Slowing down means giving ordinary experiences our full attention.

Schools should protect time for reflection and outdoor activities. Communities can organise relaxed gatherings, while the media should celebrate balanced lives. At home, fixed screen limits and device-free evenings can make a difference. Let us stop measuring every moment by its output and rediscover the simple joy of being present.

Step 4: Conclusion The article links the problem of hurried living to realistic personal and collective remedies, using the required title, byline and word limit.

Quick Tip to Solve: Reserve your final paragraph for practical actions by schools, communities, media and individuals.

OR

6(b). Write your answer in 120-150 words.

Your school organised a 'Tastes of India' Week to educate students on the diversity of Indian cuisine. Write a comprehensive report detailing the activities conducted during the week. Describe the events, participation details, chief guest, and the overall impact of the programme on the school. You are Arti/Aryan a student of Std. XII and the Secretary of the School Magazine Editorial Board. You may organise your report on the basis of

What, When, Where, Who, Why, How [5 marks]

Solution:

Concept:

- A school-event report records what happened, when and where it occurred, who participated, why it was organised and how it achieved its purpose.
- The report needs a factual headline, the specified student byline, place and date, and an objective account mainly in the past tense.

Step 1: Set out the report format Use an informative headline and identify Arti as a Class XII student and Secretary of the School Magazine Editorial Board. Add a place and reporting date. Since the prompt supplies no school name, calendar dates or guest name, suitable details may be provided consistently in the model. Maintain the voice of a student reporter rather than writing an invitation or

an advertisement.

Step 2: Plan coverage of the programme The opening should identify the week, its venue and educational aim. The middle should describe regional food stalls, demonstrations and related student activities, identifying participants and the chief guest. End with the impact on understanding Indian cultural diversity. Keep the complete report body within 120-150 words, making the six reporting questions easy to identify.

Step 3: Complete model report **School Celebrates India's Culinary Diversity**

By Arti, Class XII

Secretary, School Magazine Editorial Board

New Delhi, 21 August 2026

Our school organised 'Tastes of India' Week from 14 to 20 August in the school auditorium and grounds to introduce students to India's rich culinary traditions. Students from Classes VI to XII participated enthusiastically, supported by teachers and parents.

Chief guest Chef Meera Sharma inaugurated the programme with a demonstration of nutritious regional dishes. Each day featured a different region through food stalls, presentations and recipe displays. Students explained the ingredients, farming traditions and festivals associated with their dishes. Cooking demonstrations, a food quiz and a recipe-sharing session encouraged active participation. Teachers supervised hygiene and waste segregation throughout the week.

The closing exhibition attracted parents and staff. The programme strengthened teamwork, encouraged respect for unfamiliar cuisines and helped students understand how food connects India's diverse communities.

Step 4: Conclusion The report covers the events, participants, chief guest and educational impact in an appropriate school-report format.

Quick Tip to Solve: Use the opening for what, when, where and why; give activities and participants before reporting the impact.

Section C (40 marks)

(LITERATURE)

7. It would be an exotic moment
without rush, without engines.
we would all be together
in sudden strangeness
Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.
(Keeping Quiet) [6 marks]

7(i). What does the phrase 'an exotic moment' in the extract signify? [1 mark]

(A) surreal pause from mechanized human activity enabling reflection and unity.
(B) ceremonial halt wherein humans acknowledge traditional and ecological wisdom.
(C) spontaneous event where all human labour becomes obsolete.
(D) rare disruption of routine that highlights cultural diversity and isolation.

Correct Answer: (A) surreal pause from mechanized human activity enabling reflection and unity.

Solution:

Concept:

- The phrase is interpreted through the nearby images of silence, interrupted work and collective togetherness.
- A supported inference must fit both the cessation of mechanical activity and the inclusive words of the extract.

Step 1: Identify the unusual pause The moment is described as being "without rush, without engines". This makes it an unfamiliar break from hurried, mechanised activity. The fishermen stop harming whales, while the salt gatherer notices his injured hands: the pause makes awareness possible.

Step 2: Compare the options Option (A) includes both reflection and unity, matching "we would all be together". Option (B) introduces a ceremony and traditional wisdom that the extract does not mention. Option (C) wrongly suggests that human labour becomes permanently unnecessary. Option (D) stresses diversity and isolation, whereas the extract stresses shared togetherness.

Step 3: Conclusion The correct option is (A): a surreal pause from mechanized human activity enabling reflection and unity.

Quick Tip to Solve: Link "without rush, without engines" to reflection and "all be together" to unity.

7(ii). Complete the following sentence suitably:

The words 'we' and 'together' signify ____. [1 mark]

Solution:

Concept:

- Inclusive pronouns reveal whom a speaker addresses and whether an experience is individual or collective.
- Here, the surrounding line makes togetherness a shared human experience arising from a common pause.

Step 1: Read the inclusive expression The poet says "we would all be together". The plural "we" includes the speaker alongside other people, and "all" extends the invitation beyond a single person or group.

Step 2: State the implied relationship The word "together" turns the pause into an experience of solidarity. The silence joins people through reflection rather than separating them into isolated individuals. The completion should therefore name human unity and a shared sense of belonging, without introducing an unrelated event or organisation.

Step 3: Conclusion The words "we" and "together" signify the unity of humanity and a shared sense of belonging.

Quick Tip to Solve: Read inclusive pronouns with the nearby verb or phrase to identify the collective feeling they create.

7(iii). Select the option from those given in brackets to fill in the blank:

The excerpt tells us that the poet ____ (condemns/glorifies) the moment 'without rush, without engines'. [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Read the positive description The poet calls the pause an 'exotic moment', presenting it as unusual and valuable. The absence of rush and engines allows people to come together in a shared experience of stillness.

Step 2: Choose the supported verb The imagined pause prevents fishermen from harming whales and lets the salt gatherer notice his injured hands. These beneficial effects show approval; 'condemns' would wrongly suggest that the poet criticises the pause.

Step 3: Conclusion The poet glorifies the moment 'without rush, without engines'.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(iv). Choose the correct option that BEST reflects the tone of the poet in the given extract: [1 mark]

(A) despairing and cynical

(B) aggressive and accusatory

(C) meditative and hopeful

(D) humorous and sarcastic

Correct Answer: (C) meditative and hopeful

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Identify the reflective attitude The speaker imagines a pause in restless activity and asks us to consider its effects. The quiet attention to the salt gatherer's 'hurt hands' makes the tone meditative: the pause creates room for self-examination.

Step 2: Compare all four options The expectation that people will be 'together' and whales will be unharmed makes the tone hopeful, supporting (C). (A) ignores this positive possibility; (B) mistakes gentle reflection for hostility; (D) wrongly introduces humour and sarcasm into a serious appeal.

Step 3: Conclusion The correct option is (C): meditative and hopeful.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(v). Complete the sentence:

The phrase 'hurt hands' is a symbol of ____. [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Connect the image to labour The man is 'gathering salt', and his hands are described as 'hurt'. The bodily injury points to the suffering caused by strenuous, relentless work and the harm people endure while earning their living.

Step 2: Explain the effect of stillness During the pause, the worker would 'look at' those hands. He would recognise suffering that constant activity has led him to neglect. The image therefore connects physical wounds with the broader human cost of unthinking, exhausting labour.

Step 3: Conclusion The phrase 'hurt hands' symbolises the pain and suffering caused by relentless

labour and neglect of one's own well-being.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(vi). What message is the poet conveying through the given extract? [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Identify the shared pause The moment 'without rush, without engines' interrupts frantic activity. The words 'all' and 'together' suggest that this silence could unite people and give them an opportunity to reflect upon their actions.

Step 2: Connect reflection with compassion The fishermen would cease harming whales, while the salt gatherer would notice his wounds. These images show concern for nature and for human suffering. The pause matters because it can replace heedless activity with awareness, care and peaceful coexistence.

Step 3: Conclusion The poet urges us to pause collectively and reflect, so that we recognise our suffering, stop harming nature and develop unity and compassion.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

OR

7. You have the money, but if you want to be mean
Why keep your money (this crossly) and go along
The hurt to the scenery, wouldn't be my complaint
So much as the trusting sorrow of what is unsaid:
Here far from the city we make our roadside stand
And ask for some city money to feel in hand
To try if it will not make our being expand,
And give us the life of the moving, pictures' promise
That the party in power is said to be keeping from us.
(A Roadside Stand)

[6 marks]

7(i). What emotion does the speaker reveal when he says, 'if you want to be mean, why keep your money (this crossly) and go along'? [1 mark]

(A) curiosity
(B) bitterness
(C) indifference
(D) detachment

Correct Answer: (B) bitterness

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Read the emotional cues The words 'mean' and 'crossly' reveal an irritated response to people who possess money but refuse to spend it at the roadside stand. The speaker's complaint comes from disappointed hopes and the city travellers' lack of sympathy.

Step 2: Eliminate unsupported emotions (B), bitterness, fits this resentful reproach. (A), curiosity, would imply an enquiring interest absent here. (C), indifference, and (D), detachment, both suggest emotional distance, whereas the sharp wording shows that the speaker is personally affected by the refusal.

Step 3: Conclusion The correct option is (B): bitterness.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(ii). What does the speaker imply in the statement 'The hurt to the scenery wouldn't be my complaint'? [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Identify the rejected complaint The speaker says that the 'hurt to the scenery' would not be his complaint. He is not chiefly concerned that the roadside stand spoils the attractive appearance of the countryside.

Step 2: Identify the greater concern The following phrase, 'the trusting sorrow of what is unsaid', directs attention to the rural sellers' disappointment. They hope for city money to improve their lives. The speaker values their unmet needs and frustrated hopes more than the visual comfort of passing travellers.

Step 3: Conclusion The speaker implies that the rural poor's suffering and disappointed hopes concern him far more than any damage the stand causes to the scenery.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(iii). Complete the following suitably:

The word 'expand' in the line 'to see if it will not make our being expand' implies an aspiration to ____. [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Locate the hope attached to money The villagers ask for 'some city money' and hope it will make their 'being expand'. The expression links income from their stand to a wider, better quality of life, rather than merely to having money in their hands.

Step 2: Explain the figurative meaning The next line refers to the life promised by moving pictures. In this context, 'expand' suggests escaping deprivation, increasing opportunities and enjoying prosperity and comfort. It does not describe a literal increase in the villagers' physical size or the dimensions of their stand.

Step 3: Conclusion The word 'expand' implies an aspiration to improve their living conditions and enjoy greater prosperity, opportunities and fulfilment.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(iv). Read the two statements and choose the correct option:

Assertion (A): The speaker critiques the governing party for withholding opportunities from the rural poor.

Reason (R): The extract praises the government for their promises of a life of the moving pictures'.

[1 mark]

(A) Both the Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of the Assertion (A).

(B) Both the Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).

(C) Assertion (A) is true, but the Reason (R) is false.

(D) Assertion (A) is false, but the Reason (R) is true.

Correct Answer: (C) Assertion (A) is true, but the Reason (R) is false.

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Judge the assertion Assertion (A) is true. The extract says that the party in power is 'keeping from us' the better life the villagers desire. This directly supports the claim that the speaker criticises the governing party for withholding opportunities from rural people.

Step 2: Judge the reason Reason (R) is false. The reference to the life promised by moving pictures expresses disappointed aspiration and political criticism. It does not praise the government for fulfilling or making promises.

Step 3: Determine the relationship Because the reason is false, it cannot explain the true assertion. Options (A) and (B) require both statements to be true, while (D) reverses their truth values. Only (C) matches the extract.

Step 4: Conclusion The correct option is (C): the assertion is true, but the reason is false.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(v). Which of the following concerns is NOT explored in the extract? [1 mark]

(A) political manipulation of rural dreams

(B) discrimination faced due to different religious policies.

(C) transactional disconnection between the city and the village.

(D) impact of unfulfilled expectations.

Correct Answer: (B) discrimination faced due to different religious policies.

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Check the concerns present The reference to the 'party in power' and the promised better life supports (A), political manipulation of rural dreams. The appeal for city money and the travellers' meanness support (C), the disconnection between urban buyers and rural sellers. The 'trusting sorrow' supports (D), unfulfilled expectations.

Step 2: Identify the absent concern The extract contains no reference to religion, religious groups or policies that discriminate between them. Thus (B) introduces an issue not explored here, whereas the other three options are grounded in the economic and political disappointment expressed in the lines.

Step 3: Conclusion The correct option is (B): discrimination faced due to different religious policies.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

7(vi). State in one sentence:

What advice your address to the politicians from this extract is most likely to include? [1 mark]

Solution:

Concept:

- Read the language of the printed extract closely and connect each inference to its immediate context.
- Distinguish the speaker's attitude and intended meaning from ideas unsupported by the quoted lines.

Step 1: Identify the political failure The villagers want city money to improve their lives, yet the extract says that the party in power is 'keeping from us' the life they hope to enjoy. The criticism is directed at the gap between rural aspirations and the opportunities actually available.

Step 2: Turn the criticism into advice An address based on this extract would urge politicians to act on rural needs and make prosperity accessible. The advice should concern practical economic opportunities and fulfilled commitments, since these respond directly to the villagers' frustrated hopes

rather than introducing unrelated policy issues.

Step 3: Conclusion Politicians should fulfil their promises by providing the rural poor with fair economic opportunities and practical support to improve their living conditions.

Quick Tip to Solve: Underline the exact phrase that supports the inference before choosing or completing the answer.

8. I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother, I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish, I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.
(Memories of Childhood) [4 marks]

8(i). Complete the following suitably:
'Then I lost my spirit', indicates that the speaker ____. [1 mark]

Solution:

Concept:

- The phrase describes the collapse of the speaker's courage after her braid is forcibly cut.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Notice the turning point She initially cries aloud and shakes her head in resistance. The cutting of a thick braid is followed immediately by the statement that she lost her spirit.

Step 2: Interpret the change Her resistance gives way to helplessness and despair after repeated humiliations. The statement concerns her emotional defeat, rather than any literal loss of life or consciousness.

Step 3: Conclusion The speaker felt utterly defeated and lost the courage to resist the humiliation imposed on her.

Quick Tip to Solve: Read the action immediately before a figurative expression to identify the emotional change.

8(ii). What does Zit Kala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities'? [1 mark]

Solution:

Concept:

- The extract tests inference about discriminatory treatment through the narrator's experience of humiliation.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Identify the treatment The speaker says people stared at her, handled her like a wooden puppet, and cut her hair against her wishes. These actions deny her dignity and control over her own body.

Step 2: Infer the prejudice The comparison with animals driven by a herder shows that those in authority treat the children as inferior beings. Their disregard for her wishes and feelings reveals prejudice against her cultural identity.

Step 3: Conclusion She implies that prejudice against her community allowed people to treat her as inferior, humiliating her and disregarding her dignity and cultural identity.

Quick Tip to Solve: Support an inference about prejudice with the particular treatment described in the extract.

8(iii). Why did Zit Kala-Sa yearn to be with her mother in her moment of anguish? [1 mark]

Solution:

Concept:

- The question tests the contrast between a mother's understanding and the impersonal cruelty of the institution.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Locate the explicit contrast The speaker says that nobody came to comfort her and that nobody reasoned quietly with her as her mother used to do. The extract itself supplies the reason for her longing.

Step 2: Connect longing with need After the forced haircut and repeated indignities, she needs sympathetic reassurance. Her mother represents loving care, patient understanding and emotional security, all absent from her present surroundings.

Step 3: Conclusion She yearned for her mother's comfort and understanding, because her mother would have reasoned gently with her and reassured her in her distress.

Quick Tip to Solve: When a question asks why a character longs for someone, find the care that person provided.

8(iv). The tone of the narrator in the extract can be best described as [1 mark]

(A) bitter and strong willed

(B) detached and impersonal

(C) pained and despairing

(D) grateful and reflective

Correct Answer: (C) pained and despairing

Solution:

Concept:

- Tone follows the narrator's emotional attitude, revealed through descriptions of suffering and the language of despair.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Find the emotional evidence Expressions such as "lost my spirit" and "In my anguish" convey deep hurt. Her unanswered longing for her mother and comparison with driven animals make the sense of helplessness unmistakable.

Step 2: Compare all four options Option (C) captures this pain and despair. Although she resists initially, (A) overstates continuing strength of will after she loses her spirit. (B) fails because the account is intensely personal and emotional; (D) fails because she expresses no gratitude.

Step 3: Conclusion The correct option is (C): pained and despairing.

Quick Tip to Solve: Judge tone from the dominant feeling at the end of the experience, using its emotional vocabulary.

OR

8. Derry: But I'm not.... I'm not afraid [pause] people are afraid of me.

Mr. Lamb: Why should that be?

Derry: Everyone is. It doesn't matter who they are, or what they say, or how they look. How they pretend. I know. I can see.

Mr. Lamb: See what?

Derry: What they think?

Mr. Lamb: What do they think, then?

Derry: You think.... 'Here's a boy'. You look at me... and then you see my face and you think. That's bad. That's a terrible thing. 'That's the ugliest thing I ever saw.' You think, 'poor boy'. But I'm not. Not poor. Underneath, you are afraid. Anybody would be, I am. When I look in the mirror, and see it, I'm afraid of me.

Mr. Lamb: No, not the whole of you. Not of you.

Derry: Yes!

(On the Face of It) [4 marks]

8(i). Which emotion dominates Derry's dialogue in this extract? [1 mark]

(A) superiority

(B) shrewdness

(C) vulnerability

(D) indifference

Correct Answer: (C) vulnerability

Solution:

Concept:

- The dialogue tests recognition of emotional insecurity beneath a character's defensive speech.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Read Derry's admission Derry insists that everyone fears his face and admits that even his own reflection frightens him. His belief that others pity or reject him exposes his insecurity and emotional hurt.

Step 2: Eliminate the distractors Option (C), vulnerability, fits this exposed pain. (A) superiority implies confidence in being better than others, which is absent. (B) shrewdness suggests calculating cleverness rather than distress. (D) indifference contradicts his intense concern about others' reactions.

Step 3: Conclusion The correct option is (C): vulnerability.

Quick Tip to Solve: Look beneath emphatic denials: a character's admitted fear often reveals the dominant emotion.

8(ii). Complete the following suitably:

According to Derry, the people put up a pretence when they see him because ____. [1 mark]

Solution:

Concept:

- The question asks for Derry's interpretation of others' behaviour, rather than an independent judgement of every person he meets.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Identify what Derry suspects He says that people's words and looks do not change what he believes they think. In his account, they see his face as terrible or ugly and respond with pity.

Step 2: Explain the pretence His words "Underneath, you are afraid" identify the concealed reaction. He believes people mask their fear and discomfort with outwardly normal or sympathetic behaviour. The answer should preserve this distinction between appearance and his perception.

Step 3: Conclusion According to Derry, people put up a pretence because they wish to hide their fear and discomfort at the sight of his scarred face.

Quick Tip to Solve: Use "according to" to keep an inference tied to the speaker's viewpoint.

8(iii). Complete the following suitably:

When Mr. Lamb says, 'No, not the whole of you. Not of you.' He means [1 mark]

(A) Your face will get healed and your ideas about your appearance will change.

(B) You are not just your face or your injury. That is not the sum total of who you are.

(C) I am afraid of your face and your appearance.

(D) You shouldn't look into the mirror so that you don't get the feeling of dejection.

Correct Answer: (B) You are not just your face or your injury. That is not the sum total of who you are.

Solution:

Concept:

- Mr. Lamb's response distinguishes an injured face from the complete identity of the person who has it.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Interpret the reassurance Derry describes being afraid of himself when he looks in the mirror. Mr. Lamb's phrase "not the whole of you" challenges Derry's tendency to equate his entire self with his face.

Step 2: Check the alternatives Option (B) recognises that Derry has an identity beyond his injury. (A) predicts physical healing that Mr. Lamb does not promise. (C) reverses his reassurance into fear. (D) advises avoiding mirrors, advice he does not give in this exchange.

Step 3: Conclusion The correct option is (B): Derry is more than his face or injury; these do not define his whole identity.

Quick Tip to Solve: For a reassuring reply, identify the negative belief it corrects before choosing an option.

8(iv). State in one sentence:

What advice will you give to the people who pretend to look away when they see Derry's face?

[1 mark]

Solution:

Concept:

- The task tests an appropriate personal response to the extract's concern with appearance, rejection and human dignity.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Identify the harm Derry feels that people respond to his face with fear, pity or concealed discomfort. Looking away can reinforce his belief that he is unacceptable and reduce him to his visible injury.

Step 2: Frame constructive advice The advice should ask people to engage naturally with him and respect him as a complete individual. It should avoid pity, intrusive attention or treating him as frightening, while remaining a single clear sentence in the final answer.

Step 3: Conclusion Treat Derry with natural warmth and respect, looking beyond his scarred face to

recognise him as a person with feelings and abilities.

Quick Tip to Solve: Give one positive, practical action when an extract asks for advice about respectful conduct.

9. The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for the studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of National Integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration. This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson hued monster with the help of truckloads of pancake and a number of other locally made potions and lotions. Those were the days of mainly indoor shooting, and only five percent of the film was shot outdoors. I suppose the sets and studio lights needed girls and boys to be made to look ugly in order to look presentable in the movie. A strict hierarchy was maintained in the make-up department.

(Poets and Pancakes) [6 marks]

9(i). Why did the make-up room have a look of a hair-cutting salon? [1 mark]

Solution:

Concept:

- The question tests direct retrieval of the physical details that create a comparison in the opening sentence.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Locate the comparison The opening sentence describes half a dozen large mirrors, with lights positioned at all angles around them. These are the details immediately attached to the comparison with a hair-cutting salon.

Step 2: Explain the resemblance A room arranged around multiple large mirrors and surrounding lights resembles the layout of a salon. The question asks about appearance, so the answer should name these visible features rather than the staff's regional backgrounds or the make-up process.

Step 3: Conclusion The make-up room resembled a hair-cutting salon because it had half a dozen large mirrors with lights arranged around them at all angles.

Quick Tip to Solve: For a direct descriptive question, take the physical details from the sentence containing the comparison.

9(ii). What does 'fiery misery of those subjected to make-up' suggest? [1 mark]

(A) emotional stress faced by the actors.

(B) physical discomfort due to heat and lighting.

(C) anger of the make-up artists due to irritation.

(D) the discomfort caused by the cramped room.

Correct Answer: (B) physical discomfort due to heat and lighting.

Solution:

Concept:

- The phrase uses imagery of fire to convey the bodily discomfort caused by the make-up room's lighting.
- Use the precise words of the printed extract as evidence for the interpretation.

Step 1: Read the immediate context The narrator states that all the lights were incandescent, then refers to the "fiery misery" of those receiving make-up. The connection points to the heat generated by the lights around the mirrors.

Step 2: Evaluate the four options Option (B) correctly identifies physical discomfort from heat and lighting. (A) shifts the focus to emotional stress without support here. (C) wrongly makes the artists' anger the subject. (D) attributes discomfort to cramped space, which the extract does not describe.

Step 3: Conclusion The correct option is (B): physical discomfort due to heat and lighting.

Quick Tip to Solve: Interpret figurative adjectives by linking them to the concrete cause named in the preceding sentence.

9(iii). Complete the following suitably:

The tone of the author in the phrase 'hideous crimson hued monster' is ____. [1 mark]

Solution:

Concept:

- Tone is inferred from the narrator's choice of descriptive words.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The expression describes the exaggerated effect of studio make-up rather than a literal monster. The contrast between a decent-looking person and a "hideous crimson hued monster" makes the description comically excessive.

Step 2: Explain the contextual meaning The narrator humorously mocks the heavy make-up that makes people ugly before they appear presentable on screen. The exaggeration conveys amused criticism, rather than genuine terror or admiration.

Step 3: Conclusion The author's tone is humorous and mocking (satirical).

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(iv). Why was excessive make-up considered a cinematic necessity at Gemini Studios during that era? [1 mark]

(A) minimised the cost of set design and costumes.

(B) was a mandated practice by the studio's creative heads and lead actors.

(C) aligned with the theatrical traditions the studio admired.

(D) compensated for the lack of advanced lighting and camera technology.

Correct Answer: (D) compensated for the lack of advanced lighting and camera technology.

Solution:

Concept:

- An inference about a practice must follow the explanation given in the extract.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The passage links make-up to indoor shooting. Only five percent of filming was outdoors, and the narrator says that the sets and studio lights required performers to look ugly in order to appear presentable in the movie.

Step 2: Explain the contextual meaning Heavy make-up therefore compensated for the limitations of the lighting and filming conditions. Option (A) introduces costs not mentioned; (B) invents a mandate by creative heads and actors; (C) introduces theatrical traditions absent from the passage.

Step 3: Conclusion Excessive make-up compensated for the lack of advanced lighting and camera technology. Hence, the correct option is (D).

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(v). What does 'became too big for a studio and left' imply about the Bengali make-up artist? [1 mark]

Solution:

Concept:

- An idiomatic expression should be interpreted in context rather than literally.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The phrase concerns the Bengali artist's professional growth. The department was first headed by the Bengali, who then "became too big for the studio and left". His size is not being described physically.

Step 2: Explain the contextual meaning The expression suggests that his status, ability or ambitions had outgrown the scope the studio offered. His departure is thus associated with seeking wider opportunities, rather than with any stated dismissal or inability to work.

Step 3: Conclusion It implies that his professional stature or ambitions had outgrown the studio, so he left for greater opportunities.

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(vi). Complete the sentence with a suitable reason:

The author refers to the presence of people from different regions in the make-up department to ____.

[1 mark]

Solution:

Concept:

- A list of details can illustrate a larger idea explicitly named by the narrator.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The department brings together several regional identities. The narrator names a Bengali, a Maharashtrian, a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and local Tamils.

Step 2: Explain the contextual meaning These people work together in one department. The narrator explicitly calls this "National Integration" and humorously observes that it existed before broadcasting services began programmes promoting the same ideal. The list therefore highlights unity through diversity.

Step 3: Conclusion The author refers to people from different regions to highlight national integration and unity in diversity within the make-up department.

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

OR

9. 'Now I am going to tell you, Mr. Ironmaster, how things are', he said. 'The whole world is nothing but a big rattrap. All the good things that are offered to you are nothing but cheese rinds and bits of pork, set out to drag a poor fellow into trouble. And if the sheriff comes now and locks me up for this, then you, Mr. Ironmaster, must remember that a day will come when you yourself may want to get a big piece of pork, and then you will get caught in the trap.'

The ironmaster began to laugh.

'That was not so badly said, my good fellow. Perhaps we should let the sheriff alone on Christmas Eve.'

(The Rattrap)

[6 marks]

9(i). What does the speaker mean when he says 'The whole world is nothing but a big rattrap'?

[1 mark]

(A) The world offers many chances for success and prosperity.

(B) Temptations in life are traps that lead people into trouble.

(C) Good deeds are always rewarded with cheese rinds.

(D) Justice and fairness are not guaranteed for everyone.

Correct Answer: (B) Temptations in life are traps that lead people into trouble.

Solution:

Concept:

- A metaphor transfers the working of a familiar object to human life.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The speaker explains how the world resembles a rattrap. He calls desirable things "cheese rinds and bits of pork", offered to draw a person into trouble. Thus attractive opportunities become bait when they tempt a person into wrongdoing.

Step 2: Explain the contextual meaning Option (B) captures this warning about temptation and its consequences. (A) treats the offers as simply beneficial; (C) invents rewards for good deeds; (D) shifts the focus to unfair justice, which is not the point of the metaphor.

Step 3: Conclusion Temptations in life are traps that lead people into trouble. Hence, the correct option is (B).

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(ii). What does the following phrase from the extract showcase:
'Cheese rinds'. [1 mark]

(A) temptation
(B) affirmation
(C) gluttony
(D) deprivation

Correct Answer: (A) temptation

Solution:

Concept:

- The meaning of a symbol depends on its role in the surrounding comparison.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: Cheese rinds are the bait in the speaker's metaphor. The speaker says that the world's good things are like "cheese rinds and bits of pork", set out to draw a poor fellow into trouble. They stand for attractive things that lure people.

Step 2: Explain the contextual meaning Option (A), temptation, fits this function. (B), affirmation, means confirmation rather than a lure. (C), gluttony, concerns excessive eating rather than the symbolic attraction. (D), deprivation, means lack, whereas the phrase represents something enticing being offered.

Step 3: Conclusion "Cheese rinds" symbolise temptation. Hence, the correct option is (A).

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(iii). Select the correct option from those given in brackets to fill in the blank:

By calling himself a 'poor fellow', the speaker emphasises his ____ (vulnerability/credibility). [1 mark]

Solution:

Concept:

- Word choice can reveal the position in which a speaker presents himself.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The speaker calls himself a "poor fellow". He places that phrase within an explanation of how desirable things are set out to drag someone into trouble. It presents him as exposed to temptation and its consequences.

Step 2: Explain the contextual meaning Vulnerability means susceptibility to harm or trouble and fits this self-description. Credibility means being believable or trustworthy; the phrase does not establish the truth of his claims. Its emphasis is on his weak position in the world's trap.

Step 3: Conclusion By calling himself a "poor fellow", the speaker emphasises his vulnerability.

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(iv). What does the speaker imply through his warning to the ironmaster? [1 mark]

Solution:

Concept:

- An implication is inferred from the consequence a speaker predicts for another person.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The warning applies the rattrap metaphor to the ironmaster. The speaker tells him that one day he too may want a "big piece of pork" and then be caught in the trap. The bait represents attractive worldly gains.

Step 2: Explain the contextual meaning The warning implies that wealth and social standing do not make anyone immune to temptation. The ironmaster may also be tempted into trouble, just as a poor person can be. It challenges his apparent moral superiority and urges him to recognise a shared human weakness.

Step 3: Conclusion The speaker implies that the ironmaster, too, may succumb to temptation and suffer its consequences; no one is immune to the world's traps.

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(v). What does the following line from the extract showcase about the ironmaster's nature?

'Perhaps, we should let the sheriff alone on Christmas Eve.' [1 mark]

(A) materialistic

(B) understanding

(C) conniving

(D) enterprising

Correct Answer: (B) understanding

Solution:

Concept:

- A character trait can be inferred from a person's response and decision.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The ironmaster laughs instead of persisting with a threat. After hearing the speaker's explanation, he says, "Perhaps we should let the sheriff alone on Christmas Eve." He is willing to set aside involving the authorities.

Step 2: Explain the contextual meaning This shows an understanding and lenient response, making (B) appropriate. (A), materialistic, concerns valuing possessions; (C), conniving, implies secret plotting; and (D), enterprising, implies initiative in ventures. None explains this forgiving response to the speaker.

Step 3: Conclusion The line shows that the ironmaster is understanding. Hence, the correct option is (B).

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

9(vi). Complete the following with a suitable reason:

In the extract, it is implied that the speaker would be locked up because ____. [1 mark]

Solution:

Concept:

- A reference such as "this" is explained by the speaker's immediate predicament.
- Support the interpretation with the precise words and relationships in the printed extract.

Step 1: The speaker anticipates the sheriff locking him up. His warning follows the discovery that he is not the person the ironmaster had taken him to be. The threat concerns the impression that he had passed himself off as someone else to gain hospitality.

Step 2: Explain the contextual meaning The completion should identify this apparent deception rather than introduce an unrelated crime. The extract itself does not say that the sheriff knows about any theft. The implication is that the ironmaster might report him as an impostor who had accepted benefits under a mistaken identity.

Step 3: Conclusion He would be locked up because he was suspected of deceiving the ironmaster by

posing as someone else and accepting his hospitality.

Quick Tip to Solve: Read the quoted phrase together with its surrounding sentence before deciding what the narrator or speaker implies.

Answer any five of the following six questions in 40–50 words each.

10(i). 'Journalists are puzzled. And sometimes publishers', says Umberto Eco. What argument does Eco offer to support his contention? (The Interview) [2 marks]

Solution:

Concept:

- The commercial success of serious fiction challenges assumptions about readers.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Identify the assumption Eco challenges Eco is discussing the unexpectedly large readership of The Name of the Rose. Journalists and publishers tend to assume that readers prefer easy reading and will avoid intellectually demanding fiction. His comment concerns the gap between this assumption and the actual success of his novel.

Step 2: Use the novel as evidence His novel combines detective fiction with metaphysics, theology and medieval history, making considerable demands on its readers. Yet it attracted a mass audience. Its popularity therefore challenges a simple division between serious literature and commercially successful books; readers cannot always be predicted by publishing formulas.

Step 3: Conclusion Eco argues that journalists and publishers assume readers prefer easy books and avoid difficult experiences. Yet The Name of the Rose, which deals with metaphysics, theology and medieval history, became a huge success. Its popularity puzzles them because it contradicts their assumptions about ordinary readers.

Quick Tip to Solve: Connect the demanding subject matter of Eco's novel directly to its unexpected mass popularity.

10(ii). What led Gandhi to exclaim, 'The battle of Champaran is won'? (Indigo) [2 marks]

Solution:

Concept:

- The lawyers' change of attitude marks the growth of courage and collective responsibility.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Recall Gandhi's question to the lawyers The lawyers initially said that they would return home if Gandhi were imprisoned. Gandhi asked what would then happen to the sharecroppers. His question exposed the inadequacy of offering legal assistance without sharing the risks faced by those seeking justice.

Step 2: Explain why their decision mattered After discussing the matter, the lawyers realised that

an outsider was prepared to go to prison for their peasants while they hesitated. They returned and declared that they too would follow Gandhi to jail. Gandhi saw that local leadership had overcome its reluctance and accepted solidarity with the peasants.

Step 3: Conclusion When the lawyers first said they would return home if he was jailed, Gandhi questioned their responsibility towards the peasants. They reconsidered and agreed to follow him into prison. Their willingness to share the risk convinced Gandhi that local support was firm and the struggle could succeed.

Quick Tip to Solve: Locate the exclamation in the lawyers' decision to go to jail, before the later refund settlement.

10(iii). 'I was frightened, but not yet frightened out of my wits', says Douglas. Which qualities of Douglas are highlighted here? (Deep Water) [2 marks]

Solution:

Concept:

- Douglas' response to danger reveals presence of mind and determination.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Distinguish fear from loss of reason Douglas acknowledges that he was frightened after being thrown into the deep end of the pool. However, he could still think about his situation. The qualification that he was not frightened out of his wits shows that fear had not yet destroyed his ability to reason.

Step 2: Support the qualities with his plan He planned to spring upwards when his feet touched the bottom, reach the surface, lie flat and paddle towards safety. This deliberate sequence shows resourcefulness, self-control and a determination to survive. The answer should describe his thinking at this moment, rather than claim that he felt no fear.

Step 3: Conclusion Douglas shows courage, presence of mind and determination. Although frightened after being thrown into the pool, he retains the ability to think rationally. He plans to spring from the bottom, reach the surface and paddle to safety, revealing resourcefulness and an active will to survive.

Quick Tip to Solve: Use Douglas' plan at the bottom of the pool to prove his presence of mind.

10(iv). Why did M. Hamel talk about the importance of the French language in his last lesson? (The Last Lesson) [2 marks]

Solution:

Concept:

- Language preserves cultural identity and sustains a community under foreign rule.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Establish the occasion of the lesson The order from Berlin required German to replace French in the schools of Alsace and Lorraine. M. Hamel therefore knew that this was his final opportunity to

teach French to this class. The impending loss made the pupils and villagers recognise the value of what they had neglected.

Step 2: Explain the link between language and freedom M. Hamel praised French and urged his listeners to guard it and never forget it. His image of a language as the key to a prison links the preservation of the mother tongue to cultural survival and hope of freedom. His emphasis is both an expression of love and an appeal to collective responsibility.

Step 3: Conclusion M. Hamel knew that the order from Berlin would replace French with German in schools. He wanted his listeners to value and preserve their mother tongue as a source of identity and unity. Retaining their language, he explained, would keep alive their hope of freedom under foreign rule.

Quick Tip to Solve: Relate the Berlin order to the image of language as the key to a prison.

10(v). What do the tigers on the embroidered panel symbolise ? (Aunt Jennifer's Tigers) [2 marks]

Solution:

Concept:

- The tigers symbolise the freedom and confidence denied to their creator.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Read the qualities of the tigers The embroidered tigers move with confidence and are unafraid of the men beneath the tree. Their proud bearing and certainty suggest strength, fearlessness and freedom. These qualities belong to the world Aunt Jennifer creates through art, where the animals can act without hesitation or intimidation.

Step 2: Explain the contrast with Aunt Jennifer Aunt Jennifer is weighed down by marriage and struggles even to work her needle. Her tigers embody the independence that her own life lacks. Their continuing vitality on the panel suggests that her creative expression can preserve this vision of freedom beyond her suffering and beyond her death.

Step 3: Conclusion The tigers symbolise strength, fearlessness and freedom. Their confident movement and indifference to men contrast with Aunt Jennifer's anxiety and oppression within marriage. They embody the independence she longs for but cannot enjoy, while their enduring vitality suggests that her artistic vision will outlive her suffering.

Quick Tip to Solve: Contrast the tigers' confidence with Aunt Jennifer's burdened hands to explain the symbolism.

10(vi). What does the author imply when he says the poet 'couldn't have addressed a more dazed and silent audience'? (Poets and Pancakes) [2 marks]

Solution:

Concept:

- The episode uses irony to expose a gap between the visiting poet and his audience.
- Support the interpretation with the relevant episode or images from the prescribed NCERT text.

Step 1: Explain the audience's confusion The people at Gemini Studios had little understanding of the English poet's literary background or of the purpose of his visit. They could not follow his accent, and his subject did not establish a connection with their everyday work in the studio. Their silence consequently reflected bewilderment.

Step 2: Identify the author's implication The statement is an ironic comment on the complete mismatch between speaker and listeners. The poet addressed people who lacked the context needed to appreciate him, while he also seemed baffled by their response. The author is describing a failure of communication rather than an audience absorbed in respectful literary appreciation.

Step 3: Conclusion The author implies a complete mismatch between the visiting English poet and the studio audience. They could not follow his accent or understand the relevance of his talk to their work. Their silence expressed bewilderment rather than appreciation, exposing the failure of communication between speaker and listeners.

Quick Tip to Solve: Explain why the silence signals confusion, using the audience's difficulty with the poet's accent and subject.

Answer any two of the following three questions, in 40–50 words each.

11(i). What does Bama's decision to excel in academics reveal about her character? (Memories of Childhood - We Too are Human Beings) [2 marks]

Solution:

Concept:

- Bama responds to caste humiliation by choosing academic achievement as a means of gaining respect.
- A character inference must connect her determination with Annan's advice and her subsequent success.

Step 1: Identify the cause of her resolve Bama learns from Annan that people will respect them if they study and make progress. Her response to discrimination is therefore purposeful effort, supported by her commitment to lessons rather than acceptance of inferiority.

Step 2: Model answer (47 words) Bama's decision reveals determination, self-respect and a strong desire to challenge caste prejudice. Taking Annan's advice seriously, she studies hard and stands first in her class. Her achievement shows that she channels anger at discrimination into constructive action, using education to win dignity and recognition.

Step 3: Conclusion Her academic effort reveals resilience and a refusal to accept caste-based

inferiority.

Quick Tip to Solve: Link Bama's character to Annan's advice and her first position in class.

11(ii). How did the newspaper 'The World' contribute to Charley's belief in the existence of the third level? (The Third Level) [2 marks]

Solution:

Concept:

- Charley interprets objects at the station as evidence that he has reached an earlier period.
- The newspaper's identity and date strengthen his belief in the reality of the third level.

Step 1: Identify the evidence At the third level, Charley notices a copy of The World, a newspaper no longer published in his own time. Its front page carries a story about President Cleveland, and the date he reads is June 11, 1894. These details place the scene in a specific past.

Step 2: Model answer (46 words) The World strengthened Charley's belief because it was a newspaper no longer published in his time. Its front page mentioned President Cleveland, and its date was June 11, 1894. This apparently concrete evidence convinced him that the third level had transported him into the nineteenth century.

Step 3: Conclusion The dated newspaper gives Charley apparent documentary confirmation of his journey into the past.

Quick Tip to Solve: Name the newspaper's old date and explain how it confirms Charley's belief.

11(iii). Evaluate the role of the court astrologer in shaping the trajectory of the Tiger King's life. (The Tiger King) [2 marks]

Solution:

Concept:

- The astrologer's prediction initiates the king's struggle to escape his foretold death.
- Evaluation connects the prophecy with the king's choices and the irony of the ending.

Step 1: Trace the prophecy and its consequences The astrologer predicts death from a tiger and warns particularly against the hundredth tiger. The king organises his life around defeating that warning, killing tigers and even choosing a bride whose father's state has tigers. His obsession displaces responsible rule.

Step 2: Model answer (48 words) The court astrologer's prediction that a tiger would cause the king's death turns his life into an obsessive campaign to kill a hundred tigers. It influences his hunting, marriage and governance. Ironically, his attempt to defeat fate culminates in death after an injury from a wooden toy tiger.

Step 3: Conclusion The prophecy directs the king's destructive choices and prepares the story's ironic ending.

Quick Tip to Solve: Evaluate the prophecy through the king's actions and the wooden tiger's final irony.

12(a). Sophie in 'Going Places' and Mukesh in 'Lost Spring' aspire for a better life yet external forces shape their realities and opportunities. Discuss. [5 marks]

Solution:

Concept:

- A comparative answer relates individual ambition to economic conditions, family expectations and access to opportunity.
- Sophie escapes into imagined success, whereas Mukesh expresses a concrete vocational ambition despite inherited exploitation.

Step 1: Compare the material pressures Sophie's working-class home and the expectation of employment in a biscuit factory restrict her options. Jansie's practical responses expose the gap between Sophie's glamorous ambitions and her circumstances. Mukesh lives amid Firozabad's bangle-making industry, where poverty, hazardous work and a network of powerful intermediaries sustain inherited occupations.

Step 2: Compare the forms of aspiration Sophie imagines becoming a boutique owner, actress or fashion designer and invents an encounter with Danny Casey. These fantasies provide emotional escape but no workable path. Mukesh wants to become a motor mechanic and is willing to walk to a garage to learn, making his aspiration a modest yet significant challenge to family tradition.

Step 3: Model answer (144 words) Sophie and Mukesh desire lives beyond those prescribed by their circumstances, but their ambitions take different forms. Sophie belongs to a working-class family and is expected to work in a biscuit factory. She dreams of owning a boutique or becoming an actress or fashion designer, ignoring the money and preparation these careers demand. Jansie's practicality and her father's scepticism expose the distance between fantasy and opportunity. Her imagined intimacy with Danny Casey offers escape rather than a practical route forward.

Mukesh, born into Firozabad's bangle-making community, wants to become a motor mechanic. Poverty, inherited occupation and exploitation by middlemen, moneylenders, police and politicians restrict his freedom. Nevertheless, his willingness to walk to a garage suggests purposeful determination. Both characters confront social limitations, but Sophie retreats into glamorous invention while Mukesh articulates a concrete, learnable alternative. Their stories reveal how unequal opportunities condition young people's hopes.

Step 4: Conclusion Both face economic and social limits; Sophie's fantasies contrast with Mukesh's practical determination.

Quick Tip to Solve: Compare both the external barriers and each character's response; avoid merely retelling the plots.

OR

12(b). How is the transient nature of beauty and life portrayed in the poems 'My Mother at Sixty-six' and 'A Thing of Beauty'? [5 marks]

Solution:

Concept:

- The comparison tests how imagery presents human mortality and how poetry offers emotional strength against loss.
- Distinguish the fading human body in Kamala Das's poem from the lasting consolation associated with beauty in Keats's poem.

Step 1: Trace ageing and the fear of separation In 'My Mother at Sixty-six', the mother's pale, corpse-like face and the comparison with a late winter's moon make the approaching end of life painfully visible. The young trees and children form a contrast: life continues vigorously while the mother grows frail. The daughter's repeated smile conceals her familiar childhood fear of losing her mother.

Step 2: Explain the counterpoint supplied by beauty Keats does not simply describe beauty as something that disappears. He declares its joy enduring. Natural sights, inspiring tales and the imagined immortal drink relieve the suffering and disappointment of mortal existence. A balanced comparison therefore recognises both human transience and the continuing power of beauty to sustain people.

Step 3: Model answer in 120-150 words Kamala Das and John Keats approach life's transience through contrasting images. In 'My Mother at Sixty-six', the mother's ashen, corpse-like face reveals physical decline and awakens the daughter's fear of separation. Her comparison to a late winter's moon suggests fading vitality. The young trees and merry children emphasise the contrast between ageing and youthful energy. The poet's repeated smile masks the pain of inevitable loss. In 'A Thing of Beauty', human life is burdened by despondency, disappointment and mortality, but beauty offers lasting consolation. The sun, moon, trees, flowers and clear streams continually renew our spirits. The beautiful tales of the mighty dead also survive their subjects. Thus, Das foregrounds the vulnerability of human life, whereas Keats presents beauty as an enduring source of joy that helps humanity face its passing existence.

Step 4: Conclusion Das portrays the painful fading of human vitality; Keats shows how the enduring experience of beauty consoles people within a transient, troubled life.

Quick Tip to Solve: Compare the mother's fading winter moon with Keats's enduring natural beauty; do not claim that Keats says beauty's loveliness disappears.

13(a). Examine how the presence of school students on the expedition contribute to the message of environmental responsibility and hope. (Journey to the End of the Earth) [5 marks]

Solution:

Concept:

- The question tests the connection between experiential learning, ecological interdependence and the responsibility of future citizens.
- Geoff Green's Students on Ice programme presents young people as potential agents of change whose direct encounter with Antarctica can shape environmental choices.

Step 1: Connect the expedition with future responsibility Geoff Green takes school students because they are the future generation of policy-makers and have the capacity to absorb, learn and act. Seeing Antarctica makes environmental change immediate and concrete. Instead of receiving only abstract warnings about climate, students encounter an ecosystem whose apparent isolation cannot protect it from human actions elsewhere.

Step 2: Identify the ecological lesson and the source of hope The discussion of phytoplankton shows how small organisms sustain the marine food chain and participate in the carbon cycle. Their vulnerability demonstrates why caring for small things matters to the entire system. Hope comes from the possibility that informed young people will carry these lessons into future decisions; the narrative does not claim that their presence alone solves the crisis.

Step 3: Model answer in 120-150 words In 'Journey to the End of the Earth', the school students embody both environmental responsibility and hope. Geoff Green's Students on Ice programme gives young people direct experience of Antarctica because they are future policy-makers, capable of absorbing knowledge and acting upon it. Witnessing its immense ice-covered landscape helps them grasp climate change more powerfully than classroom information alone. They learn that the planet's systems are interconnected and that human actions can threaten even apparently remote regions. The example of phytoplankton demonstrates how tiny organisms support marine life and influence the carbon cycle. Protecting such small components is therefore essential to protecting the whole ecosystem. The students' openness to learning suggests that attitudes can change before destructive habits become fixed. Their presence offers hope that informed, sensitive citizens will make responsible choices and help preserve the planet for future generations.

Step 4: Conclusion The students turn the expedition into an investment in future environmental action: firsthand understanding can produce informed choices and lasting ecological responsibility.

Quick Tip to Solve: Link Green's choice of young participants to future policy-making, and use phytoplankton as the concrete example of ecological interdependence.

OR

13(b). How does Pearl S. Buck explore the theme of humanitarianism versus patriotism in the lesson 'The Enemy'? Support your answer with evidence from the text. [5 marks]

Solution:

Concept:

- Pearl S. Buck explores a conflict between loyalty to one's nation during war and the moral duty to preserve another person's life.
- Dr Sadao's treatment of an American prisoner reveals how professional ethics and human compassion can overcome racial prejudice and national hostility.

Step 1: Explain the moral conflict through contrasting responses Sadao and Hana know that sheltering an American prisoner threatens their family's safety and conflicts with wartime expectations. Nevertheless, Sadao operates on the wounded man, and Hana helps care for him. Their servants leave because they see helping an enemy as disloyal. These contrasting reactions make the conflict concrete: the same injured person is an enemy to patriotic opinion but a patient to a doctor. Sadao's report to the General shows that he has not simply abandoned his responsibilities as a Japanese citizen.

Step 2: Develop the contrast into a supported model answer In 'The Enemy', Pearl S. Buck presents humanitarianism and patriotism as competing loyalties during war. Dr Sadao, a Japanese surgeon, discovers a wounded American prisoner near his home. Although he knows that sheltering an enemy endangers his family, his medical conscience compels him to operate and save the man's life. Hana helps him despite her fear and prejudice. Their servants, however, leave because they regard such assistance as betrayal, exposing the pressure of national loyalty. Sadao informs the General, who promises to have the prisoner killed but forgets because of his own anxieties. Ultimately, Sadao gives the American a boat, provisions and directions for escape. His actions do not erase his attachment to Japan; they show that compassion can transcend hostility. Buck thus questions wartime divisions and affirms the value of human life beyond nationality.

Step 3: Conclusion Through Sadao's decision to heal and release an enemy soldier, Buck affirms that humanitarian duty can rise above wartime national hostility without requiring the denial of one's national identity.

Quick Tip to Solve: Link each claim to an event: the operation shows medical duty, the servants' departure shows patriotic pressure, and the escape shows compassion in action.