



CLASS 12 · CBSE ENGLISH CORE (301)

English Core Solved Board Papers

Chapter-wise and year-wise CBSE board questions with complete answers

2024-2026

- ✓ Part A: every question sorted by chapter and writing task, with full answers
- ✓ Part B: complete board papers, each followed by its answers
- ✓ Board weightage table and most-asked topics for every chapter
- ✓ Model answers for every notice, invitation, letter, article and report
- ✓ Reading passages, extracts and long answers answered the board way

WHAT YOU GET

CBSE English Core papers 2024–2026. Every question answered. Sorted chapter-wise.

3

board papers

87

solved questions

3

years · 2024–26

25

chapters

0

MCQs solved

X Questions scattered across years



✓ All in one place, chapter-wise

X Don't know what to study first



✓ Weightage + most-asked topics

X No model answers for writing



✓ Every writing task fully drafted

X Short answers lose marks



✓ Answers written the board way

PART A**Chapter-wise****A**

- ✓ Weightage table
- ✓ Most-asked topics
- ✓ Every question + solution

PART B**Full papers****B**

- ✓ Exactly as set by CBSE
- ✓ Solutions after each paper
- ✓ Timed 3-hour practice

2026 · 1/1/1

2025 · 1/4/1

2024 · 1/1/1


Complete Notes · Solved PYQs

CLASS 6–12 · ALL SUBJECTS

100%
 QUESTIONS
 SOLVED
Made for **board toppers**

How to use this book

Part A puts every board question on a chapter or a writing task together. Finish a chapter in your notes, then answer its Part A questions without looking at the answers. Check, mark the ones you got wrong, and repeat them a week later.

Each question shows where it was asked, for example **CBSE 2026 · 1/1/1 · Q12**. Use the weightage table and the most-asked topics chart at the start of each chapter to decide what to revise first.

Part B gives full papers. In the last month before the exam, sit with a clock and write one paper in 3 hours, then check it with the answers that follow the paper.

Writing answers follow the board format (format, content, accuracy and fluency) and stay within the word limit. Literature answers name the character or poetic device, then support each point with an incident or line from the text.

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Part A · Chapter-wise questions with solutions

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| 6. Report Writing 3 Qs | 18. A Roadside Stand 2 Qs |
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Part B · Full board papers, each followed by its solutions

- | | |
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| 1. CBSE 2026 · 1/1/1 solutions | 2. CBSE 2025 · 1/4/1 solutions |
| | 3. CBSE 2024 · 1/1/1 solutions |

87 questions in all. Questions are taken from the CBSE Class 12 English Core board papers and the answers are our own, written to the board's marking pattern. Where the main set (1/1/1) was released only as a scanned image, the next readable set of the same year is used.

CHAPTER 1

Reading: Unseen Passages**Board weightage 2024–2026**

Year	2024	2025	2026
Questions	2	2	2
Marks	22	22	22

Most asked topics

Discursive passage  3

Case-based factual passage  3

6 questions from 3 papers. Repeated questions are shown once with every year they were asked.

10 marks: case-based factual passage

CBSE 2026 · 1/1/1 · Q2

10 marks

Read the following passage carefully:

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

Causes of Road Accidents in India (2023)

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

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

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

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

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

Answer the following questions, based on the given passage:

- What strategy does the author use in paragraph (1) to highlight the seriousness of road accidents? (A) use of statistics and emotional appeal. (B) humour and satire (C) technical jargon and neutrality (D) personal anecdotes and optimism (1)
- What evidence from the passage suggests that stricter school-zone measures were effective? (A) the number of schools increased rapidly. (B) there was a 30% drop in minor accidents near

schools. (C) teachers and parents opposed the new rules. (D) students stopped commuting by bicycle. (1)

(iii) What would the following be classified as? Students launched a campaign called "Ride Right" promoting helmet use among two wheeler riders. Select the appropriate response: (A) primary purpose (B) secondary objective (C) method of analysis (D) research outcome (1)

(iv) Give two points to support the success of the No Helmet - No Selfie Challenge. (2)

(v) Which word from paragraph 4 best conveys the idea of 'ensuring compliance through authoritative measures' especially in the context of traffic systems? (A) collection (B) enforcement (C) monitoring (D) automation (1)

(vi) Analyze why does the author emphasise that both technology and personal responsibility are important in promoting road safety. (2)

(vii) Complete the following with a suitable reason: Road safety is about personal responsibility because _____. (1)

(viii) Which of the following inferences is best supported by the data in the table? (A) enforcement of helmet and seat belt rules would address the cause of road deaths. (B) speeding is the key issue, which requires technological and behavioural interventions. (C) mobile phone use while driving is the fastest growing cause of accidents. (D) drunk driving accounts for more deaths than 'no helmet/seat belt' and distractions combined. (1)

Solution

(i) (A) use of statistics and emotional appeal.

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

(iii) (B) secondary objective. (The campaign is one of the actions supporting the main purpose of road safety.)

(iv) Any two: (a) the challenge **went viral**; (b) **over 2000 riders pledged** to wear helmets daily; (c) its success led to **invitations from the municipal body** to speak in other schools.

(v) (B) enforcement.

(vi) Technology (AI cameras, automated signals, GPS alerts) reduces human error, improves monitoring and enforces rules, e.g. a 40% rise in fine collection. But rules work only when people choose to follow them; personal responsibility is called "the most powerful safety tool", because every right choice by a cyclist or pedestrian sets an example. So the two together make roads safe.

(vii) ...every individual's right choice (wearing a helmet, following signals, using the correct lane) protects lives and **sets an example** for others ("I follow, I influence").

(viii) (B) speeding is the key issue, which requires technological and behavioural interventions. (Overspeeding causes 56% of accidents, more than all other causes together.)

Read the following passage carefully:

(1) *Introduction: Humans are social creatures with a deep desire to interact with one another. Recent developments in technology have made it possible for billions of people worldwide to use cell phones to satisfy this need. The current study aims to analyse the impact of smartphone use among various categories of people in Kerala, India. The present study will provide an insight into the extent and magnitude of people's reliance on smartphones to communicate in this modern age and the dwindling nature of social relationships.*

(2) *Methodology: A google form created questionnaire was used to gather information on the subject from a sample of participants who were from various districts in Kerala, India.*

(3) *Survey Examination: Among the 131 study participants, 66 were men and the remaining 65 were women. For convenience, the study considered only the main purpose for which a smartphone is used by any given individual.*

(4) *Results:*

S.No	Purpose	Frequency	Percentage
1.	Academic	21	11.11
2.	Communication	56	29.63
3.	Entertainment	48	25.40
4.	Others	64	33.86

Individuals differed in their interests and preferences regarding their choice of communication medium. Some preferred direct conversation, while others conveyed their messages through virtual mediums of communication, that did not involve any face-to-face interaction.

(5) *Implications for Interventions: It was observed that individuals were interested in using their smartphones even when they were dining. This constant use can have several disadvantages such as reckless use of mobile phones, including prolonged hours of radiation exposure, over-calorie intake due to binge eating, leading to obesity, and other health problems. It is also a vital tool to achieve social progress. The use of phones while travelling can sometimes detract from an individual's enjoyment of the serenity of the environment, the scenic beauty of picnic spots, and affect the way an individual behaves and interacts with his or her co-travellers.*

(6) *Conclusion: It is true that most of the population under different age and gender categories use smartphones every day, but there is no significant fall in the duration spent in direct face-to-face conversation with fellow beings, except in very few individuals. The majority of people agree that traditional face-to-face communication is more comfortable, reliable, and expressive than text messages, phone calls, or electronic mail.*

Answer the following questions, based on the given passage.

(i) Complete the following suitably. In paragraph (1), the author highlights the use of smartphones to _____. (1)

(ii) How does the author validate the fact that smartphones take away the joy of beauty around us? (1)

(iii) Paragraph (4) includes the phrases, direct communication and virtual communication. Classify the following sentences as direct and virtual communication: Sentence 1: Most of the students attend online classes on mobile phones. Sentence 2: He arranged for a get-together to meet his school friends. (1)

(iv) In paragraph (5), 'By reckless use of mobile phones' the author blames: (A) binge eating (B) mobile phones (C) responsibility of man (D) demands of society (1)

- (v) Give two points to support how smartphones make a major impact on man's life. (2)
- (vi) What would the following be classified as? There is no significant fall in the duration spent in direct face-to-face conversation. Select the appropriate response: (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)
- (vii) 'Technological development is a double-edged sword.' Analyse the above statement with reference to the text. (2)
- (viii) The study is very relevant in the contemporary times, because: (A) we are living in the 21st century. (B) it is an era of IT revolution. (C) mobile phones have penetrated everyone's life. (D) mobile phones are used by students for academic purposes. (1)

Solution

- (i) ...satisfy the deep human desire to **interact/communicate** with one another.
- (ii) Using phones while travelling **detracts from enjoying the serenity** of the environment and the scenic beauty of picnic spots.
- (iii) Sentence 1: virtual communication. Sentence 2: direct communication.
- (iv) (C) responsibility of man (the careless user, not the phone itself).
- (v) Any two: smartphones are used for **communication, academics and entertainment**; people use them **even while dining**; reckless use causes **health problems** (radiation exposure, binge eating, obesity); they affect how people behave with co-travellers; yet they are also a vital tool for **social progress**.
- (vi) (D) Research outcome.
- (vii) Smartphones help people communicate, study, be entertained and achieve social progress; but their reckless use causes radiation exposure, obesity and other health problems, and takes away the joy of nature and of company. So technology has both benefits and harms.
- (viii) (C) mobile phones have penetrated everyone's life.

Read the following passage carefully:

(1) A recent survey conducted by an independent research firm sought to measure levels of happiness among youth aged 16 – 24 years in seven countries. The findings revealed some intriguing insights into what makes today's youth happiest, as well as which factors influence their overall well-being. In India, an overwhelming majority of the youth reported feeling satisfied with their lives, with 87% rating of their overall happiness as 'high' or 'very high.' Financial security was identified as the primary source of happiness for 66%, followed by family support (89%), having a purpose in life (50%), and work or studies (40%). Unfortunately, 65% reported feeling stress related to academic performance or workload, while 25% reported feeling lonely. These figures point to a need for increased mental health support among India's youth.

(2) These surveys also revealed that family support is an important source of contentment for young people across countries. In Europe, 59% of respondents said that their families were a major source of happiness; in France this figure was 67%, and 63% in Germany. In North America, 64% rated family as an important factor for well-being in Canada, while 61% did so in the United States. Similarly, 89% of survey respondents in India named family support as a major contributor to their overall contentment level.

(3) It is clear that stress has a significant impact on the happiness of today's youth. The findings suggest that young people need better resources to manage their mental health and well-being. This may include access to counselling services, mindfulness activities and support groups to help them cope with challenging circumstances. It is also important to provide financial support so as to reduce some of the economic pressures.

(4) In India, 65% of youth surveyed reported feeling anxious about their academic performance or workload, while 25% felt lonely. These figures are especially significant given how important family support is for young people's overall contentment.

Answer the following questions, based on the above passage:

- (i) What are the two findings that the survey mentioned in paragraph 1 reveals? Answer in about 40 words. (2)
- (ii) Explain in about 40 words the statement "It is also important to provide financial support so as to reduce some of the economic pressures." (2)
- (iii) Elaborate giving data, the statement "Stress has a significant impact on the happiness of today's youth." (1)
- (iv) Which of the following factors, with reference to the given passage, does not play a substantial role in the well-being of Indian youth? (A) Family support and strong ties (B) Social connection and technology (C) Books and literature (D) Economic stability (1)
- (v) State whether True or False, with reference to the given passage: It is not necessary to provide financial support to the youth as only academic performance plays an upper hand in deciding the stress level. (1)
- (vi) What are the top choices which are of maximum value to today's youth? I. Collectivism II. Social media III. Individualistic society IV. Family ties. Options: (A) I and II (B) II and III (C) I and IV (D) II and IV (1)
- (vii) The mental health of today's youth can be managed by resources like _____ and _____. (1)
- (viii) Write the following sources that provide happiness to today's youth in descending order: (a) purposefulness (b) financial status (c) family support (d) stress (1)

Solution

- (i) It reveals **what makes today's youth happiest** (in India 87% rate their happiness high or very high, with family support, financial security and purpose as main sources) and **which factors affect their well-being** (65% feel academic stress and 25% feel lonely).
- (ii) Financial security is a major source of happiness (66%); money worries add to the stress young people already face from studies and work. Financial support would ease these economic pressures and so improve their mental health and happiness.
- (iii) In India 65% of youth reported stress related to academic performance or workload and 25% felt lonely, showing a need for more mental health support.
- (iv) (C) Books and literature.
- (v) False.
- (vi) (C) I and IV.
- (vii) ...counselling services and mindfulness activities (also support groups).
- (viii) (c) family support (89%), (b) financial status (66%), (a) purposefulness (50%), (d) stress (stress reduces happiness, so it comes last).

12 marks: discursive passage

CBSE 2026 · 1/1/1 · Q1

12 marks

Read the following passage carefully:

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

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

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

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

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

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

Source: *Jonathan Livingstone Seagull* by Richard Bach.

Answer the following questions, based on the above passage:

(i) According to Jonathan, what was the secret of living a long life? (para-1) (1)

(ii) How did Jonathan's unconventional passion for flying lead to his exclusion from the flock? (para-2) (2)

(iii) Read and complete the following sentence suitably: 'Break the chains of your thought and you break the chains of your body', suggests: (para-3) Choose the correct response from the two options to complete the sentence: (A) freedom is achieved through physical strength. (B) mental liberation is the key to true freedom. (1)

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

(v) What do the two radiant gulls who approached Jonathan, most likely represent? (para-4) (A) rivals sent to watch his skills. (B) a hallucination formed out of his loneliness. (C) fellow gulls returning from his original flock. (D) spiritual guides leading him to a higher plane. (1)

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

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

(viii) Select the option that best explains Jonathan's transformation after meeting Chiang. (A) becomes more aggressive and fearless (B) forgets that past and returns to his flock. (C) learns to

use his skills to dominate the other gulls. (D) internalises freedom and shares his wisdom with others. (1)

(ix) Complete the analogy with ONE word from paragraph 6: free : bound :: dropped : _____ (A) soared (B) learned (C) measured (D) break (1)

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

Solution

(i) Freeing his mind of **boredom, fear and anger**, which shorten a gull's life.

(ii) Jonathan practised flying not for food but for the **joy of flight** itself. The other gulls laughed at him and scorned this as nonsense; since he kept defying the flock's tradition that flying is only for getting food, the flock **cast him out**.

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

(iv) ...but a new **beginning**: alone he found peace and the freedom of the sky, and mastered loops, dives and rolls.

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

(vi) "We've been watching you" / "You have learned much", or their offer to take him "to a higher level of being".

(vii) It refers to the law of **freedom** itself: the only rule worth following is the one that sets one free to learn and be oneself, not the flock's rules of tradition and fear.

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

(ix) (A) soared. (free is the opposite of bound; soared is the opposite of dropped)

(x) Traditionally gulls believed flying was only a means to get food, and that one must obey the flock's rules. Jonathan flew for the joy and purpose of flying itself and believed every gull had the right to learn and be free. For example, he practised loops, dives and rolls instead of fighting over scraps, and later taught others freedom of thought.

Read the following passage carefully:

- (1) *Gossip. All humans partake in some form, despite the age-old adage, "If you have nothing nice to say, don't say anything at all." Whether it's workplace chatter, the sharing of family news or group texts between friends, it's inevitable that anyone who participates in the above, talks about other people.*
- (2) *People tend to think of gossip as synonymous with malicious rumours, put-downs, or the breathless propagation of a tabloid scoop. But researchers often define it more broadly as "talking about people who aren't present," says an assistant professor of psychology. "It's something that comes very naturally to us" — an integral part of conversation, information sharing, and even community building.*
- (3) *"It's not necessarily negative," adds a professor of psychology. "It can be positive or neutral." Some researchers argue that gossip helped our ancestors survive. Evolutionary psychologists first pioneered this idea, comparing gossip to the grooming primates engage in as a means of bonding.*
- (4) *People are usually resistant to thinking about gossip as anything but bad. It is true that there are some types of gossip that should be avoided, such as gossip that is purely harmful and serves no purpose like mean comments on someone's way of dressing. In such a scenario no one benefits. Gossip can also be both active and passive. Active gossiping refers to directly sharing negative information about someone else. An active gossiper initiates the conversation and actively spreads it. Passive gossiping on the other hand involves more subtle behaviour like hinting, dropping suggestive comments or participating in gossip by listening without actively contributing, but still allowing the gossip to spread through their presence.*
- (5) *It's interesting to note that gossiping also says something about relationships people have with one another. The act of gossiping often implies a level of trust and closeness with someone, which are key aspects of a good friendship.*
- (6) *Research has found that gossip can stave off loneliness, while other studies have found it can facilitate bonding and closeness and serve as a form of entertainment. So, keep on talking. And when your conversation turns to gossip, as it inevitably will, remember that some good can come of it — with the right intentions, of course.*

Answer the following questions, based on the above passage:

- (i) Complete the following suitably. "..... think of gossip as synonymous with malicious rumours, put-downs" in paragraph (2). By the phrase 'put-downs' the writer means _____. (1)
- (ii) Despite the bad reputation of 'gossip', mention any two benefits that it offers. (2)
- (iii) Read and complete the following suitably: The phrase – 'It's something that comes very naturally to us' suggests that gossip should not merely be associated with malicious rumours. Choose the correct response from the two options to complete the sentence. The concern this phrase points towards is about A. that some types of gossip should be avoided. B. that gossip can be viewed as part of our daily interaction and bonding. (1)
- (iv) Complete the analogy with one word from paragraph (2). Praise : Commend :: _____ : Malevolent (A) Scoop (B) Propagation (C) Malicious (D) Conversation (1)
- (v) What type of gossip does the author disapprove of and why? (2)
- (vi) Complete the following suitably with one difference between the author's opinion and that of people about gossip. Generally, people do not readily accept _____. (1)
- (vii) "There's also a physiological distinction to be drawn between active and passive participation in gossip." (paragraph (4)) Based on the above statement, classify the following sentences as active and passive participation. Sentence 1: Ranjan told Raman and Shah the sensational facts he had heard about his friend Vineet from others. Sentence 2: Kumar stayed silent while his friends criticized his close friend Vijay in his absence. (1)

- (viii) Why does the author say that gossip is a reflection of relationships? (1)
- (ix) Choose the correct option: "..... gossip can 'stave off loneliness'." (paragraph (6)) The above statement is true as: (A) we always enjoy talking ill of others. (B) we believe what we read about people in the print media. (C) we are free to talk loosely in the absence of the person. (D) in order to gossip, you need to feel close to people. (1)
- (x) Complete the following suitably: The author puts forth the fact that man can never _____ gossiping. (1)

Solution

- (i) ...**insulting or belittling remarks** that humiliate someone.
- (ii) Any two: it builds **community and bonding** (like grooming among primates); it helps in **information sharing**; it **staves off loneliness**; it serves as **entertainment**; it helped our ancestors survive.
- (iii) B. that gossip can be viewed as part of our daily interaction and bonding.
- (iv) (C) Malicious. (praise and commend are synonyms; malicious and malevolent are synonyms)
- (v) The author disapproves of gossip that is **purely harmful and serves no purpose**, such as mean comments on someone's way of dressing, because no one benefits from it; it only hurts the person discussed.
- (vi) ...that gossip can be **positive or neutral** and useful; they think of it only as bad, while the author sees its benefits.
- (vii) Sentence 1: **active** participation (Ranjan initiates and spreads it). Sentence 2: **passive** participation (Kumar listens silently and lets it spread).
- (viii) Because gossiping implies a level of **trust and closeness** with the person one gossips with, which are key aspects of a good friendship.
- (ix) (D) in order to gossip, you need to feel close to people.
- (x) ...**avoid / give up** (stop) gossiping; it is inevitable and comes naturally to us.

Read the following passage carefully:

(1) *The term Artificial Intelligence spells a future in which this emerging technology will impact every aspect of human existence. In fact, little do we know, it has already crept into our lives, slowly, but surely. Look around you — education, health care, industry, innovation, robots, robotic surgeries, transportation, home service — it's already there. It will change the lifestyle of everyone from the technology industry to normal people.*

(2) *The past fifteen years have seen considerable AI advances in education. You enter school and AI takes your attendance using face recognition. Various applications are in wide use by educators and learners today. AI technologies assist teachers in the classroom. Learning at home is likely to expand significantly, along with learning based on virtual reality applications. Though quality education will always require active engagement by human teachers, AI promises to enhance education at all levels, especially by providing personalization at scale.*

(3) *The evolution of new technologies, mobile, and the Internet are changing lifestyles. Artificial intelligence is playing an important role in every sector such as banking, driving, education, e-commerce, electronics, robotics. Systems of artificial intelligence are aiming to stimulate execution and decision-making that is human-like. In targeted applications, substantial increases in the future uses of AI technologies, including more driverless cars, healthcare diagnostics and targeted treatments, and physical assistance for elder care can be expected. AI and robotics will also be applied across the globe in industries struggling such as agriculture, food processing and factories. They will facilitate delivery of online purchases through flying drones, self-driving trucks or robots.*

(4) *AI-based applications could improve health outcomes and quality of life for millions of people in the coming years — prime applications include clinical decision support, patient monitoring and coaching, automated devices to assist in surgery or patient care, and management of healthcare systems. Recent successes, such as mining social media to infer possible health risks, machine learning to predict patients at risk, and robotics to support surgery have expanded a sense of possibility for AI in healthcare.*

(5) *People's future relationships with machines will become ever more personalized as AI systems learn to adapt to individual personalities, ambitions and goals. These AI applications will help monitor people's well-being, alert them to the impending risks, and deliver services when needed or wanted.*

Answer the following questions, based on the above passage:

- (i) Select the word that most appropriately defines Artificial Intelligence today. (A) rewarding (B) universal (C) luxurious (D) temporary (1)
- (ii) What is the connection between 'face recognition' in school education and AI? (1)
- (iii) Which one of the following do you infer from para 2? (A) School education will become a virtual engagement. (B) The teacher will be replaced by AI. (C) Human teachers will play a passive role in the classroom. (D) Human teachers are irreplaceable. (1)
- (iv) Share evidence from the text, in about 40 words, about how AI can support the field of education. (2)
- (v) The phrase 'stimulate execution' in para 3 nearly means: (A) imitate creations (B) strategise destructions (C) shake inventions (D) motivate implementation (1)
- (vi) With evidence from the text, explain in about 40 words, two ways in which AI will help in the healthcare sector. (2)
- (vii) According to the passage, why does the author conclude that people's relationships with machines will become more personalised? (2)
- (viii) Complete the following statement: AI will make the commercial supply chain smoother by

_____. (1)

(ix) Read the five headlines given below (I – V): I. AI WILL IMPACT EVERY ASPECT OF OUR LIVES II. AI WILL BE A BOON TO THE MEDICAL PRACTITIONERS III. SOCIAL RELATIONSHIPS WILL BE CONTROLLED BY AI IV. AI IS A MAJOR REASON FOR RISING UNEMPLOYMENT TODAY V. FACTORY OWNERS WILL NOT USE AI FOR FEAR OF ITS UNPREDICTABILITY. Identify the option that displays the headline/s that does/do not correspond with occurrences in the passage. (A) only V (B) II and III (C) IV and V (D) III, IV and V (1)

Solution

- (i) (B) universal (it impacts every aspect of human existence).
- (ii) Face recognition is an AI application: AI takes students' attendance by recognising their faces when they enter school.
- (iii) (D) Human teachers are irreplaceable.
- (iv) AI takes attendance through face recognition, many apps are used by teachers and learners, AI assists teachers in the classroom, learning at home and through virtual reality will expand, and AI provides **personalised learning at scale**.
- (v) (D) motivate implementation.
- (vi) Any two: **clinical decision support; patient monitoring and coaching; automated devices** to assist in surgery and patient care (robotic surgery); management of healthcare systems; predicting at-risk patients through machine learning and inferring health risks from social media.
- (vii) Because AI systems will learn to **adapt to individual personalities, ambitions and goals**; they will monitor each person's well-being, alert them to risks and deliver services when needed or wanted.
- (viii) ...delivering online purchases through **flying drones, self-driving trucks or robots**.
- (ix) (D) III, IV and V.



CBSE BOARD PAPER

2026 · Q.P. Code 1/1/1

Time: 3 hours

Maximum marks: 80

Section A: Reading skills

1. Read the following passage carefully:

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

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

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

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

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

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

Source: *Jonathan Livingstone Seagull* by Richard Bach.

Answer the following questions, based on the above passage:

(i) According to Jonathan, what was the secret of living a long life? (para-1) (1)

(ii) How did Jonathan's unconventional passion for flying lead to his exclusion from the flock? (para-2) (2)

(iii) Read and complete the following sentence suitably: 'Break the chains of your thought and you break the chains of your body', suggests: (para-3) Choose the correct response from the two options to complete the sentence: (A) freedom is achieved through physical strength. (B) mental liberation is the key to true freedom. (1)

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

(v) What do the two radiant gulls who approached Jonathan, most likely represent? (para-4) (A) rivals sent to watch his skills. (B) a hallucination formed out of his loneliness. (C) fellow gulls returning from his original flock. (D) spiritual guides leading him to a higher plane. (1)

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

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

(viii) Select the option that best explains Jonathan's transformation after meeting Chiang. (A) becomes more aggressive and fearless (B) forgets that past and returns to his flock. (C) learns to use his skills to dominate the other gulls. (D) internalises freedom and shares his wisdom with others. (1)

(ix) Complete the analogy with ONE word from paragraph 6: free : bound :: dropped :

_____ (A) soared (B) learned (C) measured (D) break (1)

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

2. Read the following passage carefully:

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

Causes of Road Accidents in India (2023)

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

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

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

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

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

Answer the following questions, based on the given passage:

(i) What strategy does the author use in paragraph (1) to highlight the seriousness of road accidents? (A) use of statistics and emotional appeal. (B) humour and satire (C) technical jargon and neutrality (D) personal anecdotes and optimism (1)

(ii) What evidence from the passage suggests that stricter school-zone measures were effective? (A) the number of schools increased rapidly. (B) there was a 30% drop in minor accidents near schools. (C) teachers and parents opposed the new rules. (D) students stopped commuting by bicycle. (1)

(iii) What would the following be classified as? Students launched a campaign called "Ride

Right" promoting helmet use among two wheeler riders. Select the appropriate response: (A) primary purpose (B) secondary objective (C) method of analysis (D) research outcome (1)

(iv) Give two points to support the success of the No Helmet - No Selfie Challenge. (2)

(v) Which word from paragraph 4 best conveys the idea of 'ensuring compliance through authoritative measures' especially in the context of traffic systems? (A) collection (B) enforcement (C) monitoring (D) automation (1)

(vi) Analyze why does the author emphasise that both technology and personal responsibility are important in promoting road safety. (2)

(vii) Complete the following with a suitable reason: Road safety is about personal responsibility because _____. (1)

(viii) Which of the following inferences is best supported by the data in the table? (A) enforcement of helmet and seat belt rules would address the cause of road deaths. (B) speeding is the key issue, which requires technological and behavioural interventions. (C) mobile phone use while driving is the fastest growing cause of accidents. (D) drunk driving accounts for more deaths than 'no helmet/seat belt' and distractions combined. (1)

Section B: Creative writing skills

3. (A) Attempt ANY ONE of the two (A) or (B) in about 50 words: 4
- (A) Your school is organising a career counselling session for students of classes XI and XII to help them make informed decisions about their future career choices. As the Head Girl / Head Boy of M.L.C. School, draft a notice informing them about the session. Include all necessary details. You are Riya/Rohan. Put the notice in a box.

OR

(B) You are Kavya/Karan Chief Editor of 'Parakh' the school magazine. Draft a notice inviting contributions in the form of articles, stories, poems, artwork etc. for the special annual edition. All contributions are to be submitted to the Chief Editor. Include necessary details. Put your notice in a box. 4

4. (A) Attempt ANY ONE of the two (A) or (B) in about 50 words: 4
- (A) Draft an invitation to invite the M.L.A. of your Constituency, to be the Chief Guest at a felicitation function to honour eminent residents who have contributed to the upliftment of the colony. Mention one compelling highlight of the programme. You are Satupa/Satish, President of the Surya Vikas, RWA.

OR

(B) You are Dr. Vora, a certified art therapist from Manipur. You have been invited by Green Valley Public School, Jammu to conduct a seminar on 'Art Therapy, the Way Forward' for the students. Draft a reply accepting the invitation. 4

5. (A) Attempt ANY ONE of the two, (A) or (B) in 120-150 words:

5

(A) You are Kaneshtha/Shirish, an avid yoga follower. Write a letter to the editor expressing your views and urging people especially students and young adults to incorporate yoga into their daily lives. You may use some of the given cues along with your own ideas.

- need to follow a disciplined exercise routine
- reduces stress, improves physical and mental health
- increases focus
- schools and educational establishments must encourage practice of yoga

OR

(B) You are Roshni/Rohan, a final year student pursuing a degree in Computer Science. You have read the following advertisement in 'The National Times'. You find yourself suitable for the job and wish to apply for the post. Write this job application along with your bio-data.

5

Tech Innovate Solutions — AI Engineers Wanted

Qualifications: Bachelor's degree in Computer Science/Information Technology

Programming Skills: Proficiency with AI frameworks, understanding of data science, familiarity with PyTorch and Python.

Experience: 1 - 2 years work experience, projects, certifications

Write to the Public Relations Officer, Tech Innovate Solutions, Markhande Lane, Pune.

6. (A) Attempt ANY ONE of the two, (A) or (B) in 120-150 words:

5

(A) You are Aanya/Ankit. You are deeply disturbed by how moments of silence and relaxed living are vanishing from today's fast-paced, lives. You decide to write an article for the newspaper on 'The Vanishing Art of Slowing Down'. You may use the following cues along with your own ideas:

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

OR

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

5

Section C: Literature

7. (A) Read the following extract and answer the questions:

*It would be an exotic moment
without rush, without engines.*

*we would all be together
in sudden strangeness*

Fishermen in the cold sea

would not harm whales

and the man gathering salt

would look at his hurt hands. (Keeping Quiet)

(i) What does the phrase 'an exotic moment' in the extract signify? (A) surreal pause from mechanized human activity enabling reflection and unity. (B) ceremonial halt wherein humans acknowledge traditional and ecological wisdom. (C) spontaneous event where all human labour becomes obsolete. (D) rare disruption of routine that highlights cultural diversity and isolation.

(ii) Complete the following sentence suitably: The words 'we' and 'together' signify _____.

(iii) Select the option from those given in brackets to fill in the blank: The excerpt tells us that the poet _____ (condemns/glorifies) the moment 'without rush, without engines'.

(iv) Choose the correct option that BEST reflects the tone of the poet in the given extract: (A) despairing and cynical (B) aggressive and accusatory (C) meditative and hopeful (D) humorous and sarcastic

(v) Complete the sentence: The phrase 'hurt hands' is a symbol of _____.

(vi) What message is the poet conveying through the given extract?

OR

(B) Read the following extract and answer the questions:

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

- (i) What emotion does the speaker reveal when he says, 'if you want to be mean, why keep your money (this crossly) and go along'? (A) curiosity (B) bitterness (C) indifference (D) detachment
- (ii) What does the speaker imply in the statement 'The hurt to the scenery wouldn't be my complaint'?
- (iii) Complete the following suitably: The word 'expand' in the line 'to see if it will not make our being expand' implies an aspiration to _____.
- (iv) Read the two statements and choose the correct option: Assertion (A): The speaker critiques the governing party for withholding opportunities from the rural poor. Reason (R): The extract praises the government for their promises of a life of the moving pictures'. (A) Both the Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of the Assertion (A). (B) Both the Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A). (C) Assertion (A) is true, but the Reason (R) is false. (D) Assertion (A) is false, but the Reason (R) is true.
- (v) Which of the following concerns is NOT explored in the extract? (A) political manipulation of rural dreams (B) discrimination faced due to different religious policies. (C) transactional disconnection between the city and the village. (D) impact of unfulfilled expectations.
- (vi) State in one sentence: What advice your address to the politicians from this extract is most likely to include?

8. (A) Read the following extract and answer the questions:

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)

- (i) Complete the following suitably "Then I lost my spirit", indicates that the speaker _____.
- (ii) What does Zitkala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities'?
- (iii) Why did Zitkala-Sa yearn to be with her mother in her moment of anguish?
- (iv) The tone of the narrator in the extract can be best described as (A) bitter and strong willed (B) detached and impersonal (C) pained and despairing (D) grateful and reflective

OR

(B) Read the following extract and answer the questions:

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

Mr. Lamb: Why should that be?

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

Mr. Lamb: See what?

Derry: What they think?

Mr. Lamb: What do they think, then?

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

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

Derry: Yes! (On the Face of It)

(i) Which emotion dominates Derry's dialogue in this extract? (A) superiority (B) shrewdness (C) vulnerability (D) indifference

(ii) Complete the following suitably: According to Derry, the people put up a pretence when they see him because _____.

(iii) Complete the following suitably: When Mr. Lamb says, 'No, not the whole of you. Not of you.' He means _____. (A) Your face will get healed and your ideas about your appearance will change. (B) You are not just your face or your injury. That is not the sum total of who you are. (C) I am afraid of your face and your appearance. (D) You shouldn't look into the mirror so that you don't get the feeling of dejection.

(iv) State in one sentence: What advice will you give to the people who pretend to look away when they see Derry's face?

9. (A) Read the following extract and answer the questions:

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

- (i) Why did the make-up room have a look of a hair-cutting salon?
- (ii) What does 'fiery misery of those subjected to make-up' suggest? (A) emotional stress faced by the actors. (B) physical discomfort due to heat and lighting. (C) anger of the make-up artists due to irritation. (D) the discomfort caused by the cramped room.
- (iii) Complete the following suitably: The tone of the author in the phrase 'hideous crimson hued monster' is _____
- (iv) Why was excessive make-up considered a cinematic necessity at Gemini Studios during that era? (A) minimised the cost of set design and costumes. (B) was a mandated practice by the studio's creative heads and lead actors. (C) aligned with the theatrical traditions the studio admired. (D) compensated for the lack of advanced lighting and camera technology.
- (v) What does 'became too big for a studio and left' imply about the Bengali make-up artist?
- (vi) Complete the sentence with a suitable reason: The author refers to the presence of people from different regions in the make-up department to _____.

OR

(B) Read the following extract and answer the questions:

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

The ironmaster began to laugh.

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

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

(A) The world offers many chances for success and prosperity. (B) Temptations in life are traps that lead people into trouble. (C) Good deeds are always rewarded with cheese rinds. (D) Justice and fairness are not guaranteed for everyone.

(ii) What does the following phrase from the extract showcase: 'Cheese rinds'. (A) temptation

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

(iii) Select the correct option from those given in brackets to fill in the blank: By calling himself a 'poor fellow', the speaker emphasises his _____. (vulnerability/credibility)

(iv) What does the speaker imply through his warning to the ironmaster?

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

'Perhaps, we should let the sheriff alone on Christmas Eve.' (A) materialistic (B) understanding (C) conniving (D) enterprising

(vi) Complete the following with a suitable reason: In the extract, it is implied that the speaker would be locked up because ____.

- 10. (i)** The poem explores the relationship between a mother and daughter. Comment. (My Mother at Sixty Six) 2

OR

- (ii)** What does Umberto Eco mean when he says he is 'a professor who writes novels on Sundays'? (The Interview) 2

OR

- (iii)** The British landlords agreed to refund 25% of the money to the sharecroppers in the Champaran dispute. What is the significance of this event? (Indigo) 2

OR

- (iv)** How did Douglas' experience at the beach in California affect him? (Deep Water) 2

OR

- (v)** The constraints of Aunt Jennifer's married life leave her terrorised and emotionally scarred. Elaborate. (Aunt Jennifer's Tigers) 2

OR

- (vi)** "Will they make them sing in German, even the pigeons?" What does Franz's remark suggest about the imposition of German in school in Alsace? (Last Lesson) 2

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

OR

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

OR

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

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

OR

(B) How is the transient nature of beauty and life portrayed in the poems 'My Mother at Sixty Six' and 'A Thing of Beauty'? 5

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

OR

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

Solutions · CBSE 2026 · 1/1/1

Q1

(i) Freeing his mind of **boredom, fear and anger**, which shorten a gull's life.

(ii) Jonathan practised flying not for food but for the **joy of flight** itself. The other gulls laughed at him and scorned this as nonsense; since he kept defying the flock's tradition that flying is only for getting food, the flock **cast him out**.

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

(iv) ...but a new **beginning**: alone he found peace and the freedom of the sky, and mastered loops, dives and rolls.

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

(vi) "We've been watching you" / "You have learned much", or their offer to take him "to a higher level of being".

(vii) It refers to the law of **freedom** itself: the only rule worth following is the one that sets one free to learn and be oneself, not the flock's rules of tradition and fear.

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

(ix) (A) soared. (free is the opposite of bound; soared is the opposite of dropped)

(x) Traditionally gulls believed flying was only a means to get food, and that one must obey the flock's rules. Jonathan flew for the joy and purpose of flying itself and believed every gull had the right to learn and be free. For example, he practised loops, dives and rolls instead of fighting over scraps, and later taught others freedom of thought.

Q2

(i) (A) use of statistics and emotional appeal.

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

(iii) (B) secondary objective. (The campaign is one of the actions supporting the main purpose of road safety.)

(iv) Any two: (a) the challenge **went viral**; (b) **over 2000 riders pledged** to wear helmets daily;

(c) its success led to **invitations from the municipal body** to speak in other schools.

(v) (B) enforcement.

(vi) Technology (AI cameras, automated signals, GPS alerts) reduces human error, improves monitoring and enforces rules, e.g. a 40% rise in fine collection. But rules work only when people choose to follow them; personal responsibility is called "the most powerful safety tool", because every right choice by a cyclist or pedestrian sets an example. So the two together make roads safe.

(vii) ...every individual's right choice (wearing a helmet, following signals, using the correct lane) protects lives and **sets an example** for others ("I follow, I influence").

(viii) (B) speeding is the key issue, which requires technological and behavioural interventions. (Overspeeding causes 56% of accidents, more than all other causes together.)

Q3(A)

**M.L.C. SCHOOL
NOTICE**

15 March 20XX

CAREER COUNSELLING SESSION

Students of Classes XI and XII are informed that a career counselling session is being organised to help them choose the right career path.

Date: 22 March 20XX

Time: 10:00 a.m. to 1:00 p.m.

Venue: School Auditorium

Resource person: Dr. Meera Sharma, career counsellor

Topics: streams after Class XII, entrance examinations, emerging careers, one-to-one guidance

Interested students may give their names to the undersigned by 19 March. Bring a notebook and your questions.

Riya/Rohan

Head Girl/Head Boy

(Format 1 · Content 2 · Accuracy and fluency 1)

Q3(B)

**XYZ PUBLIC SCHOOL
NOTICE**

10 January 20XX

CONTRIBUTIONS INVITED FOR 'PARAKH'

The editorial board invites original contributions from all students for the special annual edition of our school magazine, 'Parakh'.

Contributions: articles, stories, poems, artwork, photographs, cartoons

Theme: open (special section on 'India at 100')

Word limit: articles and stories up to 500 words

Last date: 31 January 20XX

Submit to: the Chief Editor, Room 12, with your name, class and section

The best entries will be awarded.

Kavya/Karan

Chief Editor, 'Parakh'

(Format 1 · Content 2 · Accuracy and fluency 1)

Q4(A) Surya Vikas Residents' Welfare Association
Surya Vikas Colony, New Delhi
5 April 20XX
Shri R.K. Verma
Hon'ble M.L.A., Shakti Nagar Constituency
New Delhi

Respected Sir,

The Surya Vikas Residents' Welfare Association is organising a **felicitation function** to honour the eminent residents who have worked for the upliftment of our colony, on **Sunday, 20 April 20XX at 5:00 p.m.** in the Community Hall.

We would be honoured if you could grace the occasion as the **Chief Guest** and present the awards. A highlight of the evening will be the inauguration of the colony's new solar-powered street lights, planned and funded by the residents themselves.

Kindly confirm your presence.

Yours sincerely,

Satupa/Satish

President, Surya Vikas RWA

(Format 1 · Content 2 · Accuracy and fluency 1)

Q4(B) Dr. Vora
12, Paona Bazar
Imphal, Manipur
2 May 20XX
The Principal
Green Valley Public School
Jammu

Dear Madam,

Thank you for your kind invitation to conduct a seminar on '**Art Therapy, the Way Forward**' for the students of your school on 15 May 20XX at 10:00 a.m. I am delighted to **accept** it.

I shall reach the school by 9:30 a.m. Kindly arrange a projector, chart paper and colours, as the session will include a short hands-on activity for students to express their feelings through art.

I look forward to meeting your students.

Yours sincerely,

Dr. Vora

Certified Art Therapist

(Format 1 · Content 2 · Accuracy and fluency 1)

Q5(A) 14, Lake View Road
Bhopal
10 March 20XX
The Editor
The Times of India
Bhopal

Subject: Making yoga a part of daily life

Sir/Madam,

Through the columns of your esteemed newspaper, I wish to urge students and young adults to make yoga a part of their daily lives.

Today's youth spend long hours before screens and lead stressful, inactive lives. We need a **disciplined exercise routine**, and yoga is the simplest one: it needs no equipment, only a mat and thirty minutes.

Regular practice of asanas and pranayama **reduces stress and anxiety**, improves posture, flexibility and immunity, and keeps lifestyle diseases away. Meditation **increases focus** and memory, which helps students in their studies.

Schools and colleges must encourage yoga by including a daily yoga period, training teachers and holding camps and competitions. Parents too should practise with their children.

Let us make yoga a habit, not just a one-day event on 21 June.

Yours faithfully,

Kaneshta/Shirish

(Format 1 · Content 2 · Accuracy and fluency 2)

Q5(B) 45, Shivaji Nagar
Pune
12 May 20XX

The Public Relations Officer
Tech Innovate Solutions
Markhande Lane, Pune

Subject: Application for the post of AI Engineer

Sir/Madam,

With reference to your advertisement in 'The National Times' dated 10 May 20XX, I wish to apply for the post of AI Engineer. I am a final year B.Tech (Computer Science) student and feel that my skills match your requirements. My bio-data is enclosed for your consideration.

I would welcome an opportunity for a personal interview.

Yours faithfully,

Roshni/Rohan

BIO-DATA

Name: Roshni/Rohan Kulkarni

Date of birth: 4 June 20XX

Address: 45, Shivaji Nagar, Pune · Phone: 98XXXXXX10 · Email: roshni@xyz.com

Education: B.Tech Computer Science (final year, 8.9 CGPA), XYZ College of Engineering, Pune;
Class XII (CBSE) 92%

Skills: Python, PyTorch, TensorFlow, data science (pandas, NumPy), machine learning

Experience: 1-year internship as AI developer at ABC Labs; project: crop-disease detection using deep learning

Certifications: Deep Learning Specialisation (online), Google Data Analytics

Languages: English, Hindi, Marathi

References: Prof. S. Joshi, HOD Computer Science, XYZ College

(Format 1 · Content 2 · Accuracy and fluency 2)

Q6(A)

The Vanishing Art of Slowing Down

by Aanya/Ankit

We live in a world that celebrates speed. Phones ping all day, deadlines pile up, and 'busy' has become a badge of honour. This **hustle culture** has a hidden cost: anxiety, sleeplessness and burnout are rising even among teenagers.

In our rush we are **losing our connection** with nature, with people and with ourselves. We eat while scrolling, attend celebrations only to post photographs, and rarely watch a sunset or talk without a screen between us.

Slowing down is not laziness; it is how the mind heals. **Mindful celebrations**, unhurried family meals and quiet walks restore calm and creativity.

Schools can begin the day with silence or meditation, **communities** can create phone-free spaces and gatherings, and the **media** can promote balance instead of non-stop consumption.

Above all, each of us needs **digital boundaries**: no screens at meals and an hour before sleep, time for reflection, and space for simple joys like reading and gardening. Let us relearn the art of living slowly, before it vanishes for good.

(Format: title and byline 1 · Content 2 · Accuracy and fluency 2)

Q6(B)

'Tastes of India' Week Celebrates Our Culinary Diversity

by Arti/Aryan, Secretary, School Magazine Editorial Board

ABC Public School, Delhi, 20 November 20XX: To introduce students to the rich diversity of Indian cuisine, our school organised a **'Tastes of India' Week** from 10 to 15 November in the school grounds and auditorium.

The week began with a talk by renowned chef **Mr. Sanjeev Rao**, the **chief guest**, who explained how geography, climate and culture shape regional food. Each house set up stalls on a region: Punjabi sarson ka saag, Gujarati dhokla, Bengali sandesh, South Indian dosas and north-eastern bamboo-shoot dishes.

Over **600 students** from Classes VI to XII took part in a no-fire cooking contest, a quiz on spices and millets, a poster competition on 'Healthy Traditional Food' and a millet-recipe exhibition. Parents and teachers judged the dishes, and the proceeds from food stalls were donated to a local NGO.

The week was a great success. Students learnt about nutrition and regional traditions, discovered forgotten grains, and gained a new respect for India's 'unity in diversity' on a plate.

(Format: heading and byline 1 · Content 2 · Accuracy and fluency 2)

Q7(A)

- (i) (A) surreal pause from mechanised human activity enabling reflection and unity.
- (ii) ...**unity and togetherness** of all humanity: in the shared silence people would feel a sense of brotherhood.
- (iii) glorifies.
- (iv) (C) meditative and hopeful.
- (v) ...the **suffering and exploitation** of labourers, which they never get time to notice in their hurried, hard-working lives.
- (vi) If we pause and keep quiet for a moment, we can reflect on our actions, stop harming nature and others, and become aware of our own suffering; this brings peace, understanding and unity.

Q7(B)

- (i) (B) bitterness.
- (ii) The speaker is not troubled by the city people's complaint that the shabby stand spoils the

beauty of the landscape; what really hurts is the **silent, unexpressed sorrow** of the poor farmers who trustingly wait for customers who never stop.

(iii) ...**grow and prosper**: to improve their economic condition and live a fuller, better life like city people.

(iv) (C) A is true, but R is false (the extract criticises, not praises, the government's empty promises).

(v) (B) discrimination faced due to different religious policies.

(vi) Politicians should keep their promises and bring real development, income and the comforts of modern life to the rural poor instead of exploiting their hopes.

- Q8(A)**
- (i) ...gave up resisting; she felt defeated, helpless and broken when her braids, a symbol of her identity and pride, were cut.
 - (ii) Native American children were treated as inferior by the white authorities. Their culture was disrespected, they were stared at and handled like objects, and they were forced to give up their identity, showing the racial prejudice of society.
 - (iii) Her mother used to comfort her and reason with her gently. Away from home, among strangers who treated her like an animal, Zitkala-Sa felt alone and helpless, so she longed for her mother's love and comfort.
 - (iv) (C) pained and despairing.

- Q8(B)**
- (i) (C) vulnerability.
 - (ii) ...they are actually **afraid of / repelled by his burnt face** but try to hide it and show false sympathy.
 - (iii) (B) You are not just your face or your injury; that is not the sum total of who you are.
 - (iv) They should accept Derry as a normal person and treat him with kindness and respect, not with pity or fear, looking beyond his face to the person inside.

- Q9(A)**
- (i) It had lights at all angles around half a dozen large mirrors, like a hair-cutting salon.
 - (ii) (B) physical discomfort due to heat and lighting.
 - (iii) ...humorous / satirical (mocking).
 - (iv) (D) compensated for the lack of advanced lighting and camera technology (mainly indoor shooting under strong studio lights).
 - (v) He became too famous or ambitious for the studio, i.e. he outgrew it and left for better opportunities.
 - (vi) ...show, humorously, that the studio had **national integration** long before AIR and Doordarshan began broadcasting programmes on it.

- Q9(B)**
- (i) (B) Temptations in life are traps that lead people into trouble.
 - (ii) (A) temptation.
 - (iii) vulnerability.
 - (iv) That no one is safe from the world's temptations: the rich ironmaster, too, may one day be lured by something he desires (a 'big piece of pork') and fall into trouble, just as the peddler has.
 - (v) (B) understanding.
 - (vi) ...he had come to the manor under a false identity: he had let the ironmaster believe he was an old army comrade, Nils Olof, and accepted his hospitality (he was in fact a vagabond who had also stolen thirty kronor from the crofter).

- Q10(i)** The poem shows the deep love between the poet and her ageing mother. Seeing her mother's pale, corpse-like face, the poet feels a childhood fear of losing her, a pain she hides under a smile. Her parting words, "See you soon, Amma", and her smile show her love and her effort to hide her anxiety, and to reassure her mother.
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- Q10(ii)** Eco considers himself primarily a **scholar and professor** (of semiotics) and a writer of academic works; novel writing is only a part-time, leisure activity for him, like a Sunday hobby. Even though "The Name of the Rose" made him famous, he identifies with academic work, not novel writing.
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- Q10(iii)** The amount mattered less than the principle. For the first time the landlords had to **surrender part of their money and their prestige**. The peasants realised they had rights and defenders, and learnt **courage** and self-reliance. Within a few years the British planters abandoned their estates, which reverted to the peasants, and indigo sharecropping disappeared.
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- Q10(iv)** At Emerson Beach in California, when he was three or four, a wave knocked him down and swept over him. This frightened him and gave him an aversion to water. It later made him **afraid of water**, and led to his terror in the YMCA pool, which he overcame only through determination and training.
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- Q10(v)** Aunt Jennifer lives under a dominating husband. The "massive weight of Uncle's wedding band" weighs heavily on her hand, so her fingers flutter and find even the ivory needle hard to pull. She is terrified and suppressed; even after her death her "terrified hands" will still be "ringed with ordeals". She expresses her longing for freedom only through the fearless tigers she embroiders.
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- Q10(vi)** It reveals the **absurdity and tyranny** of the Prussian order to teach only German in Alsace and Lorraine. Franz feels that one cannot force a language on people any more than one can make pigeons coo in German; it shows that a people's language and identity cannot be taken away by force, and expresses their pain at linguistic oppression.
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- Q11(i)** It shows Bama's **determination, intelligence and self-respect**. After her brother Annan told her that education was the only way for Dalits to win respect, she studied hard and stood first. She chose to fight caste discrimination with dignity and achievement, not hatred; people then wanted to be her friends.
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- Q11(ii)** Charley saw that the newspaper on the third level was **'The World'**, which had stopped publishing years earlier, and it carried news of President Cleveland, from 1894. This, together with the old-fashioned fittings, clothes and currency, convinced him that he had really reached a past era, i.e. that the third level existed.
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- Q11(iii)** The astrologer predicted that the Tiger King would die because of a tiger, the hundredth tiger. This prophecy shaped his whole life: to prove it wrong he became obsessed with killing a hundred tigers, banned tiger hunting by others, and even married to get access to more tigers. Ironically, his obsession led to his death from a sliver of a wooden toy tiger, fulfilling the prophecy.
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Q12(A) Both Sophie and Mukesh dream of escaping their poverty, but their circumstances shape what they can achieve.

Sophie, a school-leaver in a working-class family, dreams of owning a boutique, becoming an actress or a fashion designer, and romanticises a meeting with the Irish football star Danny Casey. But her family's poverty, the lack of money and opportunity, and her father's scorn limit her; she is expected to work in a biscuit factory. Her dreams remain fantasies, and she is left disappointed.

Mukesh, born into a family of bangle makers in Firozabad, dreams of becoming a **motor mechanic** and driving a car. He is bound by caste-based tradition, poverty, the 'vicious circle' of saukars, middlemen, policemen and politicians, and dangerous work in glass furnaces. Yet he shows the courage to break free from the family trade.

Both stories show that the poor have dreams, but **poverty, family circumstances and social systems** decide whether those dreams are realised. Mukesh's dream is more realistic and he is determined, while Sophie's is a fantasy; with education and opportunity both could have a better future.

Q12(B) **My Mother at Sixty-six**: Kamala Das shows the **transience of life** through ageing. Her mother, dozing in the car with her mouth open, looks pale and ashen "like a corpse". The poet contrasts her with the young trees sprinting past and children spilling out of their homes: youth and vitality pass, and old age and death are inevitable. The poet's fear of losing her mother shows that human life and relationships are temporary.

A Thing of Beauty: Keats says "a thing of beauty is a joy for ever": its loveliness increases and never passes into nothingness. Life is full of sorrow, despondence and gloomy days, and the human body perishes; but beautiful things such as the sun, the moon, trees, daffodils, streams and the stories of the "mighty dead" give us joy. Their beauty is renewed each season, an "endless fountain of immortal drink".

So while **Das** dwells on the inevitability of decay and death, **Keats** holds that though individual lives and objects pass, beauty itself is eternal and gives us the strength to bear life's sorrows.

Q13(A) Tishani Doshi went to Antarctica with the '**Students on Ice**' programme led by Geoff Green. The programme takes high school students to the ends of the earth, giving them an inspiring educational experience and a new understanding and respect for the planet.

(i) Students see the effects of climate change first-hand: retreating glaciers and collapsing ice shelves. This makes global warming real, not just a fact in a textbook.

(ii) Geoff Green believes that young people are at the age when they absorb, learn and, most importantly, **act**. As future policy-makers, citizens and scientists, they will take decisions about the planet's future.

(iii) Experiences such as watching tiny phytoplankton, which sustain the whole food chain, teach them that small things matter and that everything is interconnected; small actions can make a difference.

(iv) Their presence brings **hope**: the earth can still be saved if the young generation becomes aware and responsible. The trip ends with a message of optimism that "if the ice can be saved, so can we".

Q13(B) Dr. Sadao Hoki, a Japanese surgeon, finds a wounded American prisoner of war washed ashore near his house during the war. As a **patriot** he knows he should hand the enemy over;

as a **doctor** his duty is to save life.

(i) **Humanitarianism**: he and his wife Hana operate on the soldier and nurse him, though their servants leave in protest. Sadao says, "I cannot throw him back into the sea", and Hana washes him herself.

(ii) **Patriotism**: Sadao reports the matter to the General and does not want to put his country at risk; finally he helps the American escape in a boat with food and a torch, so that his own household will not be in danger.

(iii) The conflict is resolved in favour of humanity: he neither kills the man nor lets him die, yet he remains loyal by keeping his country's secrets and preventing the soldier from staying. The General, absorbed in his own illness, forgets to send assassins.

Buck shows that **humanity is above narrow nationalism**: a true professional and good human being cannot let anyone die, even an enemy.



All the best for your boards!

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