

Competency Based Question Bank

CLASS XII

English (301)



SESSION 2025-26

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VETTED BY:

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Graded Worksheet

Class: XII Subject : English Core (301)

The Third Level ---Jack Finney

M.M.: 15

Times: 20 min.

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend, because now we have proof that the third level is still there. My friend Sam Weiner disappeared! Nobody knew where, but I sort of suspected because Sam's a city boy, and I used to tell him about Galesburg — I went to school there — and he always said he liked the sound of the place. And that's where he is, all right. In 1894.

1. Louisa didn't want her husband to look for third level because.....
 2. Charlie was fond of
 - a. visiting third level
 - b. collecting stamp
 - c. enjoying nature
 - d. loving antique things
 3. Louisa didn't want Charley to look for the third level. But after some time she started searching for it with him? How did it happen?
 4. Find the opposite of the word 'calm' in the above passage.
-

II. Short Answer Questions

Answer the following questions in 40–50 words each:

3*2=6

1. 'The modern world is full of insecurity, fear, war, worry and stress.' What are the ways in which we attempt to overcome them?
2. What convinced Charley that he had reached the third level at Grand Central Station and not the second level?
3. Why does Charley say that Grand Central is growing like a tree?

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

1*6=6

1. War is a background theme in the stories 'The Third level' and 'The Enemy', yet it affects the characters in very different ways. Compare how war shapes the decisions and psychology of Charley and Dr. Sadao.
 2. . How do Charley from *The Third Level* and Derry from *On the Face of It* use imagination or alternate perspectives to cope with their emotional pain or dissatisfaction with reality
-

MARKING SCHEME

I. Extract-Based Questions

1. Worried about him
2. collecting stamp
3. after getting Sam's letter confirming the existence of third level
4. worried

II. Short Answer Questions

1. By getting involved in various hobbies
2. By looking changes around-wooden booth, brass spittoons, locomotive, dresses of people, newspaper etc.
3. Pushing out many new doors, corridors, staircases etc. like the roots of a tree

III. Long Answer Questions

1. In "The Third Level," war indirectly influences Charley's decision-making and psychology, causing him to seek refuge in a past era. In "The Enemy," war is a more direct and immediate factor, forcing Dr. Sadao to confront moral and ethical dilemmas, leading to a difficult but ultimately compassionate decision.
2. Both the characters were facing emotional struggle, alienated from the world
Charlie facing pressure of life, escapes to third level and wanted to go to a peaceful time at Galesburg
Derry, a physically disfigured teenage boy, emotional detachment and negative expectations, After meeting with Mr Lamb, Derry's perspective begins to change.

While Charley escapes into a nostalgic illusion, Derry is encouraged to imagine a life beyond self-pity. Both characters use different forms of mental escape or reinterpretation to handle their struggles, but Derry moves toward acceptance, whereas Charley remains caught in his fantasy.

Graded Worksheet

Class: XII Subject : English Core (301)

The Tiger King (Vistas)

M.M.: 15

Times: 20 min.

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

From that day onwards it was celebration time for all the tigers inhabiting Pratibandapuram. The State banned tiger hunting by anyone except the Maharaja. A proclamation was issued to the effect that if anyone dared to fling so much as a stone at a tiger, all his wealth and property would be confiscated. The Maharaja vowed he would attend to all other matters only after killing the hundred tigers. Initially the king seemed well set to realise his ambition. Not that he faced no dangers. There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands. Each time it was the Maharaja who won.

1. **Assertion:** It was a time for celebration for the tigers in Pratibandhpuram.

Reason: The Tiger King vowed not to kill any tiger in his kingdom.

- Both A and R are true, and R is the correct explanation of A.
 - Both A and R are true, but R is not the correct explanation of A.
 - A is true, but R is false.
 - A is false, but R is true.
2. The king seemed well set to realise his ambition. The word 'realise' here means.
- Forget.
 - Feel
 - Fulfil
 - Encash
3. Complete the analogy by using a suitable word from the extract:
Win: Conquer:: Seize: ?
4. Which of the following is **true** with reference to the given information:
- No one including the Tiger King could hunt a tiger in Pratibandhpuram.
 - As per the proclamation by the King, if anyone even flung a stone at a tiger, he shall be devoid of his property.
 - Tiger King's bullet never missed the mark.
 - The Tiger King was very attentive towards his state affairs from the very beginning.

II. Short Answer Questions

Answer the following questions in 40–50 words each:

3*2=6

- What according to the Tiger King should be the eligibility of the girl that he would like to marry?
- What led to the death of the tiger King?
- How was the hundredth tiger arranged for the Tiger King to hunt?

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

6*1=6

- I. Both Charley and the Tiger King were ambitious. They both had their individual desires to achieve. Extend upon it with reference to both the lessons.
 - II. The Tiger King was a self-centred and egoistic King who could put any one at stake for sake of himself. Elaborate.
-

MARKING SCHEME

IV. Extract-Based Questions

1. C) A is true but R is false
2. C) Fulfil

3. Confiscate
4. B) As per the proclamation by the King, if anyone even flung a stone at a tiger, he shall be devoid of his wealth and property,

V. Short Answer Questions

1. The King wanted to marry a girl in whose father's kingdom there were a great number of tigers to hunt so that whenever he visited his in-law's, he could kill one or two tigers and could complete the tally of killing hundred tigers.
2. The toy tiger or the hundredth tiger
3. The minister arranged one meek, fearful tiger from a zoo of Madras and brought him in his car all the way from Madras to the King.

VI. Long Answer Questions

1. (Hint: Charley wishing for peace, tranquillity, Suffering from Anxiety, Imagines the third level, never accepts the fact. Wishes to go to Galesburg, Illinois of 1894 a place full of joy and peace.

Tiger King not willing to accept the prophesy, ambitious to kill hundred tigers, wanted to prove himself right, showed dominance, became eccentric, married a girl having a large number of tigers in her father's kingdom

2. (Hint: was crazy about fulfilling his wish, set target of killing hundred tigers at all events, once almost lost his kingdom to a British officer. Offered a set of diamond rings to his wife,

Graded Worksheet

Class: XII Subject : English Core (301)

Journey to the End of the Earth – Tishani Doshi

M.M.: 15

Time: 20 min.

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

"And it's this wide, white landscape in the far south of the world that is the place to go to understand the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon; evolution and extinction."

1. Which of the following is not mentioned in the extract as a concept to be understood in the landscape?

- A. Cordilleran folds
- B. Plate tectonics
- C. Evolution and extinction
- D. Ozone and carbon

2. Why is Antarctica ideal for understanding geological concepts?

3. The tone of the passage can best be described as:

- A. Humorous
- B. Scientific and contemplative
- C. Critical
- D. Indifferent

4. What is the deeper significance of studying evolution and extinction here?

II. Short Answer Questions

Answer the following questions in 40–50 words each:

3*2=6

1. How does the 'Students on Ice' programme promote environmental awareness among students?

2. How does the author describe her first impressions of Antarctica?

3. Why does Tishani Doshi describe Antarctica as a place that "could be a lesson in interconnectedness"?

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

6*1=6

1. Compare and contrast the themes of “Journey to the End of the Earth” and “The Tiger King.” How do both texts convey the consequences of human actions on nature?

2. Examine the contrast drawn in the text between human civilization and natural ecosystems.

MARKING SCHEME

I. Extract-Based Questions

1. Plate tectonics
2. **Hint:** Exposes ancient rock formations and climate records.
3. Scientific and contemplative
4. **Hint:** Shows life's continuity, fragility, and the effects of climate shifts.

II. Short Answer Questions

1. **Hint:** Hands-on exposure to Antarctica's climate, biodiversity, and global ecological interdependence; inspires future environmental stewards.
2. **Hint:** Pristine, surreal, vastness; unlike any other place; humbling experience.
3. **Hint:** Antarctica connects past and present; shows links between continents, ecosystems, and human actions affecting global health

III. Long Answer Questions

1. *"Journey to the End of the Earth"*

- *Theme: Environmental degradation, global warming*
- *Human impact on ecosystems*
- *Call for sustainability and ecological awareness*
- *Factual, reflective tone*

● *"The Tiger King"*

- *Theme: Irony of man vs. nature*
- *Satirical tone showing human arrogance*
- *Killing tigers to defy a prophecy — results in death*
- *Critique of power and ignorance of natural balance*

● *Common idea:*

- *Human interference with nature leads to consequences*
- *Need for respect and balance in dealing with the natural world*

2. **Hints:** Cities vs. pristine Antarctica
Human exploitation vs. nature's balance
Industrial impact vs. ecological fragility
The need to rethink development

Graded Worksheet
Class: XII Subject : English Core (301)
The Enemy : Pearl S Buck

M.M.: 15

Time: 20 min.

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

Dr Sadao Hoki's house was built on a spot of the Japanese coast where as a little boy he had often played. The low, square stone house was set upon rocks well above a narrow beach that was outlined with bent pines. As a boy Sadao had climbed the pines, supporting himself on his bare feet, as he had seen men do in the South Seas when they climbed for coconuts. His father had taken him often to the islands of those seas, and never had he failed to say to the little brave boy at his side, "Those islands yonder, they are the steppingstones to the future for Japan."

"Where shall we step from them?" Sadao had asked seriously.

"Who knows?" his father had answered. "Who can limit our future? It depends on what we make it."

1. What can be inferred about Sadao's relationship with his father based on their interactions described in the passage?

- A) They had a distant relationship.
- B) They shared a love for adventure and exploration.
- C) Sadao's father was strict and unyielding.
- D) Sadao's father was uninterested in his son's life.

2. What literary device is used in the phrase "Those islands yonder, they are the steppingstones to the future for Japan"?

- A) Metaphor
- B) Simile
- C) Personification
- D) Alliteration

3. Complete the analogy by using a suitable word from the extract:

Wide: Narrow:: Timid : ?

4. Read the assertion and the reason below with reference to the given passage.

Assertion (A): Sadao's father's optimism about Japan's future reflects his confidence in the nation's potential for growth and progress.

Reason (R): Sadao's father believes that the islands are "steppingstones to the future for Japan", indicating a strategic and forward-thinking approach to national development.

Which of the following options best describes the relationship between the Assertion and Reason?

- A) Both A and R are true, and R is the correct explanation of A.
- B) Both A and R are true, but R is not the correct explanation of A.
- C) A is true, but R is false.
- D) A is false, but R is true.

II. Short Answer Questions

Answer the following questions in 40–50 words each:

3*2=6

1. What are the initial reactions of Dr. Sadao and his wife Hana towards the soldier?
2. What role does Dr. Sadao's father play in shaping his son's values and worldview?
3. What compelled General Takima to refrain from taking action against Dr. Sadao, despite knowing that he had sheltered an enemy soldier?

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

6*1=6

1. How do Sadao Hoki (The Enemy) and Gandhiji (Indigo) follow the dictates of their conscience in their respective stories? Provide examples from the texts.
 2. In the context of ongoing global conflicts, discuss the relevance of the theme "humanity vs. nationality" in the story "The Enemy". How does Dr. Sadao's decision to operate on the American soldier reflect the complexities of human relationships during wartime?
-

MARKING SCHEME

I. Extract-Based Questions

1. B) They shared a love for adventure and exploration.
2. A) Metaphor
3. Brave
4. A) Both A and R are true, and R is the correct explanation of A.

II. Short Answer Questions - Hints

1. Hesitant to help the wounded American soldier, viewing him as an enemy.
2. Emphasizing hard work, discipline, and a strong sense of national pride and tradition, instilled in Sadao a dedication to education and a respect for Japanese culture and heritage, ultimately shaping his son's character and life choices.
3. Selfish, self-obsessed, in need of treatment by Dr Sadao

III. Long Answer Questions --Hints

1. Sadao Hoki

Prioritizes humanity over nationality- Follows medical ethics- Shows compassion and empathy

Gandhiji:

- justice and rights of the oppressed
- Adherence to non-violent resistance
- Demonstration to empathy for the farmers

2. "humanity vs. nationality" in "The Enemy" - strikingly relevant- today's world - mark ongoing global conflicts. Dr. Sadao's decision- underscores the universal values of humanity and compassion - transcend national borders. highlights the moral complexities of war -moral ambiguities and prioritize humanity over national loyalty.

demonstrate - in the midst of conflict, humanity -between enemies. His decision- shared human experiences. This narrative thread - of human relationships during wartime -struggle to balance their duty, loyalty, and compassion.

Graded Worksheet

Class: XII Subject : English Core (301)

On The Face Of It --Susan Hill

M.M.: 15

Time: 30 min.

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

Derry: They talk about me. Downstairs, when I'm not there. 'What'll he ever do? What's going to happen to him when we've gone? However will he get on in this world? Looking like that? With that on his face?' That's what they say.

Mr Lamb: Lord, boy, you've got two arms, two legs and eyes and ears, you've got a tongue and a brain. You'll get on the way you want, like all the rest. And if you chose, and set your mind to it, you could get on better than all the rest.

1. How would you describe the attitude of people towards Derry?
2. Mr Lamb is asking Derry not to be.....
3. "Lord, boy, you have got two arms, two legs and two eyes.....". What does these words of Mr Lamb suggest?
4. Mr Lamb is here trying to address Derry's
 - a) positivity towards life
 - b) bitterness towards society
 - c) loneliness
 - d) negligence towards his family

II. Short Answer Questions

Answer the following questions in 40–50 words each:

3*2=6

1. Mr Lamb says "he has learnt a lot of things in his life". Keeping this statement in mind, give some examples from the story how did Mr Lamb overcome the challenges of his life even having one artificial leg?
2. How does Mr Lamb spent his time in his loneliness?
3. Initially Derry was hesitant to talk to Mr Lamb but at the end of the story he became a friend of him. What were the things in Mr Lamb that attracted Derry towards him?

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

6*1=6

1.Derry is pitied by everyone in his surrounding but when he comes to Mr lamb, he treats him differently. In the same way the rattrap seller is treated badly by the society but Edla has been nice to him. Both of them become a different person after meeting the respective characters. In the light of these two stories, explain how our understanding and compassion can bring a change in people.

2.Derry faces many sarcastic comments due to his burnt face. He is pitied by the society . In the Chapter **Memories from Childhood Zit kala Sa had to get her hair cut** to comply with the given social norms. These examples show that people have to face discrimination due to their appearance even in today's time. As an individual how can we address these issues? Explain in the light of these stories.

MARKING SCHEME

VII. Extract-Based Questions

1. People pity on him, they avoid him
2. Disappointed by people's opinion, upset by with people's attitude
3. To focus on his capabilities rather than to be stuck on his disability
4. Bitterness towards society

VIII. Short Answer Questions

1. Walking with his broken leg, climbing ladder, taking care of his garden, and his daily chores
2. Reading books, sitting in sun, collecting honey and fruits, playing and talking with kids, enjoying the nature
3. Positive attitude, love for nature, being friendly with all.

IX. Long Answer Questions:

1. People avoid Derry due to his burnt face, they made him feel miserable, But Mr Lamb treats him like other kids. Mr Lamb asks him to focus on his capabilities rather to be stuck on his disability,

People look down upon the rattrap seller due to his social and economic status, but Miss Edla treats him like a captain even knowing his reality, in the end of the story we find a sea change in both characters

Both examples show that kindness and understanding have the power to change a person completely.

2. Derry is thought to be ugly due to his burnt face, Avoided by people

Zit Kala Sa had to get her hair to look like other American girl ,faced discrimination due to her braids.

- Sensitize the people towards body shaming and racism
- Imparting values of equality and tolerance.

Graded Worksheet

Class: XII Subject : English Core (301)

MEMORIES OF CHILDHOOD

Marks: 15 marks

Time: 20 minutes

I. Extract-Based Questions

Read the extract and answer the questions that follow:

1*4=4

One of the landlord's men came up behind him. He thought my Annan looked unfamiliar, and so he asked, "Who are you, appa, what's your name?" Annan told him his name. Immediately the other man asked, "Thambi, on which street do you live?" The point of this was that if he knew on which street we lived, he would know our caste too. Annan told me all these things. And added, "Because we are born into this community we are never given any honour or dignity or respect; we are stripped of all that."

1. Identify the term/s that DOES NOT relate to "we are never given any honour or dignity or respect.."
 - a) Discrimination
 - b) Marginalisation
 - c) Social exclusion
 - d) Stereotyping
2. What do the landlord or his men symbolise in the given context/
 - a) Torture
 - b) Discipline
 - c) Authority
 - d) Law
3. In a society where caste based discrimination and prejudices were deeply ingrained, the landlord's man chose a subtle way to enquire about Annan's caste.
State any one inference about the landlord's man from this.
4. As Annan recounts the reality of his community's treatment, his tone reflects frustration and resignation.
Give a reason for any one of the two underlined feelings.

I. Short Answer Questions

Answer any THREE of the following questions in 40–50 words each:

3*2=6

- 1 How does Zitkala's experience of having her hair cut symbolise the loss of her cultural identity?
2. What can we infer about the treatment of indigenous children in the land of apples based on Zitkala's experience and reactions?

3. Justify Bama's elder brother's advice to study hard and achieve progress, as an effective strategy for challenging the society inequalities imposed.
4. Examine the role of personal experience and observations in shaping Bama's perspective on social inequality and the caste system.

III. Long Answer Questions

Answer any ONE of the following questions in 120–150 words.

1*6=6

1. Use your understanding of the cutting of my long hair to evaluate the view that the assimilationist approach where indigenous children were forced to abandon their cultural practices and adopt western customs is deeply problematic and ethically wrong.
2. Imagine Jilani Jung Bahadur, the tiger king happens to meet Bama in a seminar where they discuss their personal lives challenges in their childhood. After returning to his kingdom, the tiger king decides to write a diary entry about their childhood challenges and hardships faced. On behalf of the tiger King write a diary entry in 100 to 120 words. You may begin like this:

Thursday

15th may XX

11.00PM

Last week I was in Chennai (Madras) for a seminar where I met Bama a girl from marginalized community, her story seemed similar to mine in the sense that.....

MARKING SCHEME

X. Extract-Based Questions

HINTS:

1. STEREOTYPING
2. AUTHORITY
3. the men are familiar with the association of specific castes or any similar answer
4. Frustration: because they have to endure injustice and indignity
Resignation: sad acceptances of prevailing social norms & deep-rooted prejudices.

XI. Short Answer Questions

HINTS:

1. Loss of hair symbolises loss of cultural identity as cutting of hair in native American culture, it's a symbol of their connection to their heritage, ancestors and community. It's their identity.
2. The treatment was harsh and oppressive. It lacked empathy and imposing of western culture on them by removing their braids and clothes.
3. Education empowers individuals by giving them knowledge and skills and enabling them to overcome prejudices. With education as a tool individual can challenge the existing social order and ill treatment.
4. Bama experienced how her community elders were discriminated in the society. Through her brother she got awareness about the injustice spread by caste system. Conveys deep understanding of everyday humiliations and discriminatory practices. She desires for a change.

XII. Long Answer Questions

HINTS;

- Pressurising children to leave their culture and tradition
- It robs them of their identity and heritage
- Importance of cultural practices, including language, attire and rituals holds profound importance for these communities.
- Forcing them to adopt to Western customs negates the value and importance of their own cultural traditions. It resulted in loss of self-esteem and disconnection from their roots.
- It disregards the inherent right of indigenous communities to freedom, it also contributes to the marginalisation and oppression of indigenous people.

OR

- Challenges as children, the tiger King had to live in constant fear of tigers although he doesn't accept it. Bama also feared oppression from the high cast people of the society. The tiger had to devise ways for killing of hundred tigers to safe guard his life. First he didn't marry and even when he marries, he does so for killing the tigers to complete his target. On the other hand, Bama had to work hard to get education so that she can make a respectable place for her in the society.

KENDRIYA VIDYALAYA SANGATHAN
SAMPLE QUESTION PAPER
CLASS : XII
SUBJECT: ENGLISH CORE

Time allowed- 3 hours

Maximum Marks: 80

General Instructions:

1. 15-minute prior reading time allotted for Q-paper reading.
 2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
 3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.
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SECTION: A: READING SKILLS (22 MARKS)

Q.1. Read the passage given below.
(Marks)

(12)

Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasized that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.

2. The Constitution of India had conferred on women equal rights and opportunities political, social, educational and of employment with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.

3. The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investment in education of the girls considerably affect the human development index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.

4. Women's education has not received due care and attention from the planners and policymakers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st

century, our society still discriminates against women in matters of their rights and privileges and prevents them from participating in the process of national and societal progress.

Various Committees and Commissions have been constituted before and after the independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 per cent in 1901 to 39.29 per cent in 1991 but India still possesses the largest number of illiterate women in the world. The female literacy index for the year 1991 shows that there are eight States which fall below the national average. The most populous States of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward States as far as female literacy is concerned.

5. The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girl's participation in education.

6. Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 per cent reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.

7. The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionize the traditional attitudes and inculcate new values of equality.

Now answer the following questions, based on the given passage.

Q1. On the basis of passage attempt the following.

1

Assertion (A): Women's education is the key to a better life in the future.

Reason (R): Educated women ensure the education of the entire family.

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.
- c) A is true, but R is false.
- d) A is false, but R is true.

Q2. On the basis of passage attempt the following.

1

Assertion (A): The Constitution of India gives equal rights and opportunities to women.

Reason (R): Women are not yet allowed to enjoy these rights due to lack of awareness.

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.
- c) A is true, but R is false.
- d) A is false, but R is true.

Q3. How can education help in reducing inequality and bringing economic and political changes in the status of women? 2

Q4. Explain how societal norms and family attitudes hinder the education of girls in India. 2

Q5. What does the word empowerment mean as used in the passage? 1

- a) Controlling others
- b) Gaining legal power
- c) Becoming strong and confident
- d) Getting political authority

Q. 6 State whether the following statement is true or false. 1

Statement: The Panchayati Raj Act of 1993 provided 50% reservation for women in local government.

Q7. Fill in the blank with the appropriate word from the passage. 1

_____ is the most important instrument of human resource development, as per the passage.

Q8. Complete the following statement . 1

Society can progress only if _____.

Q9. Name the two national events that emphasized the role of women in development. 1.

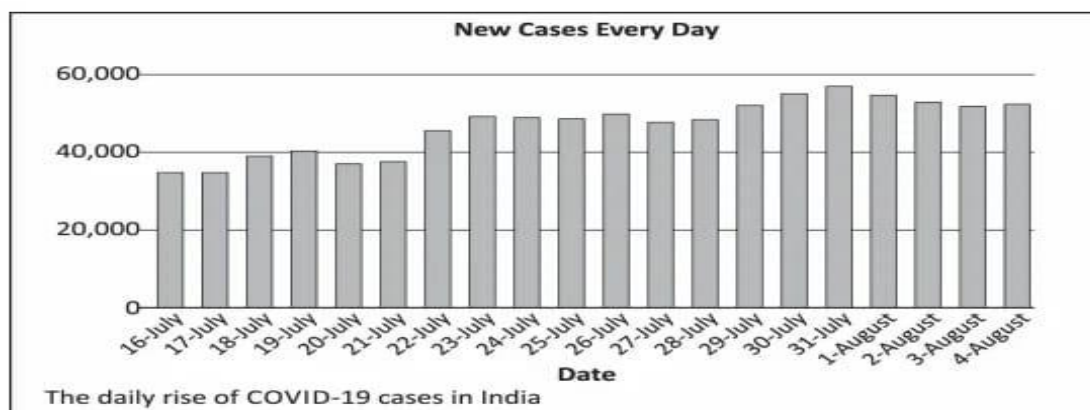
Q10. When was the National Commission for Women established?

Q.2. Read the passage given below- (10 Marks)

1. With novel Coronavirus spreading rapidly all over the country, there are only three states right now, Meghalaya, Sikkim and Andaman and Nicobar Islands, that have less than 1,000 people infected with the disease.

2. Lakshadweep, of course, still hasn't reported even a single case till now, the only region in India entirely free of the epidemic.

3. Otherwise, even the relatively smaller states now have significantly large spread of the disease. Goa, for example, has seen more than 7,000 of its people infected by the virus till now. Tripura has over 5,500 cases, while Manipur has more than 3,000, and Nagaland a little less than 2,500. Puducherry has more than 4,000 cases, while even Daman and Diu has over 1,300 people infected.



4. And in each of these states, the numbers are rising at a fast pace, at a rate higher than the national level. The infections had initially reached these states in the first and second week of May, when the lockdown was relaxed for the first time to enable people stuck in different parts of the country to return to their native places.

5. After a period of very slow growth, the number of cases have begun to rise rapidly in the last one month. In Goa, for example, the total number of infected people has nearly doubled in the last 15 days. Same has happened in Puducherry, as well.

6. Tuesday was one of those rare occasions when the number of active cases in the country, those who are yet to recover from the disease, went down compared to the previous day. That is because the number of recoveries, combined with the number of deaths, exceeded the new cases that were detected on Tuesday.

7. With over 52,500 new cases detected in the country, the total number of infections crossed 19 lakh, out of which 12.82 lakh people have recovered from the disease. The number of dead is now close to 40,000.

8. The number of recoveries on Tuesday was the highest-ever for a single day. More than 51,700 people were declared to have been recovered. Three days earlier, the number of recoveries had crossed 50,000 for the first time, but in the next two days the number had fallen to much lower levels.

Now answer the following questions, based on the given passage.

1. Explain how the relaxation of lockdown in May contributed to the spread of COVID-19 in smaller states. 1

2. Assess the significance of Lakshadweep in the context of the COVID-19 pandemic in India. 2

3. Describe the recent trend of COVID-19 recoveries in India and its impact on active cases. 2

4. State whether the following statement is True or False. 1
(a) Meghalaya has reported more than 1,000 COVID-19 cases.

5. Name the three regions with fewer than 1,000 COVID-19 cases. 1

6. Why did the number of active cases decrease on Tuesday? 1

7. How many people recovered from COVID-19 on the highest single day? 1

8. Which of the following states had fewer than 1,000 COVID-19 cases? 1
a) Goa
b) Manipur
c) Sikkim
d) Tripura

SECTION : B : CREATIVE WRITING SKILLS (18 MARKS)

- Q.3. You are Ariba / Aman of Kendriya Vidyalaya Hatta. Your school has decided to contribute in controlling traffic near your school in the morning and requires the names of volunteers from the senior classes. Write a notice in not more than 50 words to be displayed on the notice board. (4 marks)

OR

On the occasion of International Yoga Day, the school has decided to organise a Marathan promoting Yoga amongst youth. Manoj, the secretary of the Sports Club, wants to call a meeting of the office bearers of the Student council members to discuss the arrangements for the marathan. Write a notice is not more than 50 words.

- Q.4. You have received an invitation to be a judge for a Cultural Literary competition in St Mary's School. Send a reply in not more than 50 words, confirming your acceptance. You are Joe / Joyce. (4 marks)

OR

As the principal of a reputed college, you have been invited to inaugurate a Book Exhibition in your neighbourhood. Draft a reply to the invitation in not more than 50 words, expressing your inability to attend the function. You are Tarun/Tanvi.

- Q.5. Reports of road accidents resulting in casualties strike the news headlines everyday. Overspeeding, overtaking, poor roads, non-observance of traffic rules are some of the causes of these accidents. As a responsible citizen write a letter to the editor of a national daily highlighting the issue and suggesting preventive measures. (5 marks)

OR

You are Anand / Arti of 14, Model Town, Delhi. You have seen an advertisement in the . Hindu for the post of Chief Chef in a 5 star Hotel. Apply for the job with complete bio-data. Write in 120-150 words.

- Q.6. Education today is linked to life and is compatible with the needs and aspirations of the youth. Write an article on 'Education Beyond Classroom.' Sign yourself as Aneel/Arti. (5 Marks)

OR

You are Antra/Amar, an active member of the Animal Lovers Club which works for the welfare of animals by preventing cruelty to them. Recently you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in 120-150 words on your visit. You may use the following points :

[injured dogs and cats – abandoned pets – very old animals – all very well cared for – well-equipped medical room – veterinary surgeon – green surroundings.]

SECTION : C : LITERATURE (40 MARKS)

- Q.7. Read the extract given below and answer the questions that follow : (1x6 = 6 marks)

(A) For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,

- (a) What is the rhyme scheme in this stanza?
1. aabb
 2. abab
 3. abba
 4. abcd
- (b) Which of the following have been called beautiful?
1. Daffodils
 2. Clear rills
 3. Mid forest brake
 4. All of these
- (c) What are rills in this stanza?
- (d) what makes a cooling cover against the hot season?
1. stones
 2. pebbles
 3. green plants
 4. all of these
- (e) Which poetic device has been used in 'cooling covert'?
- (f) Who has been referred as sheep in the extract?
1. Wild animals
 2. White sheep
 3. Human being
 4. None of these

OR

(B) 'Perhaps the earth can teach us as when everything seems dead and later proves to be alive.'

- I. What does the imagery of the earth "teaching us" suggest about nature?
II. The phrase "everything seems dead" primarily symbolizes:

- A. The end of life. B. The potential for renewal.
C. The inevitability of decay. D. The futility of existence.

III. Complete the following suitably:

The contrast between "seems dead" and "proves to be alive" highlights .

IV. Select the correct option from those given in brackets, to fill in the blank:

The speaker's view of nature suggests a belief in (permanence/transience).

V. Read the assertion and the reason below, with reference to the given extract.

Assertion: The earth has a cyclical nature that reflects resilience.

Reason: Nature can often recover from apparent lifelessness. Choose the correct option regarding their relationship:

- A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.

- B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
- C. The assertion is true, but the reason is false.
- D. The assertion is false, but the reason is true.

VI. In what ways does this excerpt encourage a deeper appreciation for nature's cycles?

Q.8. Read the extract given below and answer the questions that follow. (1x4 = 4 marks)

(A) 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: The Cutting of My Long Hair)

- I. Complete the following suitably:
Zitkala-Sa's reaction to having her hair cut reflects her feelings of .
- II. Identify one significant memory from Zitkala-Sa's past that contributes to her sense of loss during this experience.
- III. Choose the correct option to complete the following:
The phrase —gnaw off one of my thick braids‖ emphasizes Zitkala-Sa's feelings of being-----
.
 - A. liberated and free
 - B. violated and dispossessed
 - C. celebrated and honoured
 - D. indifferent and detached
- IV. Discuss how the imagery of being —driven by a herder‖ illustrates Zitkala-Sa's feelings of powerlessness and lack of agency in the boarding school setting.

OR

- (B) "The master ought not to heal the wound of this white man," he said bluntly to Hana. "The white man ought to die. First he was shot. Then the sea caught him and wounded him with her rocks. If the master heals what the gun did and what the sea did they will take revenge on us."
- (a) "The master ought not to heal the wound of this white man," he said bluntly to Hana. Who is he here?
 - 1. The enemy soldier
 - 2. The old gardener
 - 3. The cook
 - 4. Dr Sadao
- (b) What nature of the speaker is reflected here?
- (c) ".....they will take revenge on us." Who does "us" refer to?
 - 1. The servants
 - 2. Hana
 - 3. Dr Sadao
 - 4. All of them

(d) Why is the speaker saying this to Hana instead of speaking directly to their master?

Q.9. Read the extract given below and answer the questions that follow. (1x6 = 6 marks)

(A) Gandhi told Shukla he had an appointment in Cawnpore and was also committed to go to other parts of India. Shukla accompanied him everywhere. Then Gandhi returned to his ashram near Ahmedabad. Shukla followed him to the ashram. For weeks he never left Gandhi's side. "Fix a date," he begged.

(a) Why was Gandhiji going to Cawnpore?

(b) What does Shukla's following Gandhiji everywhere reflect about his nature?

(c) Where was Gandhiji's ashram?

- A) near Cawnpore
- B) in Lucknow
- C) in Champaran
- D) near Ahmedabad

(d) For how long did Shukla remain with Gandhiji?

(e) Who was Rajkumar Shukla?

- A) A lawyer
- B) A Landlord
- C) A peasant
- D) A Caretaker of Ashram

(f) In how much land were the Champaran peasants compelled to grow Indigo?

- A) 50% of their holdings
- B) 25% of their holdings
- C) 15% of their holdings
- D) 100% of their holdings

OR

(B) Listening to them, I see two distinct worlds - one of the family caught in a web of poverty, burdened by the stigma of caste in which they are born; the other a vicious circle of the saukars, the middlemen, the policemen, the keepers of law, the bureaucrats and politicians. Together they have imposed the baggage on the child that he cannot put down.

(a) What are the two distinct worlds mentioned in the extract?

(b) Explain the meaning of 'stigma of caste'.

(c) Which baggage is being referred to?

1. Baggage with laptops
2. Baggage with sports gear
3. Baggage of groceries
4. Baggage of the bangle industry

(d) Like whom did he accept the baggage?

1. His mother
2. His father

3. His friend
 4. His teacher
- (e) What hazard is associated with working for the bangle industry?
- (f) Mention the name of the protagonist of this extract.
1. Anees Jung
 2. Saheb e Alam
 3. Mukesh
 4. None of these

Q.10. Answer any five of the following questions in 40-50 words each: (2x5= 10 marks)

- (a) Was Saheb happy working at the tea stall ? State reasons.
- (b) Why does the poet want to count to twelve ? (Keeping Quiet)
- (c) Why was Douglas determined to get over his fear of water ?
- (d) What will happen when Aunt Jennifer is dead ?
- (e) Why did the peddler sign himself as Captain von Stahle?
- (f) Why do the people who run the roadside stand wait for the squeal of brakes so eagerly?

Q.11. Answer any two of the following questions in 40-50 words each: (2X2 = 4 marks)

- (a) How did “The World” help Charley to confirm his doubts regarding the existence of a third level?
- (b) What is it that draws Derry towards Mr Lamb in spite of himself?
- (c) What was the objective of the ‘Students on Ice Programme’?

Q.12. Answer any one of the following questions in 120-150 words each: (5 marks)

The Last Lesson beautifully illustrates how procrastination leads to repentance and disappointment in life. Elaborate.

OR

'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why/why not?

Q.13. Answer any one of the following questions in 120-150 words each: (5 marks)

Moments of stress stir one to one's death and bring the best out of one. Discuss with reference to The Enemy.

OR

The tiger king set out hunting and killing tigers. Was it to disprove the prophecy or to be invincible or immortal?

KENDRIYA VIDYALAYA SANGATHAN
SAMPLE QUESTION PAPER
CLASS : XII
SUBJECT: ENGLISH CORE

Time allowed- 3 hours

Maximum Marks: 80

General Instructions:

1. 15-minute prior reading time allotted for Q-paper reading.
 2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
 3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.
-

SECTION: A: READING SKILLS (22 MARKS)

Q.1. Read the passage given below.

(12 Marks)

For full development as human beings, exercise and enjoyment of Human Rights by all the people is necessary. Human Rights and fundamental freedoms help us to develop our intrinsic qualities, intelligence, talents and conscience to meet our material and spiritual needs. It is needless to state that without the recognition of the right to education, realization of the right to development of every human being and nation is not possible. Article 26 of the Universal Declaration of the Human Rights (1948) inter alia states that 'education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, social or religious groups and shall further the activities of the United Nations for the maintenance of peace'. Historically, education is an instrument of development and an important factor for social change. In this view, Human Rights education is / has to be an integral part of the right to education. Of late, it is recognized as a Human Right in itself.

The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all human rights for each and every person.

On 10th December 2004, the General Assembly of the United Nations proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the foundation laid during the United Nations Decade for Human Rights Education (1995-2004), the new initiative reflects the international community's increasing recognition that human rights education produces far reaching results, by promoting respect for human dignity and equality and participation in democratic decision-making.

Human Rights Education cannot merely be an intellectual exercise. It acts as a linkage between education in the classroom and developments in a society. Study of Human Rights should be included in the curriculum or syllabus in schools and colleges making it an essential part of the learning process. India has accepted elementary education as one of the basic needs of everyone. The Constitution mandates to provide free education to all children in the age group of 6-14 years. The World Conference on 'Education for All' held in Jomtien Thailand in 1991 pleaded universal primary education in particular on education for girls and

women.

The Karnataka Women's Information and Resource Centre (KWIRC), Bangalore involved various activists, advocates and key persons associated with the movement for the rights of certain vulnerable sections of the society, for developing reference material for human rights education.

Based on your understanding of the passage, answer the questions given below.

1. In context of the Human Rights, select the most appropriate option which does not describe the sentence given under.

"Your freedom ends where my nose begins."

1

- A. Freedom of any kind comes with some restrictions.
- B. One should respect freedom of others.
- C. One cannot harm others under any circumstances.
- D. Right to Freedom comes with ingrained duties.

2. Comment on the writer's reference to the point, "Human Rights Education cannot merely be an intellectual exercise."

1

The passage delineates that the author is a

- (A) Promoter of rights of women
- (B) Champion of Fundamental Rights
- (C) Advocate of Human Rights and Freedom
- (D) Child Right Activist

3. Select the option that conveys the meaning of 'tolerance', used in paragraph one.

1

- A. Tolerance presupposes taking the other's perspective, not just being aware of it.
- B. I have very low tolerance for noise.
- C. Patients are exhibiting morphine tolerance.
- D. The lab studies the fundamental mechanism of transplant tolerance.

4. When the writer says, "The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all human rights for each and every person." In paragraph two, he adopts:

1

- A. A matter of fact view about human rights.
- B. A comprehensive view about human rights.
- C. A conservative view about human rights.
- D. Both (B) and (C) above.

5. According to the extract, what did the United Nations declare to advance the implementation of human rights education programmes in all sectors?

2

6. What objectives of the education may be inferred from the extract?

1

- 1. Full development of human personality.
- 2. Strengthening of respect for human rights and freedom
- 3. Attaining prosperity and good understanding of the world around
- 4. Spiritual development of human beings

- A. Only 1, 2 and 4

- B. Only 1 and 2
 - C. Only 2 and 4
 - D. All of the above
7. What was the theme of the World Conference which appealed for universal primary education especially of children and women?
1
8. What do you understand by the line “The Constitution mandates to provide free education to all children in the age group of 6-14 years.”? 1
- A. Constitutional guarantee to get education to all children
 - B. Constitutional guarantee that the state shall provide free and compulsory elementary education to all children in the age group of 6-14 years.
 - C. Some fee may be charged by the government.
 - D. Both A. and B.
9. Select the most suitable title for the above passage. 1
- A. Human Rights of the Adults
 - B. Universal Primary Education: An Expensive Exercise
 - C. Rights of Women
 - D. Rights of the Children
- 10 How effectively does the passage demonstrate the interconnectedness between formal human rights education and the broader societal implementation of human rights, using the examples of India and the Jomtien conference?

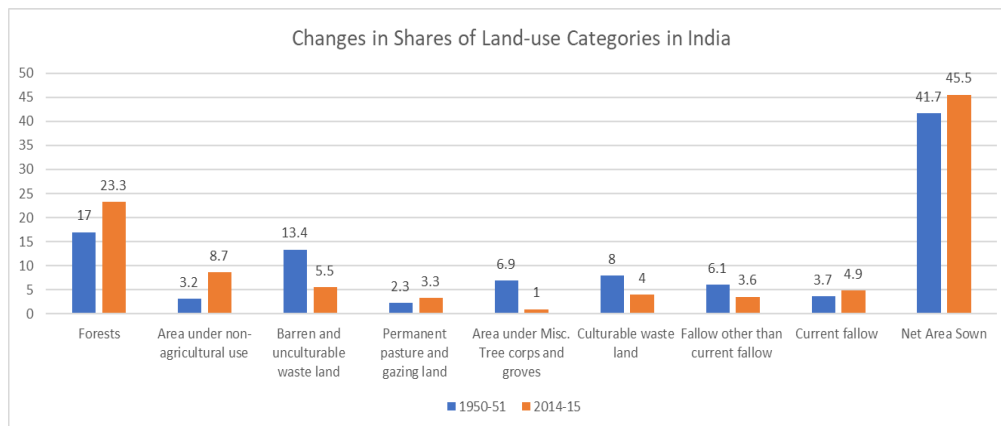
Q2. Read the passage given below and answer the questions that follow:

10 Marks

- 1 Land-use in a region, to a large extent is influenced by the nature of economic activities carried out in that region. However, while economic activities change over time, land, like many other national resources, is fixed in terms of its area. At this stage, one needs to appreciate three types of changes that an economy undergoes, which affect land use.

The size of the economy (measured in terms of value for all the goods and services produced in the economy) grows over time as a result of increasing population, change in income level, available technology and associated factors. As a result, the pressure on land will increase with time and marginal lands would come under use.

2. Secondly, the composition of the economy would undergo a change overtime. In other words, the secondary and the tertiary sectors usually grow much faster than the primary sector, especially the agricultural sector. This type of change is common in developing countries, like India. This process would result in a gradual shift of land from agriculture use to non-agricultural use. You would observe that such changes are sharp around large urban areas. The agricultural land is being used for building purposes.



3. Thirdly, though the contribution of agricultural activities reduces over time, the pressure on land for agricultural activities does not decline. The reasons for continued pressure on agricultural land are that in developing countries, the share of population dependent on agriculture usually declines much more slowly compared to the decline in the sectors shared in GDP. The number of people that the agriculture sector has to feed is increasing day by day.

4. India has undergone major changes within the economy over the past four or five decades, and this has influenced the land use changes in the country. There are two points that you need to remember before you drive some meaning from this figure. Firstly, the percentage shown the figure have been driven with respect to the reporting area. Secondly, since even the reporting area has been relatively contrasting over the years, a decline in one category usually leads to an increase in some other category. Four categories have undergone an increase, while four have registered decline. Share of the area under forest, the area under non-agricultural use, current fallow lands and net area sown, have shown an increase. The following observations can be made about these increases.
 - a. The rate of increase is the highest in the case of area under non-agricultural use. This is due to the changing structure of the Indian economy, which is increasingly dependent on the contribution from industrial and services sectors and the expansion of related infrastructure facilities. Also, an expansion of area under both urban and rural settlements has added to the increase. Thus, the area under non-agriculture uses is increasing at the expense of waste lands and agricultural lands.
 - b. The increase in the share under forest, as explained before, can be accounted for by the increase in the demarcated area under forest, rather than an actual increase in the forest cover in the country.
 - c. The increase in the current fallow land cannot be explained from information pertaining to only two points. The current fallow land fluctuates a great deal over years, deepening upon the variability of rainfall and cropping cycles.
 - d. The increase in Net Area Sown is a recent phenomenon due to use of culturable wasteland for agricultural purposes. Before which it was registering a slow decrease. There are indications that most of the decline had occurred due to increase in area under

non-agricultural use.

I. Based on your understanding of the passage, answer the following questions.

- i) What happens when the size of the economy increases over a period of time? 1
- a. Increase in population
 - b. Change in income level
 - c. Pressure on land will decrease
 - d. Marginal lands would come under use
- ii) What factors lead to the change in the size of the economy? 1
- a. Increasing population
 - b. Change in income levels
 - c. Technological advancement
 - d. All of the above.
- iii) There is a gradual shift of land from agriculture use to non-agricultural use because _____
1
- iv) List any one reason for continued pressure on agricultural land. 1
- v) What is the reason for increase in percentage of Net Area Sown despite the development and increase in population?
- vi) How does the fixed nature of land resources create inherent conflict with the dynamic nature of economic growth, and what are the implications of this conflict for land-use patterns? 2

II. Refer to the table given in the passage to answer the following questions:

- vii) Which category of land use shows maximum decrease from 1950 to 2015? 1
- viii) How many categories have shown an increase in land use from 1950 to 2015? 1

SECTION B- CREATIVE WRITING SKILLS (18 MARKS)

3. Attempt ANY ONE from A and B given below. (4 Marks)

A. Sunflower Public School is conducting special Study Camp during Autumn Break for students of classes X and XII. Apart from concept building in four main subjects, there will be interactions with famous Academicians, one-hour classes of sports/ yoga, hobby classes and movie shows as well. As the head boy/ girl, Naveen/ Navita draft a notice for the students, inventing necessary details.

OR

B. You are Andrew Jonas, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.

4. Attempt ANY ONE from A and B given below. (4 Marks)

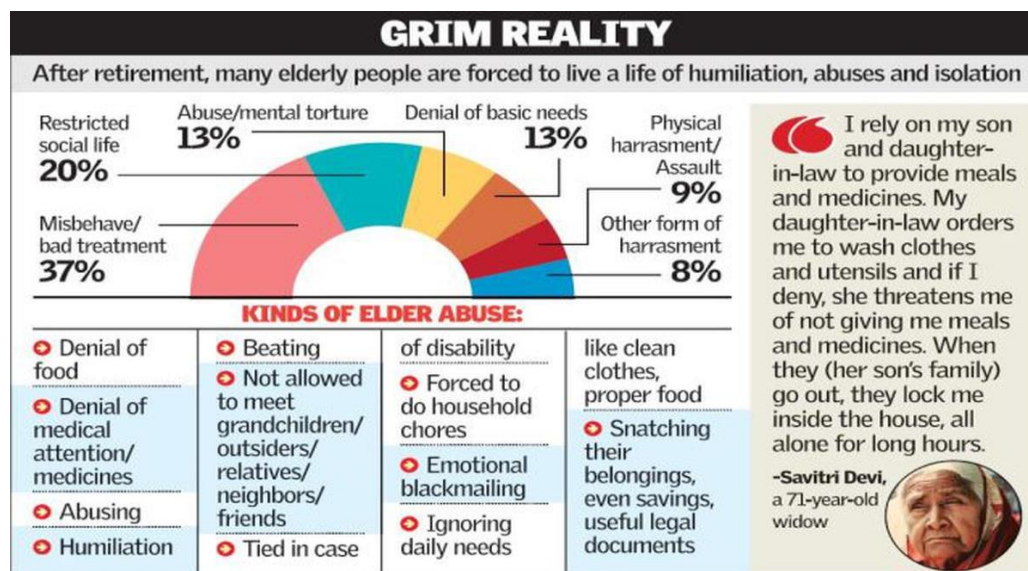
A. You are the member of Shakespeare Academy, Delhi. Draft a formal invitation to invite all the members for the discussion on a book written by an eminent writer.

OR

B. You are Sanket/ Sana of D-23, Pushp Vihar, Meerut. You have received an invitation to attend the inauguration ceremony newly opened shop of your friend Kundan. Write a reply of refusal, regretting you inability to attend the ceremony.

5. Attempt ANY ONE from A and B given below. (5 Marks)

A. You are Harnam/ Harsha of D-102, Tulip Colony, Faridabad. You came across the following advertisement in a national daily newspaper which has deeply disturbed you.



Write a letter expressing your concern through a letter to the editor of a reputed national daily of Delhi in 100-120 words.

OR

B . You are Rohan/ Rohini of 14, Model Town, Delhi. You have seen an advertisement in a National daily for the post of Head Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 125-150 words.






**JOB VACANCY:
HEAD CHEF**

The Loft Restaurant & Bar
(Located at Blue Lagoon)
is currently accepting applications for the
position of:

Head Chef

Interested applicants should submit an
application via e-mail to:
hr@k-group.vc

Deadline for application:
February 29th, 2020

6. Attempt ANY ONE from A and B given below. (5marks)

A. With the advent of Metro and introduction of low floor buses and A/C buses, travelling in the city has become more comfortable for the common man. Keeping in mind, write an article on how improved public transport system can help in raising the quality of life in the city. You are Hari/ Hina of C-102, Keshav Puram, New Delhi.

OR

B. You are Shekhar/ Tripta a student of A.P. Public School. The Principals of two schools from Germany visited your school as part of a cultural exchange programme. The students of the school put up a cultural show in their honour. Write a report about it for your school magazine.

SECTION –C –LITERATURE (40 MARKS)

7. Read the given extracts to attempt the questions with reference to context.

Attempt ANY ONE of the two extracts given: (1x6=6marks)

A. The polished traffic passed with a mind ahead,
Or if ever aside a moment, then out of sorts
At having the landscape marred with the artless paint
Of signs that with N turned wrong and S turned wrong
Offered for sale wild berries in wooden quarts,
Or crook-necked golden squash with silver warts,
Or beauty rest in a beautiful mountain scene,
You have the money, but if you want to be mean,
Why keep your money (this crossly) and go along.

i) How did the people speeding across feel?

- A. concerned
- B. happy
- C. ignorant
- D. tolerant

- ii) Identify the phrase which means 'irritated' or 'upset'?
- iii) On the basis of the extract, choose the correct option with reference to (1) and (2) given below-
- 1) The city dwellers stop by to point out at the wrongly marked N and S directions.
 - 2) They are happy to see the roadside stand.
- A. (1) is true but (2) is false.
 - B. (2) is true but (1) is false.
 - C. (2) is the reason for (1).
 - D. Both (1) and (2) can not be inferred from the extract.
- iv) Complete the following analogy correctly:
 Ever aside a : alliteration :: _____ : transferred epithet
- v) What did the stand offer its customers?
- A. furniture
 - B. cosmetics
 - C. Diesel
 - D. wild berries, golden squash and some other similar products
- vi) Beauty, according to Robert Frost, rests in _____.

OR

- B.** 'Gainst the hot season; the mid forest brake
 Rich with a sprinkling of fair musk-rose blooms;
 And such too is the grandeur of the dooms
 We have imagined for the mighty dead;
 All lovely tales that we have heard or read;
 An endless fountain of immortal drink,
 Pouring unto us from the heaven's brink'
- i) What image does the poet use to convey that beauty is everlasting?
- A) a bower quiet for us
 - B) Some shape of beauty
 - C) endless fountain of joy
 - D) sprouting a shady boon
- ii) The poet talks about 'grandeur'. Whose grandeur is he talking about?
- A. dooms of mighty dead
 - B. tombs of our ancestors
 - C. grand palaces
 - D. grand towers
- iii) Complete the sentence.
 _____ makes the mid forest brake rich.

- iv) The 'endless fountain' gets its immortal drink from-
- A. rivers
 - B. streams
 - C. the heaven's brink
 - D. waterfalls
- v) As in the poem 'A thing of beauty', which part of speech is 'mighty dead'?
- A. Alliteration
 - B. Oxymoron
 - C. Onomatopoeia
 - D. Metaphor
- vi) What does 'brink' mean?
- A. rooftop
 - B. a rocky space
 - C. mountain top
 - D. an edge at the top

8. Attempt ANY ONE of the two extracts given. (1x4=4marks)

A. DERRY: What do you do all day?

MR LAMB: Sit in the sun. Read books. Ah, you thought it was an empty house, but inside, it's full. Books and other things. Full.

DERRY: But there aren't any curtains at the windows.

MR LAMB: I'm not fond of curtains. Shutting things out, shutting things in. I like the light and the darkness, and the windows open, to hear the wind.

DERRY: Yes. I like that. When it's raining, I like to hear it on the roof.

MR LAMB: So you're not lost, are you? Not altogether? You do hear things. You listen.

DERRY: They talk about me. Downstairs, When I'm not there.

(i) What does the listener like to hear?

ii) Select the correct option that captures the difference between:-

Listen: hear::_____:

- A. Shut in: shut out
- B. smile: laugh
- C. act: reflect
- D. chance: attend

iii) According to Mr. Lamb, what does the idea of being 'lost' signify?

- A. He who does not hear what other people say is lost.
- B. He who does not appreciate other people.
- C. He who is closed off to nature and its wonders is lost.
- D. He who doesn't know the way to his place is lost.

iv) "They talk about me." Who are 'they' here?

- A. Lamb
- B. Lamb's wife
- C. Derry
- D. Derry's parents

OR

A. You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good. (Journey to the End of the Earth)

i. According to the extract, why is it that one loses all earthly sense of perspective and time here? Pick the reasons that are mentioned in the extract.

1. The place is too expensive to afford for the middle-income groups.
 2. 90 percent of the Earth's total ice volumes are stored here.
 3. The place is untouched by humans and their inventions.
 4. One can hardly experience sunshine for over a week.
 5. The place gives an extraordinary experience that makes one forget about all other things.
- A. Option 1, 4 and 5.
 - B. Options 1, 2 and 5.
 - C. Options 3 and 5.
 - D. Option 2, 3 and 5.

ii. Days, as discussed in the extract, are rather quiet on the southern hemisphere and are interrupted only by:

- A. Falling masses of snow rapidly down a mountain.
- B. The gagging of aquatic animals.
- C. The scream of sea-gulls.
- D. The screams of the midges and mites.

iii. The author Tishani Doshi portrays the area using such phrases and expressions as "microscopic to the mighty", "ubiquitous silence", etc. This depicts the

- A. Exotic nature of the place
- B. Beauty beyond description
- C. Place with extremes
- D. Both A. and B.

iv. The occasional avalanche or calving ice sheet, _____ the place.

- A. Contaminate
- B. Depurates
- C. Adulterate
- D. Defile

9. Attempt ANY ONE of the two extracts given. (1x6=6 marks)

A. *"I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school. When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, 'What can be the matter now?'"*

- i. Why was the protagonist in 'great dread of a scolding'?
- ii. What are two things the protagonist notices in the environment on the way to school?
- iii. Why does the protagonist consider skipping school that day?
- iv. What does the protagonist's observation about the bulletin-board reveal about their past experiences?
- v. What does the extract say about the narrator's attitude towards French?
 - a. French was equally appealing to him as the beauty of nature.
 - b. He attends the lesson out of compulsion.
 - c. He was eager to receive the French lesson
 - d. He lacked interest in the lesson.
- vi. Which of the following headlines best reflects the central idea of the extract?
 - a. The Temptation of Skipping School
 - b. The Significance of Town Hall
 - c. The Impact of War on Education
 - d. The Pressure to Succeed in School

B. They seem gentle, almost afraid. Like a gazelle's. And you look away. You let his eyes run over you a little. And then you come back to find them, slightly breathless.

And he says, "I don't seem to have a pen at all."

You realise you haven't either. "My brothers will be very sorry," you say.

And afterwards you wait there alone in the arcade for a long while, standing where he stood, remembering the soft melodious voice, the shimmer of green eyes. No taller than you. No bolder than you. The prodigy. The innocent genius.

- i. What/Who does 'they' refer to in the opening line of the extract?
 - a. Danny Casey and his friends.
 - b. Danny Casey's eyes.
 - c. Danny Casey and Geoff.
 - d. Jansie and Sophie.
- ii. Sophie says, "They seem gentle, almost afraid. Like a gazelle's." The expression 'like a gazelle's' portray:
 - a. Strength
 - b. Boldness
 - c. Timidity

d.Shyness

iii.The zeal of the speaker can be well experienced through the lines of the extract that reveals.

- a.Sophie's ecstasy about her meeting with Danny Casey.
- b.Sophie's paranormal mind beyond control.
- c.Sophie's day-dreaming elaborating her fantasy that she met Geoff's favourite football player.
- d.Sophie's extreme feelings for Danny Casey.

iv.What is 'Gazelle' referred to in the above extract?

- a.An innocent puppy
- b.An innocent lamb
- c.A beautiful wild peacock
- d.An Asian-African antelope

v. Replace the underlined word with its synonym from the extract.

He read in the paper about Mathematical genius who was attending university at the age of twelve.

Which narrative technique is employed by the author in the above extract?

- a.The First person narrative
- b.The Second person narrative
- c.The Third Person Narrative
- d.All of the above

10. Answer ANY FIVE of the following in about 40-50 words each. (5X2 = 10)

- i) "We've all a great deal to reproach ourselves with", said M. Hamel. Comment.
- ii) The poet (My Mother at Sixty Six) start 'looking out', do you think the poem reflects on the escapist tendency of the poet?
- iii) "Mukesh is not like others. His dreams looks like a mirage amidst the dust of streets that fill his own town Firozabad". Justify the statement in the light of contrast in the mindsets of Mukesh and people of Firozabad.
- iv) Give two reasons why, according to Pablo Neruda, is 'Keeping Quiet' essential to attaining a better, more peaceful world.
- v) To be grateful is a great virtue of a gentleman. How did the peddler show his gratitude to Edla?
- vii) How is Aunt Jennifer affected by the 'weight of matrimony'?

11. Answer ANY TWO of the following in about 40-50 words each. (2x2= 4marks)

- i) 'Now I don't know why this should have happened to me'. Charley wondered why out of the whole tension-ridden world, he alone took a flight to the 'third level'. Why do you think, it happened to him?
- ii) How did the Tiger King stand in danger losing his kingdom? How was he able to avert the danger?
- iii) What are your views about the indifferent attitude of the General towards the presence of the American prisoner of war in the doctor's house?

12. Answer ANY ONE of the following in about 120-150 words. (1x5= 5marks)

- i) Exploitation is a universal phenomenon. The poor indigo farmers were exploited by the British landlords to which Gandhiji objected. Even after our independence we find exploitation of unorganized labour. What values do we learn from Gandhiji's campaign to counter the present day problems of exploitation?

OR

Teachers always advise their students to dream big. Yet, the same teachers in your classrooms find fault with Sophie when she dreams. As Sophie's teacher give some counselling to her, telling her what's wrong with her dreams?

You may begin like this....

Dear Sophie,

There is nothing wrong with having big dreams. Infact it is an advice given to us by our teachers. But

13. Answer ANY ONE of the following in about 120-150 words. (1x5= 5marks)

- i) 'Take care of small things and big will take care of themselves'. What is the relevance of this statement in the context of the Antarctica?

OR

- ii) It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. The two accounts that you read above are based in two distant cultures. What is the commonality of theme found in both of them? Do you agree that injustice in any form cannot escape being noticed even by children?

“Kendriya Vidyalaya Sangathan
Practice question paper- 2025-26

SET : L - 1

Class: XII Max

Marks:80

Subject: English Core

Time:3hrs.

General Instructions:

1. 15-minute prior reading time allotted for Q-paper reading.
2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

SECTION A: READING SKILLS (22 Marks)

1 Read the passage given below:

12

The Power of Nature

Nature is one of the greatest gifts given to us by the Earth. It includes everything around us—the trees, rivers, mountains, sky, animals, and even the changing seasons. Spending time in nature helps us relax, feel fresh, and reduce the stress of everyday life. Many scientists believe that spending time outdoors is good for both mental and physical health.

In today's busy world, people often forget to notice the beauty of nature. Children are spending more time indoors, watching TV or using mobile phones, instead of playing outside. This change has led to many health problems like obesity, poor eyesight, and lack of concentration.

Walking in a park, watching the sunrise, or listening to birds can make us feel happy and peaceful. Nature teaches us many lessons—patience from growing trees, strength from mountains, and the value of change from the seasons. Even a small plant can remind us that life continues to grow, even after challenges.

Environmental pollution and deforestation are harming nature in many ways. Forests are being cut down, rivers are being polluted, and many animals are losing their homes. If we do not take steps to protect nature now, we may face serious problems in the future. Simple actions like planting trees, using less plastic, and saving water can make a big difference.

Everyone, especially students, should learn to appreciate nature. Schools can organize nature walks, tree plantation drives, and eco-friendly activities to encourage students to care for the environment. When we learn to respect and protect nature, we also improve the quality of our own lives.

Based on your understanding of the passage, answer the questions given below:

- I) What does the passage say nature teaches us? 1
- a) How to build houses
 - b) Lessons like patience and strength
 - c) How to use mobile phones
 - d) How to study
- II) According to the passage, what is one effect of children spending less time outdoors? 1
- a) Better communication skills
 - b) Increased happiness
 - c) Health problems like obesity
 - d) Improved eyesight
- III) What is one way to protect nature mentioned in the passage? 1
- a) Cutting more trees

- b) Using plastic bags
 - c) Planting trees
 - d) Watching nature on screens
- IV) What happens if we continue harming nature, as per the passage? 1
- a) We will become famous
 - b) We may face serious problems
 - c) Animals will multiply
 - d) Technology will improve
- V) Name any two elements of nature mentioned in the passage. 1
- VI) What effect does spending time in nature have on us? 1
- VII) What activities can schools organize to promote love for nature? 1
- VIII) Why is it important for students to appreciate and protect nature? 2
- IX) What are some harmful effects of pollution and deforestation mentioned in the passage? 2
- X) Find a word from the passage that means "cutting down trees on a large scale." 1

2 Read the passage given below.

10

Student Reading Habits – A School Survey

A recent survey conducted at Bright Future Senior Secondary School studied the reading habits of 200 students across classes 11 and 12. The aim was to understand how often students read books other than their textbooks and which genres they preferred.

Key findings:

Reading frequency: 40% of students read books daily, 35% read 2–3 times a week, and 25% read rarely or not at all.

Preferred genres: 30% preferred fiction, 25% liked mystery/thrillers, 20% chose biographies, 15% went for self-help, and 10% enjoyed science and technology books.

Time spent reading: On average, students spent about 30–45 minutes reading per session.

Reading sources: 50% used physical books from the school library, 30% used e-books, and 20% borrowed books from friends or family.

The school noticed that students who read daily performed slightly better in language and comprehension-based subjects. As a result, the school decided to organize monthly reading circles and book exchange drives to encourage reading habits among all students.

The survey concluded that while a large number of students read regularly, there is room to improve reading engagement, especially among those who read less frequently.

Based on your understanding of the passage, answer the questions given below:

10

- 1) What percentage of students read books daily? 1
- a) 25%
 - b) 30%
 - c) 40%
 - d) 50%
- 2) Which reading source was used most by students? 1
- a) E-books
 - b) Friends or family
 - c) Mobile apps
 - d) School library
- 3) How many students participated in the survey? 1
- 4) Which genre was most preferred by students? 1

- | | |
|---|---|
| 5) What average time did students spend reading? | 1 |
| 6) What action did the school take after the survey? | 1 |
| 7) Based on the survey data, what suggestions would you give to improve reading habits in students who read rarely? | 2 |
| 8) How does this survey help the school in planning future reading activities? | 2 |

SECTION B
CREATIVE WRITING SKILLS (18 Marks)

3. Attempt ANY ONE from A and B given below: **4**

A- You are the Cultural Secretary of your school. Your school is organizing an Inter-School Dance Competition. Draft a notice inviting students to participate in the event. Include relevant details such as date, time, venue, and contact information.

OR

B. You are Ananya/Arjun, the Secretary of the Environment Club of your school. Draft a notice informing students about a Tree Plantation Drive being organized by the club on campus. Include details such as date, time, venue, and how to participate.

4 Attempt ANY ONE from A and B given below: **4**

A. You are Rhea Sharma, a student of Class 12 at Springdale Public School, Delhi. Your school is organizing its Annual Day function. Draft a formal invitation on behalf of the Principal inviting the Chief Guest for the event.

OR

B. You are Rohan, write a suitable reply to your friend Aarav accepting the invitation of his birthday party at his home on 25th May at 6:00 PM.

5 Attempt ANY ONE from A and B given below: **5**

A. You are Manav / Manisha ,residents of 13/ 2 Old Prakash Nagar ,Agra. Being a fresh graduate looking for a job and have come across an advertisement in The Times of India Newspaper for the post of receptionist. Write a job application for the post of a receptionist at a local company. Include your qualifications, skills, and why you are suitable for the job.

OR

B. You are Neha/Nikhil, a student of Class 12 at City Public School, Kanpur. Write a letter to the editor of a newspaper about the problem of garbage disposal in your area and suggest ways to improve cleanliness.

6 Attempt ANY ONE from A and B given below: **5**

A . Write an article in about 150–200 words on t.he topic: “The Role of Discipline in Student Life”.
You are Aman/Aditi, a student of Class 12.

OR

B. Your school recently conducted a Science Exhibition where students displayed innovative projects. You are Arjun/Anita, a student of Class 12. Write a report in about 150–200 words for your school magazine.

SECTION. C – LITERATURE (40 Marks)

Read the given extracts to attempt the questions with reference to context:

7. Attempt ANY ONE of two extracts given: **1×6=6**

- A. "Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive."
- (i) **What does the poet mean by "everything seems dead"?** 1
- a) People have stopped working
 - b) Nature appears lifeless
 - c) The Earth is destroyed
 - d) Everyone is asleep
- (ii) **What lesson does the Earth teach us?** 1
- a) How to be strong
 - b) How to enjoy life
 - c) How to rest and renew
 - d) How to travel around the world
- (iii) **Assertion (A): The poet believes silence and stillness can lead to renewal.** 1
Reason (R): Stillness allows time for nature and people to recover.
Options:
 - a) Both A and R are true, and R is the correct explanation of A
 - b) Both A and R are true, but R is not the correct explanation of A
 - c) A is true, but R is false
 - d) A is false, but R is true
- (iv) **Assertion (A): The Earth remains lifeless forever.** 1
Reason (R): Seasons do not affect the Earth's cycle.
Options:
 - a) Both A and R are true, and R is the correct explanation of A
 - b) Both A and R are true, but R is not the correct explanation of A
 - c) A is true, but R is false
 - d) A is false, but R is true
- (v) **The poet compares human life to the Earth to highlight the idea of _____ and rebirth.** 1
- (vi) **What does the poet suggest we learn from the Earth in the given lines?** 1

OR

- 7 B.** "A thing of beauty is a joy forever:
Its loveliness increases; it will never
Pass into nothingness..."
- (i) **What does the poet say about a beautiful thing?** 1
- a) It brings sorrow
 - b) It fades away quickly
 - c) It gives everlasting joy
 - d) It becomes boring over time
- (ii) **What does "it will never pass into nothingness" mean?** 1
- a) Beauty never becomes unimportant
 - b) Beauty disappears over time
 - c) Beauty is hard to find
 - d) Beauty is temporary
- (iii) **Assertion (A): According to the poet, beauty keeps giving joy.** 1

Reason (R): Beautiful things become more valuable as time passes.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(iv) Assertion (A): A thing of beauty loses its charm over time.

1

Reason (R): The poet believes nothing lasts forever.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(v) According to Keats, a thing of beauty never fades and is a source of _____.

1

(vi) What does the poet mean by saying “its loveliness increases”?

1

8 Attempt ANY ONE of two extracts given:

1*4=4

8 A. “The Maharaja vowed he would attend to all other matters only after killing the hundred tigers.

He started his campaign with a tiger hunt.”

(I) Why did the Maharaja decide to kill a hundred tigers?

1

- a) To protect the villagers
- b) To prove his bravery
- c) To avoid the death predicted by the astrologer
- d) To impress the British officers

(ii) Assertion (A): The Tiger King made killing tigers his top priority.

1

Reason (R): He wanted to fulfill his royal duty as a ruler.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(iii) The astrologer had predicted that the Maharaja’s death would come from a _____ .

1

(iv) What irony is presented in the way the Tiger King finally dies?

1

OR

8 B. “You’re...severely burned on one side of your face. And you think that’s the end of the world?”

(I) Who is speaking these lines, and to whom?

1

- a) Mr. Lamb to Derry
- b) Derry to Mr. Lamb
- c) Derry’s mother to Derry
- d) A doctor to Mr. Lamb

(ii) Assertion (A): Mr. Lamb encourages Derry to see life positively.

1

Reason (R): Mr. Lamb has given up on life due to his own disability.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false

d) A is false, but R is true

(iii) Derry suffers from a _____ on his face that makes him feel isolated. 1

(iv) How does Mr. Lamb's attitude towards life influence Derry? 1

9. Attempt ANY ONE of two extracts given: 1*6=6

9.A. "The Champaran episode was a turning point in Gandhi's life. It was during this struggle that Gandhi decided to urge the departure of the British."

(i) What was the Champaran episode mainly about? 1

- a) Indian farmers learning new farming methods
- b) Gandhi teaching villagers cleanliness
- c) Struggle of indigo sharecroppers against British planters
- d) Gandhi's visit to a school

(ii) Why was the Champaran episode a turning point for Gandhi? 1

- a) He gained wealth
- b) He started using violence
- c) It was his first political victory through non-violence
- d) He left politics forever

(iii) Assertion (A): Gandhi wanted to solve the peasants' problem. 1

Reason (R): He believed Indians must rely on British lawyers.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(iv) Assertion (A): Gandhi's method in Champaran encouraged self-reliance. 1

Reason (R): He wanted villagers to depend only on foreign help.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(v) The Champaran movement was Gandhi's first successful experiment of _____ in India. 1

(vi) How did Gandhi's involvement in the Champaran movement change the Indian freedom struggle? 1

OR

9 B. "Sophie felt a tightening in her throat. She went to look for Danny Casey in the arcade by the shops... But she knew he would not come."

(i) Why did Sophie go to the arcade? 1

- a) To meet her friend Jansie
- b) To do some shopping
- c) To meet Danny Casey
- d) To see a football match

(ii) What does the line "she knew he would not come" show? 1

- a) Sophie was confident about meeting him
- b) Sophie realized her fantasy was not real

- c) Sophie planned a surprise
- d) Sophie had met him before

(iii) Assertion (A): Sophie lived in a world of imagination.

1

Reason (R): She often shared realistic plans about her future with her family.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(iv) Assertion (A): Sophie felt disappointed in the end.

1

Reason (R): Danny Casey did not keep his promise to meet her.

Options:

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false
- d) A is false, but R is true

(v) Sophie's dream world revolves around the famous footballer _____.

1

(vi) What does Sophie's imaginary meeting with Danny Casey reveal about her personality?

1

10 Answer ANY FIVE of the following in about 40-50 words each.

5*2=10

- (i)-What changes did Franz notice in the school that day? 2
- (ii)-Why does Anees Jung say, "Garbage to them is gold"? 2
- (iii) Why does the poet look away from her mother at the airport? 2
- (iv) How did Douglas overcome his fear of water? 2
- (v) What do the tigers symbolize in the poem? How are they different from Aunt Jennifer? 2
- (vi) What does the story of Saheb reflect about the condition of poor children in India? 2

11 Answer ANY TWO of the following about 40-50 words each.

2*2=4

- (i) Why does the author say that a visit to Antarctica is important to understand the Earth's past, present, and future? 2
- (ii) How do both Zitkala-Sa and Bama experience discrimination in their childhood? 2
- (iii) What is the significance of the 'Third Level' in Charley's life? 2

12 Answer ANY ONE of the following in about 120-150 words.

1*5=5

- (i) "The Interview" presents two contrasting views about interviews — one as a source of truth, the other as an intrusion. Discuss both perspectives with reference to the text and highlight which view you find more convincing and why.

OR

- (ii) How does Robert Frost highlight the rural-urban divide and the apathy of city dwellers towards the poor in A Roadside Stand? What emotions does the poet express about the condition of the roadside stand owners?

13 Answer ANY ONE of the following in about 120-150 words:

1*5=5

- (i) Dr. Sadao faces a dilemma between his duty as a doctor and his loyalty to his country. How does he resolve this conflict? What does this reveal about his character and the theme of humanity in the story?

OR

(ii) Both Zitkala-Sa and Bama narrate their personal experiences of discrimination. How do their stories highlight the impact of prejudice on individuals and the importance of self-awareness and resistance?

Work Sheet – English Core – Class – XII

Reading Section

Passage – 1 literary

(12 Marks)

Q.1 Read the following passage carefully.

1. The old lighthouse keeper, Silas, squinted at the churning grey sea. The storm, a snarling beast with teeth of wind and claws of rain, had raged for three days, a relentless assault on the solitary stone tower that had been Silas's world for forty years. He'd weathered countless storms, but this one felt different. A primal unease gnawed at him, a feeling deeper than the rhythmic crash of waves against the rocks below. His weathered hands, gnarled like the ancient driftwood scattered along the shore, tightened around his mug of lukewarm tea. The rhythmic pulse of the lamp, a familiar comfort, seemed strangely muted tonight, almost hesitant.
2. He'd been expecting the young engineer, Thomas, to arrive by now. Thomas was here to assess the lighthouse's aging machinery, a task Silas had begrudgingly agreed to. Silas preferred the old ways, the dependable rhythm of the lamp's mechanism, the comforting predictability of its turning. Technology, with its blinking LEDs and automated systems, felt like an intrusion, a betrayal of the quiet tradition he'd guarded for so long.
3. A sudden, sharp crack jolted the lighthouse. Silas froze, his heart pounding a frantic rhythm against his ribs. It hadn't been the wind. This was different. He cautiously made his way to the lamp room, the stairs groaning under his weight. The air thrummed with a low, unsettling hum, a vibration that seemed to resonate within his very bones. The great lens, usually a reassuring beacon in the tempest, was flickering erratically, casting grotesque, dancing shadows on the walls. He reached out to adjust the mechanism, his fingers brushing against something cold and metallic, something... unfamiliar. A small, intricately carved brass plate, hidden beneath years of accumulated grime, caught his eye. Etched upon its surface were symbols he didn't recognize, an archaic script that seemed both ancient and strangely modern, a language whispering of forgotten knowledge.
4. The storm outside raged on, oblivious to the discovery within. Silas felt a shiver run down his spine, not from the cold, but from a profound sense of unease. The lighthouse, his sanctuary, his world, held a secret, a mystery far older, and far more complex, than even the most violent storm the sea could unleash. He knew, with a chilling certainty, that his quiet life, his predictable routine, was about to change irrevocably.

Answer the following questions based on the passage above.

- (i) According to the paragraph one ,what was the primary reason for Silas' heightened anxiety during this particular storm? (1)
- (ii) What specific feeling did the introduction of modern technology evoke in Silas? (1)
- (iii) Read the Assertion and the Reason below, with reference to the passage and choose the correct option. (1)

Assertion (A): Thomas's visit to the lighthouse signaled a shift towards modernization.

Reason (R): Thomas advocated for replacing outdated equipment with modern technology.

- (a) Both A and R are true, and R is the correct explanation of A.
- (b) Both A and R are true, but R is not the correct explanation of A.
- (c) A is true, but R is false.
- (d) A is false, but R is true.
- (iv) What is the significance of Silas finding the "intricately carved brass plate" hidden beneath "years of accumulated grime"? (2)
- (v) The paragraph compares the frantic rhythm of Silas's heart to a violent storm. What is the primary purpose of this analogy? (1)

- (a) To emphasize Silas's physical exhaustion.
- (b) To highlight the external chaos mirroring Silas's internal turmoil.
- (c) To suggest an impending natural disaster.
- (d) To illustrate Silas's calm demeanor amidst the storm.

- (vi) Complete the analogy with ONE word from first paragraph. (1)
- Obscure : clear :: complex : _____

- a) simple
- b) intricate
- c) convoluted
- d) mysterious

- (vii) Read the Assertion and the Reason below, with reference to the passage and choose the correct option. (1)

Assertion: A structural failure in the lighthouse caused Silas to investigate the lamp room.

Reason: A sharp crack, distinct from the sounds of the storm, alerted Silas to a problem.

- a) Both Assertion and Reason are true and Reason is the correct explanation of the Assertion.
- b) Both Assertion and Reason are true but Reason is not the correct explanation of the Assertion.
- c) Assertion is true but Reason is false.
- d) Assertion is false but Reason is true.

- (viii) Explore the symbolism of the flickering lamp and the unfamiliar brass plate. How do these elements contribute to the overall atmosphere of suspense and mystery, and what might they represent in terms of the narrative's themes? (2)

- (ix) What was unusual about the script found on the brass plate, suggesting a possible connection to both ancient and modern times?
- (x) **Question:** Complete the following line: "The storm raged for three days, a snarling beast that..."

KENDRIYA VIDYALAYA SANGATHAN

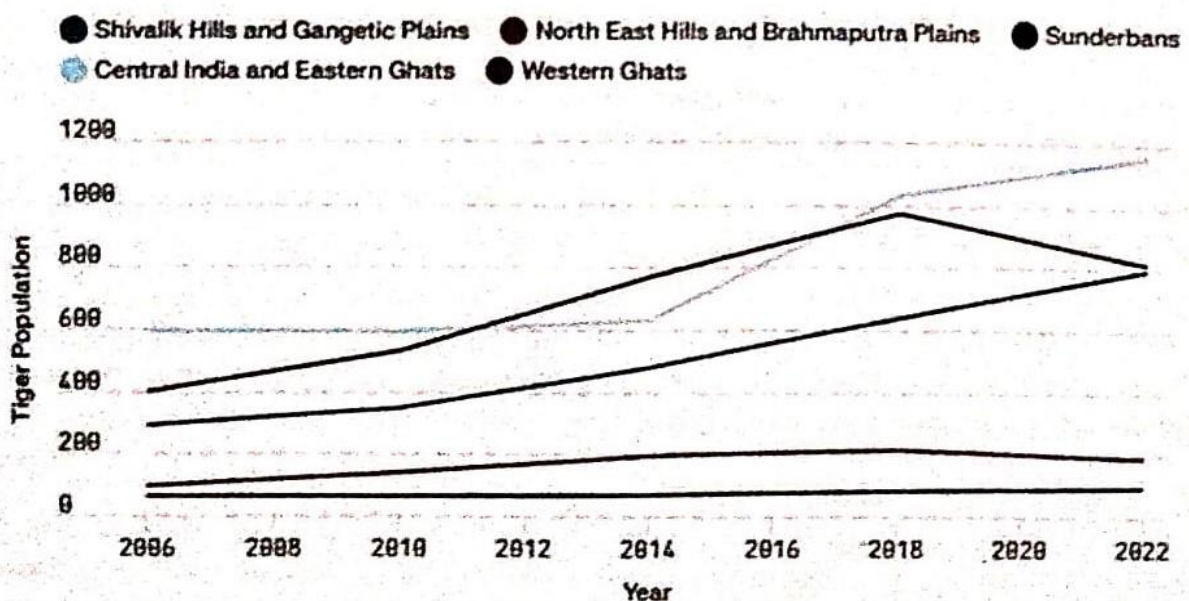
SECTION : A (READING SKILL - 10 Marks)

CASE BASED FACTUAL PASSAGE WITH VERBAL /VISUAL INPUTS LIKE STATISTICAL DATA, CHARTS, ETC

Q. Read the passage given below and answer the questions that follow.

1. The fourth quadrennial report on the status of tigers released by the Government of India revealed that the number of tigers in India increased by 74% between 2010 and 2018, and by more than 33% between 2014 and 2018.
2. Certain methodological changes along with tiger conservation programmes have contributed to the increase. The tiger population has been estimated in three phases, wherein phase three made extensive use of camera traps. The 2018 data has been lauded since 83% of the tiger population was individually camera trapped. Additionally, in this data, all tigers above the age of one have been included while in all the previous surveys (in 2010 and 2006), only tigers above 1.5 years of age were included.
3. The estimate of tiger population may not be accurate owing to the limitations in counting the highly secretive carnivore. Hence, the survey provided not a specific number but the range of tiger numbers i.e., between 2,603 and 3,346. This data has a possible error of 14%. Currently, India is home to 75% of the global tiger population.
4. To estimate the tiger population pragmatically (since tigers keep moving within forests and are not restricted to any one state), India's states have been classified into five different regions: Shivalik Hills and Gangetic plains, North East Hills and Brahmaputra Plains, Sunderbans, Central India and Eastern Ghats, and Western Ghats. The graph shows the region-wise distribution of India's tiger population.

Tiger Population in India by Region (2006-2022) ...



5. The Sustainable Development Goal 15 of the United Nations stresses sustainable management of forests, curbing biodiversity loss and reversing land degradation. Two specific goals towards this are prevention of threatened species from extinction and putting an end to wildlife trafficking. A significant increase in tiger population between 2010-2018 is, therefore, a step in the right direction.

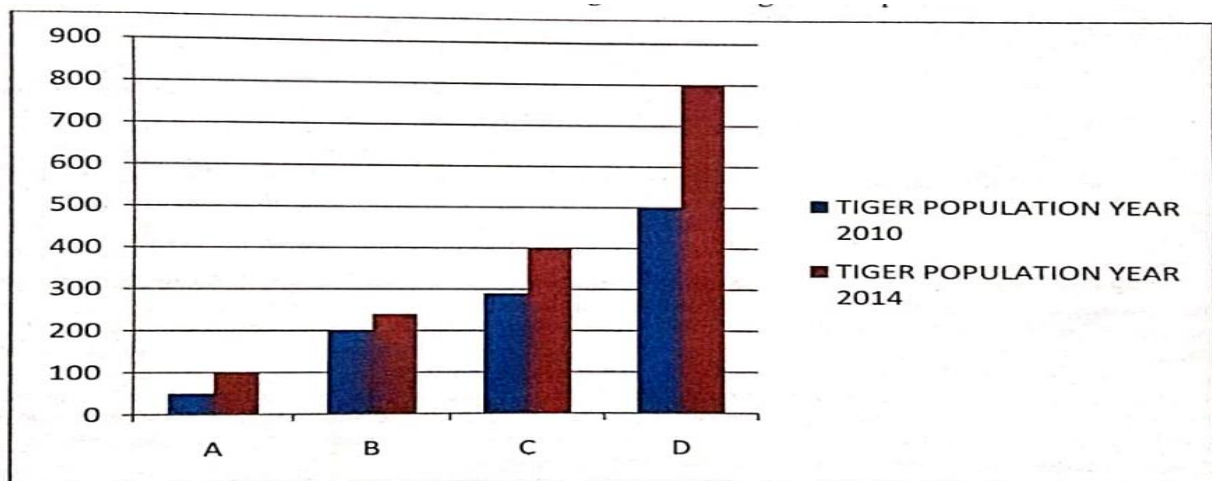
I. Which of these is the meaning of the word 'lauded' in paragraph 2? (1)

- A. praised
- B. replaced
- C. completed
- D. controlled

II. Why is it a challenge to accurately estimate the total number of tigers present? (1)

- A. People who are skilled at estimating without errors are few.
- B. Tigers are difficult to be spotted since they are good at hiding.
- C. Tigers are dangerous since they are prone to attacking humans.
- D. People find it difficult to keep up with the fast growing number of tigers.

III. The graph given below represents the status of tiger population of four different regions in India in 2010 and 2014. As per the passage, which of these regions does region A represent?



- A. Sunderbans
- B. Western Ghats
- C. Shivalik Hills and Gangetic Plains
- D. North East Hills and Brahmaputra Plains

IV. Which of these factors contributed to the increase in the number of tigers in the fourth quadrennial report? (1)

- (i) programmes designed to protect tigers
- (ii) a change in the category of tigers considered
- (iii) an improved methodological design to spot tigers
- (iv) a change in the total number of tigers above the age of one

- A. only (i) and (iii)
- B. only (iii) and (iv)
- C. only (i), (ii) and (iii)
- D. only (ii), (iii) and (iv)

V. Select the option that displays the correct cause-effect relationship. (1)

	Cause	Effect
A.	The tiger population was estimated in three Phase	Phase three made extensive use of camera traps
B.	India is home to the largest population in the world	The population of tigers has doubled between 2006 and 2018
C.	The Government of India released the fourth quadrennial report	The number of tigers in India has increased by 74% between 2010 and 2018
D.	Tigers roam within habitats that are spread across different Indian states	Indian states are classified into different regions for estimating tiger population.

VI. Rewrite the sentence below by replacing the underlined word with a word that means the same from paragraph 5. (1)

The coach feels that her players should be controlling their temper and displaying better sportsmanship.

VII. Why do you think it is important that we need to protect tigers? Answer in 30-40 words. (2)

VIII. According to the passage, the quadrennial reports reveal the status of tigers in India. State advantage of these reports.



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AN AUTONOMOUS BODY UNDER MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

GRADED WORKSHEET

CHAPTER: THE LAST LESSON BY: ALHONSE DAUDET

Prepared By: Mrs. Sabita Sharma, PM SHRI KV Babina Cantt {GROUP 1}

Q 1 Read the following extract and answer the questions that follow: **1X6=6 marks**

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive." What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall!

Q1.1. Assertion (A): Franz was shocked to hear that it was the last French lesson.

Reason ®: He was afraid of being punished by M. Hamel.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Q.1.2. M. Hamel told the class that the order had come from..... German in schools. to teach only

Q1.3 What does the word "thunderclap" in the line "What a thunderclap these words were to me!" suggest?

- A. A sound of joy
- B. A loud announcement
- C. A sudden shocking surprise
- D. A celebration

Q 1.4 True/False

Franz was excited to hear that it was the last French lesson.

Q 1.5 Why does M. Hamel ask the students to be very attentive?

Q 1.6 Reference to Context

Who are referred to as “the wretches” in the last line of the extract?

Q 2 Answer the question in 30-40 words only:2X2=4 Marks

Q2.1 Why do you think the villagers came to attend the last French lesson along with the children?

Q 2.2 How does the story highlight the importance of language in shaping national identity?

Q 3 How does Franz’s attitude toward school and M. Hamel change during the last lesson? **(5 Marks)**

ANSWERS:

1.1 B Both A and R are true, but R is not the correct explanation of A.

1.2 Berlin

1.3 C A sudden shocking surprise

1.4 Because it was their last Lesson in French, and he wanted them to value and learn it well as their mother tongue.

1.5 to express solidarity with their language

1.6 The Germans authorities who ordered that French be replaced by German in schools.

2.1 to show respect to M. Hamel for his years of service.

regretted not valuing their mother tongue earlier

wanted to honor it before it was replaced by German.

2.2 language a symbol of cultural and national identity.

imposition of German and the banning of French were attempts to dominate the people.

3. M. Hamel's words make Franz realize that losing one’s language is like losing a part of one’s self and nation.

Franz disliked school; feared M. Hamel

later felt guilty for not learning French and deeply respected M. Hamel’s dedication.

His attitude shifted from indifference to reverence as he realized the value of education and his teacher.



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Graded Worksheet

LESSON LOST SPRING

CLASS: XII

PREPARED BY –ADITYA VIKRAM, PGT ENGLISH KV NEW CANTT PTAYAGRAJ,1ST SHIFT.

SHEET 1.

VERY SHORT (EXTRACT BASED QUESTIONS)

Q. No1 Read the following extracts and answer the questions that follow as per the instructions given. – 6 marks.

“I have nothing else to do”, he mutters, looking away.

“Go to school.” I say glibly, realizing immediately how hollow the advice must sound.

“There is no school in my neighbourhood. When they build one, I will go.”

“If I start a school ,will you come?” I ask, half joking.

“Yes,” he says, smiling broadly.

A few days later I see him running up to me.” Is your school ready?”

a. Who is ‘he’ referred to in the first line? -1

b. What is ‘he’ doing? Pick the right option. -1

i. making tea in the tea shop.

ii. Bringing water in the canister.

iii. Scrounging garbage dumps.

iv. Picking rags in Seemapuri.

c. The writer advised Saheb to go to school but felt elated/repentant for having said that.(Tick the right option.) -1

d. When the writer asked saheb if she built a school would he come, she was---- (Tick the right answer0 -1

i. very serious.

ii. not sure.

iii. not serious.

iv. Joyous

e. Saheb asked the writer if her school was ready because he was ----- to go to school. Fill in the blank with one word. -1

f. Answer the following question as instructed.

Write A if both assertion and reason are right and reason is the answer to assertion.

Write B if only assertion is right.

Write C if only reason is right.

Write D if neither assertion nor reason is right.

Assertion.- There is no school in the neighbourhood.

Reason. The writer promised to open a school for rag pickers.

OR

Q. No 2. Read the following extract and answer the questions that follow.

“ It is his *karam*, his destiny,” says Mukesh’s grandmother, who has watched her own husband go blind with the dust from polishing the glass of bangles. “Can a god –given lineage ever be broken?” she implies. Born in the caste of bangle makers, they have seen nothing but bangles.--- in the house, in the yard, in every other house, every other yard, every street in Firozabad.

a. Whose ‘destiny’ is under reference here? -1

b. How is the tone of the speaker here? Choose the correct answer. –1

i.Elated . ii. Spirited iii. Sad iv. Satisfied.

c. Mukesh’s grandmother means to say that since they are born in a particular caste they have/ they don’t have option about any other work for living. Tick the correct option. -1

d. Select the correct option from those given below. -1

God- given lineage means.

- i. Blessings of the God.
- ii. Jobs given by the God.
- iii. Jobs owing to being born in a particular caste.
- iv. Line shown by the God.
- e. Wherever you see in every other yard ,you see----- (complete the sentence) -1
- f. Answer the following question as instructed.

Write A if both assertion and reason are right and reason is the answer to assertion.

Write B if only assertion is right.

Write C if only reason is right.

Write D if both assertion nor reason are right but it is not the reason for the assertion.

Assertion- Grandfather of Mukesh became blind with the dust from polishing the glass.

Reasons- Police will haul the bangle makers if they form the cooperative.

Very short answer type of questions.

1. Answer any two of the following questions in 40-50 words each. -4

- a. Why do Saheb and other rag pickers scrounge the garbage? What prompts them to do it?
- b. How can you say that Mukesh is different from other boys in Firozabad ? Give two points.
- c. According to the lesson Lost Spring (I want to drive a car) what is the custom for the daughters-in-law in the home?

Long answer type of question.

Answer the following question I 120-150 words. -5

Q. Mukesh in Lost spring (I want to drive a car) and Raj Kumar Shukla in Indigo are the characters who are not ready to give up so easily. Find out the similarities between these two characters in the light of above statement.

Or

William Douglas in Deep water and Mukesh in Lost Spring(I want to drive a car) are the testimonies of personalities who cannot be cowed down by odds in life. They have indomitable spirit to fight the challenges in life. In the light of above statements elucidate the ways in they are ready to face the problems in life.

Answer key.

Very short answer type question.

- a. Saheb
- b. Scrounging the garbage dump.
- c. Repentant
- d. Not serious
- e. Interested/willing/curious or any other similar answer
- f. A

Or

- a. Grandfather of Mukesh
- b. Sad.
- c. They don't have option
- d. Jobs owing to be born in a particular caste.
- e. You see only bangles of different colours
- f. D

Short answer type of questions.

Value points.

- a. In search of some coins. Sometimes they find some coins.
- b. Because he dares to do something different. He wants to become a motor mechanic not a bangle maker.
- c. They must veil their face when the elders enter. Besides they have to cook for entire family.

Long answer type question.

Value points.

Both of them are very much determined. They are not ready to accept defeat. Rajkumar Shukla followed Gandhi ji wherever he went and ultimately he was able to convince Gandhi Ji. With his will power Mukesh can also realize his dream.

Or

William Douglas was determined to overcome his handicap. He did not accept it. He hired a trainer ,practiced in different water bodies and ultimately conquered his fear. With his will power Mukesh can also realize his dream.He is ready to challenge the stigma of being born in a particular caste.

GRADED SHEET

Lesson Deep Water by William Douglas

CLASS: XII

Prepared by – Rashmi Singh PGT English KV EBS BabugarhHapur Uttar Pradesh.

1. Read the extracts and answer the questions that follow:6x1=6

"The terror that had gripped me when I was in deep water was gone. I was not afraid of the water anymore. I had learned to tread water and relax in it. The instructor put me on the side of the pool and told me to jump into the water. I did so. I swam back to the edge of the pool. The instructor repeated this process several times. Finally, I could do it on my own."

1.1. What emotion did the narrator no longer feel in deep water?

- A) Excitement
- B) Anger
- C) Terror
- D) Joy

1.2. What specific ability did the narrator acquire that enabled them to conquer their fear of water?

- A) Diving
- B) Floating
- C) Holding breath
- D) Treading water and relaxing

Read the following statements and choose the correct option

1.3Assertion (A): The narrator was no longer afraid of water.

Reason (R): The narrator had learned to tread water and relax in it.

- a. Both A and R are true, and R is the correct explanation of A.
- b. Both A and R are true, but R is not the correct explanation of A.
- c. A is true, but R is false.
- d. A is false, but R is true.

1.4. The terror that had _____ me.

Complete the above statement with better replacement for 'gripped'.

Fill in the blank

1.5. I was not _____ of the water anymore.

True or False:

1.6. The narrator was still terrified of deep water by the end of the passage.

2. Short answer type of questions.

Answer any two of the following questions in 40-50 words each. 2x2=4

2.1 What lesson did Douglas take away from his struggle with the fear of water?

2.2 Which Lake did Douglas swim across to make sure he had fully overcome his fear?

2.3 How did Douglas check if his fear of water was truly gone after learning to swim?

Long answer type of question.

Q 3 Answer the following question 120-150 words. 5x1=5

Q 3.1 How does the story "Deep Water" highlight the theme of overcoming fear and the strength of the human spirit?

OR

Q 3.2 What were the two frightening incidents that triggered the author's fear of water, and how did they affect him over time?

ANSWERS:

1.1 Terror

1.2 D) Treading water and relaxing

1.3 a. Both A and R are true, and R is the correct explanation of A.

1.4 Seized

1.5 Afraid

1.6 False

2.1 (Douglas learned that _____ can be overcome with _____, _____, and consistent _____. His struggle made him realize that fear is only in the _____ and that one must _____ it bravely to _____ it.)

2.2 Which Lake did Douglas swim across to make sure he had fully overcome his fear?

Douglas swam across _____ in _____ to ensure he had completely _____ his fear of _____.

2.3 How did Douglas check if his fear of water was truly gone after learning to swim?

Douglas tested himself by swimming alone in lakes like _____ and _____. Even when slight _____ returned momentarily, he _____ it, proving his complete _____.

3.1 (The story "Deep Water" by William Douglas is a powerful narrative of personal struggle and triumph over _____. It begins with two terrifying _____ that deeply

affected Douglas, leading to an intense fear of _____. However, instead of surrendering, Douglas chooses to confront his fear with _____ and _____.

He employs the help of an _____ and goes through a rigorous and patient training process to learn _____ and to stay _____ in water. Through _____ and mental strength, he gradually eliminates his fear. His journey is symbolic of the strength of the _____.

It teaches that fear is something we create in our _____, and with perseverance, _____, and _____, it can be conquered. The story serves as an _____ for anyone struggling with inner _____ or _____.)

3.2 William Douglas experienced two terrifying _____ that led to his phobia of _____. The first occurred when he was very _____ and visited the beach in _____ with his father. A powerful _____ knocked him down and buried him under water, making him feel _____ and _____.

The second incident happened at the _____ pool when he was about _____ or _____. A much older and larger _____ tossed him into the _____ end of the pool. Douglas nearly _____ and was overwhelmed with _____ and _____.

This traumatic experience _____ him for years, creating a deep-seated _____ of water. He avoided all activities involving water despite wanting to enjoy _____ and water _____. The incidents left psychological _____, but his eventual resolve to overcome them highlights his _____.)



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WORKSHEET: **THE RATTRAP** BY SELMA LAGERLOF

CLASS: XII

Prepared by: Niki Sharma (PM SHRI KV CRPF BIJNAUR, LUCKNOW- I SHIFT)

M.M.: 15

Time: 30 min.

Student's Name _____

Roll No. _____ Class & Section _____

Q.1 Read the extract given below and answer the questions that follows: 6x1=6

One dark evening as he was trudging along the road he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man without wife or child, was happy to get someone to talk to in his loneliness. Immediately he put the porridge pot on the fire and gave him supper: then he carved off such a big slice from his tobacco roll that it was enough both for the stranger's pipe and his own. Finally, he got out an old pack of cards and played 'mjölis' with his guest until bedtime.

1. The setting of "a dark evening and a lonely road" contributes to the mood of the passage by creating a sense of *loneliness* / *gloom*, which makes the old man's kindness appear even more _____.
2. What does the passage suggest about how generosity can impact both the giver and the receiver?
 - a) It benefits only the one who receives help.
 - b) It is a duty that often goes unnoticed.
 - c) It brings comfort and companionship to both the giver and the receiver.
 - d) It creates dependence and weakens individual effort.
3. What does the word trudging suggest about the way the stranger was walking?
4. (Choose the correct option)
Assertion (A): The stranger was turned away like he usually was.
Reason (R): The old man didn't trust strangers.
 - a) Both A and R are true, and R is the correct explanation of A.
 - b) Both A and R are true, but R is not the correct explanation of A.
 - c) A is false, but R is true.
 - d) Both A and R are false.
5. Why do you think the old man shared his food and tobacco generously with a stranger? What values does this reflect?
6. What contrast is shown between the usual response the stranger received and the old man's behaviour? What does it reveal about society?

Q.2 Answer any two of the following questions in 30-40 words.

2x2=4

1. Explain the metaphor of the world being a "big rattrap" in your own words.
2. How does the peddler's initial image as a thief contrast with his eventual honesty?

3. What does the phrase "sad and monotonous life" suggest about the rattrap seller?

Q.3 Answer any one the following questions in 120-150 words.

5x1=5

(a) Analyze how "The Rattrap" (hope) and "Deep Water" (fear) depict overcoming struggles through external support vs. self-determination. How does Edla's kindness help the peddler regain faith in humanity? Contrast this with Douglas in "Deep Water", who conquers fear alone. What do these differing approaches suggest about resilience?

(b) "Physical and metaphorical barriers trap Derry and the peddler differently."

Analyze the symbolism of the peddler's "rattrap" vs. Derry's "Garden wall". How do both characters' escapes from their traps reflect their emotional growth?

(c) "Both Derry (On the Face of It) and the Peddler (The Rattrap) are isolated, but their journeys to redemption differ."

How does Derry's isolation stem from societal prejudice, while the peddler's arises from poverty? Contrast Mr. Lamb's role in Derry's transformation with Edla's influence on the peddler. Whose intervention is more impactful? Justify.

Marking scheme

Q.1.1 remarkable / heartwarming

2. c) It brings comfort and companionship to both the giver and the receiver.

3. It suggests he was walking slowly and with effort, possibly tired or weary.

4. d) Both A and R are false.

5. It reflects values like hospitality, compassion, and the human need for companionship.

6. It reflects values like hospitality, compassion, and the human need for companionship.

Q.2.1 The man saw life as a trap where people are lured by temporary comforts but ultimately get trapped in suffering.

2. The peddler transforms from a petty thief driven by desperation to an honest man inspired by kindness and dignity.

3. It suggests that the rattrap seller lived a life filled with hardship, routine, and emotional emptiness.

Q.3. a. Key Points:

- The Rattrap: External empathy (Edla) fosters redemption.

- Deep Water: Internal grit (Douglas' self-training) leads to triumph.

- Life lesson: Some need emotional support; others rely on self-will.

b. Key Points:

- Peddler: Breaks free from cynicism via Edla's compassion.

- Derry: Overcomes fear of judgment by stepping into the world.

- Philosophical Link: Mental prisons vs. societal cages.

c. Key Points:

- Derry: Physical disability → social rejection → Mr. Lamb's wisdom restores self-worth.

- Peddler: Poverty → mistrust → Edla's kindness rekindles faith.

- Modern Link: Rehabilitation of marginalized groups vs. empathy for the homeless.



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Graded Worksheet:

Chapter – Indigo by Louis Fischer

Class: XII | Subject: English Core

Max.Marks: 15

Instructions: Read the questions carefully and attempt all as per your level of understanding.

Section A: Extract-Based Questions (6 marks)

Q1 Read the following extract and answer the questions that follow: (1mark each)

"The peasants were sharecroppers. Rajkumar Shukla was one of them. He was illiterate but resolute. He had come to invite Gandhi to Champaran."

Q1.1 Who was Rajkumar Shukla and why did he want Gandhi to come to Champaran?

Q1.2 What does the author mean by calling Shukla "resolute"? How is this quality significant to the story?

Q1.3 Rajkumar Shukla was illiterate but.....

Complete the above statement with better replacement for 'resolute'

Q1.4 Complete the analogy

Rajkumar Shukla: Sharecropper:: Gandhiji:.....

a) farmer b) sharecropper c) leader d) politician

Q1.5 Read the following statements and choose the correct option

Assertion (A): Rajkumar Shukla was determined to bring Gandhi to Champaran.

Reason (R): He was one of the sharecroppers suffering under the exploitative system.

A. Both A and R are true, and R is the correct explanation of A.

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

C. A is true, but R is false.

D. A is false, but R is true.

Q1.6 Read the following statements and choose the correct option

Assertion (A): Rajkumar Shukla was a highly educated man who persuaded Gandhi with logical arguments.

Reason (R): He was an illiterate sharecropper but showed great determination.

A. Both A and R are true, and R is the correct explanation of A.

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

C. A is false, but R is true.

D. Both A and R are false

Or

Q2 Read the following extract and answer the questions that follow: (1mark each)

"The British planters abandoned their estates which reverted to the peasants. Indigo sharecropping disappeared."

Q2.1 Why did the British planters abandon their estates?

Q2.2 What was the impact of the Champaran episode on the peasants?

Q2.3 The British planters.....their estates.

Complete the above statement with better replacement for ' abandoned'

Q2.4 Complete the analogy

Meerut: Uttar Pradesh:: Champaran:

Q2.5 Read the following statements and choose the correct option

Assertion (A): Indigo sharecropping came to an end in Champaran.

Reason (R): The British planters abandoned their estates, and the land was returned to the peasants.

A. Both A and R are true, and R is the correct explanation of A.

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

C. A is true, but R is false.

D. A is false, but R is true.

Q2.6 Read the following statements and choose the correct option

Assertion (A): The British planters continued to dominate agriculture in Champaran.

Reason (R): Indigo cultivation became more profitable for the planters.

A. Both A and R are true, and R is the correct explanation of A.

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

C. A is true, but R is false.

D. Both A and R are false.

Section B: Short Answer Type Questions (2 marks each). 2x2=4marks

Answer any two of the following in about 30–40 words each.

Q 3.1 Why is the Champaran episode considered the beginning of the Indian struggle for independence?

Hints: Champaran episode ignited Indian peasants importance of freedom and self respect.

Q 3.2 How did Gandhi's interaction with the lawyers show his method of leadership?

Hints. Gandhi's showed his method..... moral courage When the lawyers told him they would leave, commitment to helping the peasants. His calm conviction inspired them to stay and support the ethical strength, and personal sacrifice.

Q 3.3 What was the reaction of the authorities when Gandhi refused to leave Champaran?

Ans. When Gandhi refused to leave Champaran as ordered handle dropped the case against, peaceful resistance and moral stand challenged their authority in a way they weren't prepared to counter.

Section C: Long Answer Type Questions (5 marks each)

Answer any two of the following in about 120–150 words each.

Q 4.1 Gandhi said, “The real relief for them is to be free from fear.” The lesson can be best explained referring the examples from the chapter 'We're Not Afraid to Die, If We All Can Be

Together' from XI class. Both the chapters reflect 'Overcoming Fear' can lead to relief from fear and resort to a normal life. Explain.

Ans.

Gandhiji's quote, "The real relief for them is to be free from fear," beautifully highlights the face of adversity. This idea the story We're Not Afraid to Die... If We All Can Be Together by Gordon Cook and Alan East, which showcases life-threatening storm at sea.

In the story, family face enormous challenges refuse to give in to panic. Instead, they draw and the ship is nearly wrecked, show remarkable courage. Seven-year united. Their words reflect victory over fear.

Similarly, Gandhiji believed fear is essential bravely

act calmly and rationally, ultimately leading to their survival and return to normal life.

..... emphasize relief and peace overcome our fears. Courage, unity, and faith help us confront

come out stronger.

Or

Q 4.2 Discuss the significance of Gandhi's method of non-violent civil disobedience as demonstrated in the Champaran movement. How was it different from other methods of protest?

Answer

The Champaran movement India's freedom struggle, principle of non-violent civil disobedience. It was significant because it demonstrated that peaceful protest could be a powerful tool for social and political change.

In Champaran indigo farmers to cultivate defiance to set up an inquiry. Eventually, the unjust system was abolished.

This method was different from earlier protests which often involved petitions, violent uprisings, or common people and instilled sympathy, both in India and abroad.

In nutshell we can say that the Champaran non-violence powerful social justice, and it movements in India's struggle for independence.

KENDRIYA VIDYALAYA SANGTHAN
GRADED WORKSHEET - POETS & PANCAKES
CLASS: XII

Prepared by Sanjeev Kumar Rai

TIME :- 30 MINS

MM – 15 MARKS

Que 1: Read the given extract and answer the questions that follow.

"The make-up room had the atmosphere of a hair-cutting salon, with make-up artists busy applying layers of foundation and powder to the actors' faces. The painters supplied the colours for the actors' make-up, which was a mixture of oil paint and cosmetics."

Short Answer Questions:

1. Which make up room is the narrator referring to?
2. What was the atmosphere in the make-up room?
3. Who supplied the colours for the actors' make-up?
4. What mixture was used for the actors' make-up?
5. Describe the make-up room at Gemini Studios.
6. What was the role of the make-up artists at Gemini Studios?

Que 2 : Answer any two of the following questions in about 30 to 40 words

1. How was national integration exhibited in the make up room of the Gemini Studio?
2. How did the lawyer end the career of a promising actress?
3. What is the theme of the book 'The God That Failed'?

Q-3 Answer any one of the following questions in about 120 to 150 words.

1. . "Such a charitable and improvident man, and yet he had enemies!" Subbu was a truly inspirational person in Gemini Studios who had multi-faceted talent. Still he invited envy from others, despite being so charitable and helpful. Probably he restricted himself too much to the studios in the company of back-biters and hate-mongers. He should have valued his art of writing more!
How do you think Umberto Eco (from "The Inter-view") could have advised him regarding better and a wiser use of his energies and talents?

(OR)

2. Discuss the author's tone in the chapter 'Poets and Pancakes'. How does he use humour and satire to describe the people and events at Gemini Studio.
-

MARKING SCHEME OF GRADED WORKSHEET

Answers

Passage One:

1. The atmosphere was like a hair-cutting salon.
 2. The painters supplied the colours.
 3. A mixture of oil paint and cosmetics.
 4. The make-up room had the atmosphere of a hair-cutting salon.
 5. The make-up artists applied layers of foundation and powder to the actors' faces.
 6. The author described the make-up process as a detailed application of foundation and powder.
-

Short Answers:

1. The makeup department was headed by persons from different parts of India. It had hierarchical structure with people from various regions and linguistic backgrounds across India.
2. The lawyer recorded the voice of the promising actress when she burst into the makeup room speaking ill for the director.
3. The primary theme of "The God That Failed" is the authors' disillusionment with and rejection of communism. It explores their journeys from embracing communism to experiencing its failures and ultimately abandoning the ideology. The book is a collection of essays by prominent writers of the 20th century,

LONG ANSWERS - COMPETENCY BASED QUESTION - ANSWER

Ans) 1 - Kothamangalam Subbu was too brilliant to be accepted by the mediocre minds in the Gemini Studios. Like the "OFFICE BOY" and others criticised him of being a "SYCOPHANT". He considered Subbu as responsible for all his failures.

Not just him, all the frustrated workers in the Gemini Studios, who wanted their boss's closeness for no actual creative talent in themselves, were jealous, even envious of his No. 2 position in the studios. Also Perhaps because Subbu was a Brahmin, and without much Education.

Subbu was charitable, helped actors with their dialogues and roles during film shooting, gave 14 solutions to any problem to the boss, S. S. Vassan, and even wrote Poetry for the masses. His famous novel, "Thillana Mohanambal " **which** even was transformed into a popular Tamil Movie.

UMBERTO ECO, too was a writer of Non-fiction. He made even the most boring themes of metaphysics, theology, and medieval history popular among masses. His book "Name of the Rose" sold 10-15 million copies. He wrote more than 40 non-fiction books and 5 novels on SUNDAYS. He could have advised Subbu to carve out a personal space for himself where he could find "EMPTY SPACES" even in his busy schedule in Gemini studios .

Umberto called these Empty Spaces “INTERSTICES”. Eco wrote novel on Sundays, when every professor would take rest and relax with the paid salary. He can advise SUBBU, by his own example, that it would be better if Subbu left the idea of being a people’s man. Subbu could do far better by taking more time out for writing Poems, and Novels and dramas for the real readers outside the Gemini Studios.

Perhaps, Subbu could value his Art of Writing more. This could have been a more fulfilling profession for him!

Ans – 2 Asokamitran employs subtle humor and satire in the chapter 'Poets and Pancakes' to highlight human foibles. Petty professional differences and insignificant differences not only keep our minds occupied, but they also bring out a subtle humor that is spontaneous but not superfluous.

KVS ZIET GWALIOR

5 Day Training Programme On 'Content Enrichment and Pedagogical Practices in Learning of English' for PGT (English)

Class XII

SUBJECT: ENGLISH

GRADED WORKSHEET FOR CLASS XII

TOPIC-THE INTERVIEW

1. Read the following extract and answer the questions that follow. (6X1=6)

Since its invention a little over 130 years ago, the interview has become a commonplace of journalism. Today, almost everybody who is literate will have read an interview at some point in their lives, while from the other point of view, several thousand celebrities have been interviewed over the years, some of them repeatedly. So it is hardly surprising that opinions of the interview — of its functions, methods and merits — vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

- i) Which field is 'interview' commonly used in?
- ii) Name the writer of the given extract.
- iii) What are the varying features of an interview?
- iv) Interview is a way to uncover about public figures, considering it an art that helps the..... understand celebrities' lives and thoughts.
- v) Why is the interview despised by few celebrities?
 - a) It is a time taking task
 - b) It steals a person's soul.
 - c) It is boring and monotonous
 - d) It is an unpleasant invasion into their private lives and belittles their image.

vi) Select the correct option from those given in brackets, to fill in the blank.

It is a.....in some primitive cultures that a photograph captures a person's soul.(myth , ritual ,superstition)

2. Answer any two of the following three questions in 40- 50 words each (2X2=4)

i) Why does Denis Brian believe that the interviewer holds a position of unprecedented power and influence?

ii).hat makes the interview a serviceable medium of communication?

iii) What is the name of the Umberto Eco's Novel? Mention some special features of the novel as highlighted by Mukund Padmanabhan?

3. Answer any one of the following two questions, in about 120-150 words. 1x5=5

i) Interview plays a crucial role in the projection and construction of a celebrity's personality. Comment in the light of the lesson, 'The Interview'

OR

ii. Your friend has got a golden opportunity to interview a famous doctor of his locality. He writes a letter asking for your suggestions about framing appropriate questions and courtesies he should follow as an interviewer.

Draft a reply to him having few suggestions for the same.

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5 Day Training Programme On “Content Enrichment and Pedagogical Practices in Learning of English” for PGT (English)

ANSWER KEY FOR THE GRADED SHEET

TOPIC-THE INTERVIEW

Q1.

- i) journalism
- ii) Christopher Silvester
- iii) Its functions, methods and merits
- iv) the truth ; audience
- v) It is an unpleasant invasion into their private lives and belittles their image
- vi) myth

Q2.SUGGESTED VALUE POINTS)

i)

- .One person asking questions from another
- The questions of an interviewer are crucial to know about a celebrity.
- Any other relevant answer

ii)

- Allows direct conversation
- Dialogue between the interviewer and interviewee
- Helps in understanding the interviewee
- Any other relevant answer

iii) ‘The Name of The Rose’. a detective yarn ; also delves into metaphysics, theology, and medieval history.

- Q3.SUGGESTED VALUE POINTS

i)

- providing insights into the lives and thoughts of these well-known figures.
- They offer a glimpse into the personalities behind the fame
- allowing audiences to connect with their favorite stars on a deeper level.
- Any other relevant answer

ii)

- frame quality and relevant questions
- Maintain your charm and poise as an interviewer
- Don't ask intimidating or uneasy questions
- Don't repeat questions
- Be watchful about your posture ,eye contact , voice modulation and gesture

Any other relevant answer

Graded Worksheet
Class XII
SUBJECT: ENGLISH
Going Places - A R Barton

M.M.15

TIME:20 MIN.

Q.1 Read the given extract and answer the questions that follow:

6 marks

After dark she walked by the canal along a sheltered path lighted only by the glare of the lamps from the wharf across the water, and the unceasing drone of the city was muffled and distant. It was a place she had often played in when she was a child. There was a wooden bench beneath a solitary elm where lovers sometimes came. She sat down to wait for it to be the perfect place, she had always thought so for a meeting of this kind. For those who wished not to be observed. She knew he would approve.

i) Complete the following sentence:

After dark, she walked along a lit by the lamps.

ii) Why was that place suitable for meeting?

iii) Where and why did she sit?

iv) Based on the following statements, choose the correct option.

Assertion: "Geoff, as always, went with his mates higher up."

Reason 1: Geoff was not very close to his family and lived in his own world.

Reason 2: Geoff was rude and indifferent towards everyone around him and didn't care about anyone at all.

a) Reason 1 and Reason 2 both can be inferred from the assertion.

- b) Reason 1 can be inferred but Reason 2 cannot be inferred from the assertion.
- c) Reason 1 cannot be inferred but Reason 2 can be inferred.
- d) Reason 1 and Reason 2 both cannot be inferred.

v) Find a word from the given extract which means 'lonely'

vi) Name the story from which this extract has been taken. Name the author.

Q 2 Attempt any two of the following questions.(35-40 words)

4 Marks

- i) Why didn't Sophie want Jansie to know about her story with Danny?.
- ii) Did Sophie really meet Danny Casey?
- iii.) Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolize/represent?

Q 3. Attempt any one of the following questions.5 Marks 120-150 words

i) 'Their mother sighed. Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'

The prose selection, Going Places includes this telling comment about Sophie's mother.

In Aunt Jennifer's Tigers, we are told that –

'The massive weight of Uncle's wedding band
Sits heavily upon Aunt Jennifer's Hand.'

Imagine a conversation between Sophie's mother and Aunt Jennifer.

Create this exchange with reference to the two extracts given above.

You may begin the conversation like this ...

Sophie's mother: Your embroidery is so beautiful. Do you love tigers?

ii) Teachers always advise their students to dream big yet the same teachers in the

classroom find fault with Sophie when she dreams. What is wrong with Sophie's dreams? Write in the form of a blog entry.

Chapter 8 Going Places Marking scheme

Q.1

6 Marks

- i) Ans. After dark she walked by the canal, along a sheltered path lit only by the glare of the lamps from the wharf across the water.
- ii) Ans. The unceasing drone of the city was muffled and distant, so that place was suitable for meeting.
- iii) Ans. There was a wooden bench beneath a solitary elm where lovers sometimes came, she sat down there to wait.
- iv)
- v) Solitary
- vi) Going Places and A R Barton

Q 2

4 Marks

- i. Sophie didn't want Jansie to know her story about Danny Casey. She thought that Jansie would fill everyone in on it. Then the people would come in large numbers to know about it in detail Sophie was very afraid of her father. She feared that her father would become furious. He could also murder her.
- ii. It is very difficult to say whether Sophie met with Danny Casey: She might have seen him from a distance and then she weaved the whole story about her meeting with him in her mind.
- iii. Sophie liked her brother because she had full faith in him. She thought that he would never let her secrets out. Therefore, she used to share her secrets with Sophie's brother and spoke very little. Sophie thought he was a symbol of some exotic and interesting world

Q 3

5 Marks

- i) Sophie's mother: Your embroidery is so beautiful. Do you love tigers?
Aunt Jennifer: I'm afraid of real tigers, but I adore tigers in art.
Sophie's mother: Can you explain why you like tiger art but are afraid of tigers in real life?
Aunt Jennifer: "I want to express myself through tiger art."
Sophie's mother: What does it imply? I didn't understand it. Could you please elaborate?

Aunt Jennifer: It represents a show of strength for me, and it is the only way I can express myself because my husband does not listen to me and always dominates the family. My life has been spoiled.

Sophie's mother: "How sad!" I understand now. My family also treats me the same way. And you've made your decision.

ii. It is always good to dream big. But the dreams should also be realistic. We can't achieve great heights suddenly as if someone has turned a magical wand. Sophie belongs to a low middle class family. She has no means to gain name and fame: Therefore, she starts weaving in her mind the unrealistic dreams and fantasies. First of all, she thinks that she would open a fine boutique in the city. When her friend Janse tells her that it would take a lot of money to open a boutique, she says that she would become a manager to begin with. She does not realise that no one would make her a manager straight off.

Then she thinks of becoming an actress. She takes a chance meeting with Danny Casey as the beginning of a love affair with him. She dreams of meeting with him. But this and her other dreams are just a product of her imagination. She doesn't know how to realise them. We should dream big but for that we should make constant efforts. Mere dreaming brings disappointment as it happens with Sophie.

KVS ZIET GWALIOR

5 Day Training Programme On 'Content Enrichment and Pedagogical Practices in Learning of English' for PGT (English)

Class XII

SUBJECT: ENGLISH

GRADED WORKSHEET FOR CLASS XII

Topic- My Mother at Sixty Six

By- Kamala Das

Q1. Read the lines given below and answer the questions that follow:

"Driving from my parent's home to Cochin last Friday

Morning, I saw my mother.....

Put that thought away, and Looked out at young

Trees sprinting, the merry children spilling

Out of their homes," but after the airport's

security check, standing a few yards

away, I looked again at her, wan,

pale as a late winter's moon..."

i) What poetic device is used in the phrase "trees sprinting"?

- a) simile b) metaphor
- c) personification d) alliteration

ii) What is the mother's face compared to and why?

iii) Why does the poet look out at the sprinting trees and the merry children spilling out of their homes?

iv) What mood is created by the mention of "merry children" and "trees sprinting"?

- a) Joyful and carefree b) Melancholic and slow
- c) Tense and anxious d) Lonely and isolated

v) Assertion (A): The poet feels a sense of fear and sadness while looking at her mother's face.

Reason (R): She is reminded of her childhood fear of losing her mother.

Options:

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.
- c) A is true, but R is false.
- d) A is false, but R is true.
- vi) Name the poetic technique used by the poet in the poem.

2. Attempt any two of the following in 40-50 words each : (2*2=4)

- i. Describe the physical appearance of the poet's mother as seen during the car journey.
- ii. Explain the significance of the contrasting images of 'trees sprinting and 'merry children'.
- iii. Explain the significance of the contrasting images of 'trees sprinting and merry children.

3. Attempt any one of the following in 120-150 words (5*1=5)

i) In 'My Mother at Sixty Six' the poet's deep emotional response to her aging mother contrasts with the strength portrayed by Aunt Jennifer's tigers. How do the characters in both poems convey different emotional states? Explain with the reference to imagery and tone.

ii) What is the significance of the title 'My Mother at Sixty six'? How does it reflect the theme of the poem?

ANSWER KEY

1.

i) c) Personification

ii) The pale face of the mother is compared to that of a corpse, dull and lifeless.

iii) The poet is filled with pain, looking at the ashen face of her mother. To distract her mind from these deadly thoughts, she looks out at the sprinting trees and the merry children spilling out of their homes.

iv) a) Joyful and carefree

v) .a) Both A and R are true, and R is the correct explanation of A.

vi) imagery

Ans 2

i): During the car journey, the poet sees her mother dozing beside her. Her face is pale, colorless, and lifeless like a corpse. The physical appearance of her mother reflects aging, fragility, and the approach of death, which fills the poet with fear and sadness.

ii) The images of 'trees sprinting' and 'merry children' reflect the energy and liveliness outside, in contrast to the poet's silent, aging mother. They symbolize the cycle of life—youth moving forward with joy while old age brings stillness, highlighting the poet's inner conflict and fear of separation

iii) The 'trees sprinting' and 'merry children' symbolize life, energy, and movement, in contrast to the poet's mother's stillness and aging. These images highlight the passage of time and the contrast between youth and old age, emphasizing the poet's fear of losing her mother.

Ans 3 i. In My Mother at Sixty-Six, the poet expresses sorrow and helplessness as she watches her mother age, using imagery like "wan, pale as a late winter's moon." In contrast,

Aunt Jennifer's tigers in Aunt Jennifer's Tigers symbolize courage and freedom. The tigers represent strength and defiance, while the mother reflects vulnerability. The tone in the first is melancholic and reflective; in the second, it's symbolic and subtly critical of oppression.

Ans 3 ii. The title My Mother at Sixty-Six focuses on a specific moment in the poet's life that brings a deep realization of mortality. It reflects the central theme of aging, fear of loss, and emotional bonding between mother and daughter. The title anchors the poem in a personal yet universally relatable context

Keeping Quiet (Poem By Pablo Neruda)
CLASS: XII

Max. Marks : 15 Marks

Duration : 20 minutes

Q.1. Read the extract given below and answer the questions that follow (6*1=6M)

Fishermen in the cold sea would not harm whales

and the man gathering salt

would look at his hurt hands.

(i) Which activity does the poet not want the fisherman to do?

- (a) not go out into the sea
- (b) not harm the whales
- (c) not going sailing during storms
- (d) kill the other sea-creatures

(ii) What are some of the other men doing?

(iii) The poet advocates the balance of nature

- (a) to be maintained
- (b) to get destroyed
- (c) to remain inactive
- (d) all of the above

(iv) State whether the following statement is TRUE or FALSE

Through 'Fishermen in the cold sea would not harm whales', the poet urges us not to harm the animals.

(v) What do 'hurt hands' refer to in the line, 'Men would look at their hurt hands'?

(vi) Complete the sentence appropriately.

.....is the poetic device used in 'his hurt hands'.

Q.2. Answer any TWO of the following questions : (2*2= 4 Marks)

i) What, according to Pablo Neruda in the poem 'Keeping Quiet', is the lesson that we should learn from mother earth?

ii) What are the different types of wars mentioned in the poem? What is Neruda's attitude towards war ?

iii) Why is Pablo Neruda against total inactivity?

Q.3 Answer any one of the following questions in 120-150 words 1×5=5 marks

i) The modern world is seriously facing the challenges of War , tension and survival. In the light of such critical circumstance, write a debate either in favour or against the topic

"Introspection is the only solution to save the humanity"

Or

ii) You are greatly disturbed by the recent terrorist attack on innocent lives at Pahalgam in Kashmir and the escalation of War leading to tension, anxiety and fear . you plan to deliver a speech in the morning assembly on the topic...

" Introspection is the best ever solution to heal the humanity "

Drawing the ideas from poem Keeping Quiet by Pablo Neruda , draft yours speech in about 120 to 150 words.

ANSWER KEY

Q.1

(i)(b) not harm the whales

(ii) some of the other men are gathering salt

(iii) (i) to be maintained

(iv) TRUE

(v) It refers to the harm that the salt collection has caused to his hands.

(vi) Alliteration

Q.2. Answer any TWO of the following questions : (2*2= 4 Marks)

Answers...

i) The poem, "Keeping Quiet" refers to stopping of all activities for a moment and calls for introspection. He tells us to remain silent for a moment. It will help us to analyse the kind of deeds we are doing for our selfish purpose but it adversely affects our nature. Balance and harmony must be made between nature and human beings for our existence on the Earth. We must make our mother Earth a better place to live in.

ii) Pablo Neruda has mentioned 'green wars', 'wars with fire' and 'wars with gas'. The poet does not appreciate the concept of war. He condemns it by saying that these wars will result in victory with no survivors. So instead of these wars and conflicts we must develop the concept of mutual understanding and co-existence.

iii) The poet is against total inactivity because it means death, whereas the poet has firm. He only wishes us to introspect and take a break from the hectic, aimless life.

Q.3 Answer any one of the following questions in 120-150 words 1×5=5 marks

War is to just show domination not coordination

Introspection requires peace of mind and war resorts to impatient activity

Peace is liked by all, war is the brain child of very few

Introspection leads to way of blissful life...

li)

speech in the morning assembly on

" Introspection is the best ever solution to heal the humanity "

Address.....

Introspection requires peace of mind and war resorts to impatient activity

Peace is liked by all, war is the brain child of very few

Introspection leads to way of blissful life...

Graded Worksheet for Class 12
CHAPTER: A THING OF BEAUTY

Total Marks: 15

Q.1

Read the extract and answer the questions below:

(6 marks)

"A thing of beauty is a joy forever:

Its loveliness increases; it will never

Pass into nothingness; but still will keep

A bower quiet for us, and a sleep

Full of sweet dreams, health, and quiet breathing."*

(i) What does the poet say about the longevity of beauty?

- a) It fades with time
- b) It grows older
- c) It never ends
- d) It becomes dull

(ii) What is meant by “quiet breathing”?

- a) Loud snoring
- b) Restfulness
- c) Deep crying
- d) Rapid breath

(iii) According to the poet, what does beauty provide us?

- a) Wealth
- b) Strength

c) Rest and peace

d) Fear and anxiety

(iv) Which figure of speech is used in “a thing of beauty is a joy forever”?

a) Personification

b) Simile

c) Metaphor

d) Alliteration

(v) What does the word “bower” signify?

Ans. A peaceful shady shelter under trees.

(vi) Why will beauty never “pass into nothingness”?

Ans. Because its impact is eternal and uplifting.

Q2 Short Answer Questions (ATTEMPT ANY TWO)

(2 × 2 = 4 Marks)

1. How does Keats view beauty in the context of human suffering?

2. What role does nature play in the poem?

3. Why does the poet believe beauty is everlasting?

Q3 Long Answer Question (1 × 5 = 5 Marks)

i. Discuss how beauty serves as a spiritual remedy in the poem.

OR

ii. Both Kamala Das and John Keats explore the inevitability of mortality, but through different lenses. Critically compare how each poet addresses the theme of death one through personal experience, the other through the permanence of beauty. What does each poet seem to suggest about human response to loss and decay?

2. "My Mother at Sixty-Six" presents a moment of personal grief, while "A Thing of Beauty" offers a more universal, philosophical escape. Examine how the individual and the universal interact in both poems, and discuss which poetic approach you find more powerful in conveying emotional truth?

Answers

1.

- (i) c) It never ends
- (ii) b) Restfulness
- (iii) c) Rest and peace
- (iv) c) Metaphor
- (v) A peaceful shady shelter under trees.
- (vi) Because its impact is eternal and uplifting.

2.

Short Answer Questions

- 1. Keats believes beauty offers comfort amid human suffering by providing peace, joy, and an escape from pain.
- 2. Nature is a constant source of beauty that soothes and heals the soul with its calming and inspiring elements.
- 3. The poet sees beauty as everlasting because its influence continues to inspire and uplift the human spirit over time.

3.

i. Beauty acts as a spiritual remedy by uplifting the soul, relieving sadness, and connecting us to peace and hope through nature and art....

Keats uses poetic language—metaphors, vivid imagery, and rhythm—to depict beauty as eternal, soothing, and spiritually enriching.

Kamala Das: Confronts mortality directly through personal loss.

John Keats: Masks mortality with enduring beauty.

Message: Das—faces decay; Keats—escapes it.

ii.

Interaction: Personal grief (Das) mirrors shared human fear; Keats uses universal beauty to comfort all.
More powerful: Keats—offers lasting hope.

GRADED WORKSHEET

GROUP -2

A ROADSIDE STAND

Robert Frost

Q1. Read the given extract and answer the following questions: (6x1=6)

Sometimes I feel myself I can hardly bear
The thought of so much childish longing in vain,
The sadness that lurks near the open window there,
That waits all day in almost open prayer
For the squeal of brakes, the sound of a stopping car,
Of all the thousand selfish cars that pass,
Just one to inquire what a farmer's prices are.
And one did stop, but only to plow up grass
In using the yard to back and turn around;
And another to ask the way to where it was bound;
And another to ask could they sell it a gallon of gas
They couldn't (this crossly); they had none, didn't it see?

- i) Why has the longing been called 'childish'?
- ii) Which of the following is NOT one of the reasons for the cars to stop?
 - a) to take turn
 - b) to ask for fuel for their cars
 - c) to know about their income
 - d) to know the direction to their destination
- iii) Which word in the above lines means 'angrily'?
- iv) What is the unsaid 'open prayer' of the roadside stand people?
- v) Which of the following options present the correct match of the two columns given in the table below?

Figures of speech Expressions

- | | |
|------------------------|--------------------------|
| A. transferred Epithet | E. gallons of gas |
| B. alliteration | F. Sadness that lurks |
| C. personification | G. Selfish cars |
| D. anaphora | H. And another to ask... |

- i) A-F, B-G, C-H, D-E
- ii) A-G, B-F, C-E, D-H
- iii) A-H, B-G, C-E, D-F
- iv) A-G, B-E, C-F, D-H

vi) Assertion (A): The poet feels a deep sorrow for the rural poor who wait in vain for customers at their roadside stand.

Reason (R): The poet is critical of the way society exploits and ignores the hopes of poor people.

Choose the correct option:

- i) Both A and R are true and R is the correct explanation of A.
- ii) Both A and R are true but R is not the correct explanation of A.
- iii) A is true but R is false.
- iv) A is false but R is true.

Q2. Answer any two of the following questions in about 40- 50 words. (2x2=4)

- i) Why does the poet call the politicians 'greedy good-doers'?
- ii) Why do the people who run the roadside stand wait for the squeal of brakes so eagerly?
- iii) Explain: "soothe them out of their wits" with reference to the poem 'The Roadside Stand'.

Q3. Answer any one of the following questions in about 100-120 words. (5 Marks)

- i) Imagine a car stops and actually buys from the roadside stand. Keeping in mind the reaction you think the peasants would have, write a diary entry as the farmer describing not only your immediate experience but also your after -thoughts on being able to earn 'city money.'
- ii) 'A Roadside Stand' and 'Lost Spring' depict two contrasting worlds existing in society . Justify the statement with reference to the poem 'A Roadside Stand' and the text 'Lost Spring'. You may begin Social satire in the two texts portrays two contrasting worlds that exist in society.

MARKING SCHEME

GRADED WORKSHEET

A ROADSIDE STAND

Robert Frost

QUESTION 1

- i) The longing has been called childish as no one stops to fulfil their wish.
- ii) to know about their income
- iii) crossly
- iv) The open prayer is that the rich city people should stop and buy the things they are selling.
- v) iv- A-G, B-E, C-F, D-H
- vi) A) Both A and R are true and R is the correct explanation of A.

QUESTION 2

- i) .The politicians portray themselves as people who want to work for the betterment of society. However, when it comes to fulfilling the promises of goodwill made to the poor people, these politicians simply turn away, once their self-interest is taken care of. That is why the poet calls them ‘greedy good-doers’
- ii). The “squealing of brakes” means that a car has stopped at their roadside stand. It raises their hopes that the city-folk have stopped there to buy something from their roadside stand and some city money will come into their hands.
- iii). The powerful men approach the country folk with false promises of providing them with better living conditions and a better life. These innocent and simple rustics repose blind faith in their false claims and feel soothed and satisfied. They fail to see through their crookedness and selfishness.

QUESTION 3

i.

Diary Entry

Date: []

Today will remain etched in my memory for a long time. For the first time since we set up the stand, a car actually stopped — and not just to ask for directions or to complain about the stand ruining the view — but to buy something. I couldn’t believe it at first. A sleek, silver car slowed down, and a well-dressed man stepped out. He looked around for a moment, then pointed to the jars of fresh berry jam. I quickly wrapped them up, my hands trembling slightly, not

from fear, but from the unexpected rush of hope. He smiled — politely, not mockingly — and handed me money. City money. It was just a small sale — barely enough to cover a day's worth of effort — but to me, it meant the world. For a moment, I felt seen. Validated. As if all those hours spent picking berries, preparing the jam, and sitting by the roadside in sun and dust weren't in vain. As the car drove off, a strange warmth settled over me. I started to imagine — what if more cars stopped? What if people began to value what we grow, what we make? Could this be the beginning of something? Or was it just a lucky accident, a flicker of false hope? Still, for tonight, I will allow myself to dream a little. Maybe our lives aren't meant to be ignored forever. Maybe we too can be part of this world — not just as scenery, but as people who matter. One jar sold, one spark lit.

– A hopeful farmer

ii.

Social satire in the two texts portrays two contrasting worlds that exist in society. Both 'A Roadside Stand' by Robert Frost and 'Lost Spring' by Anees Jung highlight the deep divide between the privileged and the underprivileged in our society. These texts bring to light the injustices suffered by the marginalized, while exposing the indifference and hypocrisy of those in power. In 'A Roadside Stand', Frost depicts the rural poor trying to make a living by setting up a small roadside stall, hoping to attract customers from the city. However, instead of receiving empathy or support, they are often met with disdain and neglect. The poet criticizes the urban elite who romanticize the countryside but fail to understand or address the real struggles of the rural population. Their development schemes, like relocating villagers for a better life, are portrayed as superficial and manipulative — more about maintaining appearances than genuine upliftment. On the other hand, 'Lost Spring' presents the harsh reality of children like Saheb and Mukesh, who are forced into labour at a young age due to poverty and systemic exploitation. Saheb, a ragpicker, represents the children born into a cycle of helplessness, while Mukesh dreams of breaking free from the traditional occupation of bangle-making, despite the harsh conditions in which his family works. Anees Jung uses these personal stories to criticize a society that allows child labour to persist while turning a blind eye to their dreams and suffering. Together, both texts unveil two starkly different worlds: one of comfort, privilege, and indifference, and the other of hardship, struggle, and unfulfilled aspirations. Through the use of social satire and poignant imagery, the authors compel to reflect on the deep-rooted inequalities that continue to define our society.

Graded Worksheet for class XII

Chapter : Aunt Jennifer's Tigers (Poem)

Duration : 20 minutes

Max. Marks : 15 Marks

Q.1. Read the extract given below and choose the best option for the following questions.

(6*1= 6 Marks)

When Aunt is dead, her terrified hands will lie

Still ringed with ordeals she was mastered by.

The tigers in the panel that she made

Will go on prancing, proud and unafraid.

i. How does the poet use contrast as a poetic device in the above stanza?

ii. The phrase “ringed with ordeals” most likely refers to:

- a. The jewelry Aunt Jennifer wore
- b. The burdens and constraints of her married life
- c. The repetitive patterns in her embroidered
- d. A physical illness that confined her

iii. What does the continued prancing of the tigers suggest about Aunt Jennifer’s art?

- a. It was incomplete at her death
- b. It was a legacy of her unfulfilled dreams
- c. It was admired by society
- d. It became a symbol of her wealth

iv. Assertion (A): Aunt Jennifer's tigers symbolize her desire for freedom and strength.

Reason (R): The tigers are described as fearless, unlike Aunt Jennifer who is trapped in her marriage.

Options :

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.

D. A is false, but R is true.

v. In the context of the poem, the line "Still ringed with ordeals she was mastered by" most intricately critiques which of the following?

- A. The inevitability of death and decay
- B. The futility of resistance in a patriarchal society
- C. The glorification of domestic labor
- D. The permanence of artistic expression

vi. What nuanced interpretation best explains why the tigers "go on prancing, proud and unafraid" after Aunt Jennifer's death?

- A. They symbolize the futility of her efforts, as they are oblivious to her life.
- B. They reflect a false sense of freedom constructed by societal expectations.
- C. They represent the enduring spirit and resilience Aunt Jennifer projected through her art.
- D. They act as a metaphor for societal detachment from individual suffering.

Q.2. Answer any TWO of the following questions : (2*2= 4 Marks)

- i. What are Aunt Jennifer's Tigers doing in the poem and how are they described?
- ii. Discuss the symbolic meaning of Aunt Jennifer's hands in the poem, especially in relation to gender and societal expectations.
- iii. What is the significance of "prancing tigers" in Aunt Jennifer's life?

Q.3. Answer any ONE of the following questions : (1*5= 5 Marks)

- i. Compare and contrast how Alphonse Daudet in his "The Last Lesson" and Adrienne Rich in "Aunt Jennifer's Tigers" depict the impact of external control whether political or patriarchal on individual expression, identity, and resistance.
 - ii. Aunt Jennifer is portrayed as a submissive character to her husband in the poem. While Zitkala Sa and Bama in "memories of childhood" try their best to break free from societal norms. Compare and contrast these three women and suggest how Aunt Jennifer could have followed her desire in real life rather than on a piece of cloth.
-

Marking Scheme

Graded Worksheet class XII : Aunt Jennifer's Tigers

Ans. 1.

i. There is a stark contrast between "her terrified hands" and "the tigers, prancing, proud and unafraid." This juxtaposition emphasizes the difference between Aunt Jennifer's reality and her inner longing for strength and freedom.

ii. B

iii. B

iv. Av5. B

vi. C

Ans. 2.

i. confidently and gracefully moving through the forest, unafraid of men, described as powerful and fearless creatures, symbolize strength, freedom, and independence

ii. Opression, resistance, creativity

iii. Symbol of Freedom and Power, Contrast to Aunt Jennifer's Reality, Expression of Inner Desire, Legacy and Immortality (any two or similar points)

Ans. 3.

i. Loss of voice (Aunt Jennifer) vs. loss of language (Franz)

Patriarchy vs. colonial oppression

Silent resistance (embroidery) vs. emotional awakening (last French lesson)

Cultural and personal erasure

Value of freedom of expression

ii. Bama - her fight against caste system

Zitkala Sa - struggle for cultural identity

Aunt Jennifer - no direct struggle but submission

She could break free from unhappy marriage, earn herself , any other similar point



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Zonal Institute of Education & Training, Gwalior

शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त निकाय

AN AUTONOMOUS BODY UNDER MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

CLASS XII
GRADED WORKSHEET: WRITING SECTION
SUBJECT: ENGLISH CORE (301)

NOTICE WRITING

Attempt Any One of the given Notices:

4x1= 4Marks

1. You are Aayush/Anjali, the Head Boy/Head Girl of DAV Public School RANCHI. Write a notice informing students about the *Annual Function* to be held on *25th November 2025* in the school auditorium. Include details like time (10 AM), venue, and a call for participation in cultural events.
2. As the Secretary of the Literary Club of Jay Jyoti English School Moradabad, draft a notice inviting students to participate in an **Inter-School Debate Competition* on the topic "Social Media: A Boon or Bane?". Provide details like last date for registration (15th December 2023), selection trials, and prizes.
3. You lost your wristwatch in your school auditorium. Write a notice in not more than 50 words for your school notice board giving a detailed description of the watch. You're Anil/Aruna of class XII of SPS Public School, Lucknow.

INVITATION (1 WORKSHEET)

Attempt Any ONE of the given invitations:

4x1= 4 Marks

1. You are the Head Boy/Head Girl of *Green Valley Public School, Dehradun*. Your school is organizing its Annual Day Celebration on 25th November 2025 at 5:00 PM in the school auditorium. The District Magistrate of Dehradun will be the Chief Guest. Draft a formal invitation in not more than 50 words, inviting the parents and guardians of students to the function. Use formal language and appropriate layout.
2. As the President of the Literary Society of Arunoday International School, Pune, draft a formal invitation (50 words) for the “Voices of Change” Youth Literature Conclave on 21st January 2026 at 9:00 AM in the Tagore Convention Hall. Invite Literary Club mentors and two top student writers from select schools. Maintain a formal, intellectual tone suitable for the event’s theme: “Narratives that Shape Nations.”
3. You are Rohan/Roshni, the Head Boy/Head Girl of *Green Valley Public School, Dehradun*. You want to invite your friend Aarav/Anaya to attend your school’s Annual Day Celebration on 25th November 2025 at 5:00 PM in the school auditorium. The District Magistrate will be the Chief Guest. Write an invitation in about 50 words.

INVITATION (2 WORKSHEET)

Attempt Any ONE of the given invitations :

4x1= 4 Marks

4. Your elder brother/sister is getting married next month. As part of the celebrations, your family is hosting a pre-wedding musical evening at your residence on 15th December 2025 at 7:00 PM. You want your close friend Aarav/Anaya to be part of the celebrations. Draft an invitation in about 50 words, expressing your excitement and mentioning key details.
5. As the Secretary of the Cultural Club of your school, *Lotus Valley Senior Secondary School, Bhopal*, you are organizing an Inter-School Debate Competition on the topic “Artificial Intelligence: Boon or Bane?” on 3rd December 2025 at 10:00 AM in the school auditorium. You are required to draft an invitation (in about 50 words) inviting the principal and two student participants from DPS, Bhopal to attend and participate in the event.
6. You recently qualified for the National Youth Space Camp, a week-long residential program hosted by ISRO in Bengaluru. Participants will interact with scientists, attend live launch simulations, and engage in astrophysics workshops. Write an invitation (in 50 words) to your friend, inviting them to accompany you to the camp as a fellow participant, since they also cleared the qualifying round. Mention the purpose, dates (5th–11th February 2026), and why you’re excited to attend together. Use an enthusiastic, personal tone.

REPLY TO THE INVITATION

Attempt Any ONE of the given invitations:

4x1= 4 Marks

Q.1. You are Dr. Ishaan Kapoor, Director of the Institute for Advanced Learning, Bengaluru. You have received a formal invitation from the Ministry of Education to deliver the keynote address at a two-day National Education Policy Conference to be held in Delhi on 10–11 August 2025. Draft a formal reply declining the invitation, citing an unavoidable international engagement. (Word limit: 50 words)

Value points-

Institutional address and date

Formal acknowledgment of invitation and event details

Gratitude and regretful tone

Clear reason for declining (international engagement)

Professional closing with designation

Q.2. You have received an informal invitation from your old school friend Ayaan, inviting you to a batch reunion being organized after ten years, at your former boarding school in Dehradun. You are thrilled to reconnect with your childhood friends and revisit the campus. Draft an informal reply accepting the invitation, expressing nostalgia, excitement, and your travel plans. You are Devika. (Word limit: 50 words)

Value Points:

Accept the invitation clearly

Express strong emotional connection/nostalgia

Mention excitement about meeting old friends

Reference to the location/school adds context

Q.3 You are Dr. Ananya Sen, Head of the English Department at Heritage College, Kolkata. You have received a formal invitation from the British Council to participate in a panel discussion on “New Age Communication Skills” on 5th July 2025 at The Park Hotel, Kolkata. Due to prior commitments, you are unable to attend. Draft a formal reply declining the invitation. (Word limit: 50 words)

Value points-

Sender’s address and date

Formal acknowledgement of the invitation

Mention of the event, date, and organiser

Polite refusal with a valid reason (e.g., prior commitment)

Formal tone and language throughout

ARTICLE WRITING

Attempt Any One of the following questions:

5x1 = 5 M

Question 1

Nowadays conflicts among countries have become very common. War results in destruction only, even then it has always remained a persistent global issue among many countries. We can take the example of Russia Vs Ukraine or India Vs Pakistan. Write an article on Conflicts among countries in about 150-200 words. You are Sunil/Sunita.

Value points

conflicts driven by a variety of factors, unresolved regional tensions, the breakdown of the rule of law, and the scarcity of resources.

Root Causes: political power struggles, territorial and ethnic issues, and societal inequalities. Suggested solutions-

diplomatic strategies, international cooperation, addressing root causes, Preventive diplomacy, mediation, alongside addressing underlying issues like economic inequality and promoting sustainable development.

Question 2

The present-day youth are greatly stressed due to cut-throat competition and consumerist culture. Write an article in 150-200 words on the causes of the stress on the modern generation suggesting suitable solutions. You are Sumit/Smita.

Value points -

Causes Of Stress-

cut-throat competition, no time for relaxing or to pursue something of their own, lot of tension, trying to acquiring material things.

Suggested solutions-

quiet introspection, stop living like robots, health and well-being will have to be our primary concern.

Question 3.

Last week as you were coming back from school you happened to see a huge plastic bag full of leftovers of food being flung into the middle of the road from a speeding car. You wondered how people can be so devoid of civic sense. Write an article in 125-150 words on why we lack civic sense and how civic sense can be inculcated in children at a very young age. You are Rudra/Ragini.

Value points -

Civic sense not considered as an important value by many people, not inculcated in us from a very young age, Incentives should be given, use of dustbins, stringent laws enforcement.

REPORT WRITING

Attempt Any One of the following questions:

5x1= 5 M

QUESTION 1:

You are Priya/Rohan, a student of Class 12. Your school organized a 'Tree Plantation Drive' on World Environment Day. Write a report in about 120–150 words for your school newsletter.

Key Points for Answer:

- * Title: Report on Tree Plantation Drive
- * Name, class, and date
- * Occasion: World Environment Day (June 5)
- * Organizers: School eco club/staff
- * Activities: planting saplings, speeches by teachers
- * Participation by students, teachers, and principal
- * Purpose: create environmental awareness
- * Closing: impact on students and community

QUESTION 2:

As the Cultural Secretary of your school, write a report on the 'Annual Sports Day' held recently. Mention the chief guest, main events, student participation, and results. Write in about 150–180 words.

Key Points for Answer:

- * Title: Report on Annual Sports Day
- * Date, venue, and host (school)
- * Chief Guest: Name and designation
- * Description of events: races, games, march past
- * Highlights: best performances, records broken
- * Participation: students from all classes
- * Prize distribution ceremony and speech by Chief Guest

* Vote of thanks and conclusion

QUESTION 3:

You are a student reporter for your school magazine. Write a detailed report on the 'Career Guidance Seminar' organized by your school in collaboration with external experts. Your report should cover purpose, speakers, key topics discussed, student queries, and feedback. (Word limit: 180–200)

Key Points for Answer:

- * Title: Insightful Career Guidance Seminar at XYZ School
- * Date, venue, and organizer (school + external experts/career counselors)
- * Objective: help students plan future academic/professional paths
- * Key speakers: professionals from various fields (medicine, engineering, law, liberal arts, etc.)
- * Topics covered: career trends, entrance exams, skill development, alternative careers
- * Student participation: Q\&A sessions, personal queries addressed
- * Feedback: positive response from students and teachers
- * Conclusion: value of the session and request for more such event

LETTER TO EDITOR

Attempt Any One of the following questions:

5x1 = 5 M

QUESTION 1:

Write a letter to the Editor of a national daily highlighting the increasing problem of noise pollution in your locality. You are Riya/Rohan, a resident of 42, Green Park, Delhi.

Key points

Loud music, honking of vehicles, disturbs students, health of old people, control noise, etc.

QUESTION 2:

You are Riya Kapoor, a student of Class 12 at XYZ Public School, New Delhi. You are concerned about the rising screen time among teenagers and its harmful effects. Write a letter to the Editor of The Times of India highlighting this issue and suggesting possible solutions.

Key points

Long hours on mobile phones, social media, playing games, problems - disturbed sleep, eye strain, depression, etc., less time with family, more time to outdoor games, family interaction, workshops etc.

QUESTION 3:

You are Aarav Mehta, a student of Class 12 at Greenfield International School, Mumbai. You are concerned about the lack of career counseling in schools and its impact on students' career choices. Write a letter to the Editor of The Indian Express highlighting the importance of career counseling in schools and suggesting ways to improve career guidance for students.

Key points

Face confusion, societal expectations, unaware of options, provide insight in different professions, provide internships, workshops, etc.

JOB APPLICATION LETTER

Attempt Any One of the given letters:

5x1= 10 Marks

1. You are Anuj/Anjali of Class XII, studying at ABC School, Kanpur. Write an application for the post of English Tutor for evening classes as advertised in the local newspaper.

Hints & Value Points:

- Subject: Application for the post of English Tutor
- Say why you are suitable:
 - Good academic record in English, Passion for teaching
 - Can handle students of classes VI to X
- Closing lines:
 - Available in the evenings, can join immediately
 - Looking forward to a positive response

2. You are Anuj/Anjali of Class XII, studying at ABC School, Kanpur. Write an application for the post of English Tutor for evening classes as advertised in the local newspaper.

Hints & Value Points:

- Subject: Application for the post of English Tutor
- Say why you are suitable:
 - Good academic record in English, Passion for teaching
 - Can handle students of classes VI to X
- Closing lines:

- Available in the evenings, can join immediately
- Looking forward to a positive response

3. You are Sameer/Sara, a student of Class XII Humanities. You read about an opportunity for a Youth Ambassador Program organized by Global Youth Exchange. Write a job application to be considered for the role.

Challenge:

- Include leadership roles (head boy/girl, club president, etc.)
- Mention interest in diplomacy, social service, international relations
- Add any certifications (e.g., MUN, public speaking)

CREATIVE WRITING SKILL	PREPARED BY & POST	SCHOOL
NOTICE	MR. H.N. TRIPATHI, PGT ENGLISH	K.V. 39 GTC VARANSHI
INVITATION	MR. TRILOKENDRA SINGH, PGT ENGLISH	K.V. AMARKANTAK
REPLY TO INVITATION	MS MEGHA BHARDWAJ, PGT ENGLISH	K.V. NOIDA
ARTICLE	MRS. NEELAM CHOURE, PGT ENGLISH	K.V. DHANPURI
REPORT	MRS. ARCHANA SINGH, PGT ENGLISH	PM SHRI K.V. HARDOI
LETTER TO THE EDITOR	MRS. SAROJ SINGH, PGT ENGLISH	K.V. NTPC RIHAND NAGAR