CLASS 12 · CBSE ENGLISH CORE (301)

English Core Solved Board Papers

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

2016–2026

- ✓ 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

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WHAT YOU GET

CBSE English Core papers 2016–2026. Every question answered. Sorted chapter-wise.

144	2025	10	25	0
board papers	solved questions	years · 2016–26	chapters	MCQs solved

✗ Questions scattered across years	→ ✓ All in one place, chapter-wise
✗ Don't know what to study first	→ ✓ Weightage + most-asked topics
✗ No model answers for writing	→ ✓ Every writing task fully drafted
✗ Short answers lose marks	→ ✓ Answers written the board way

PART A — Chapter-wise

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

PART B — Full papers

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

2026 · 1/1/1	2026 · 1/1/2	2026 · 1/1/3	2026 · 1/7/1	2025 · 1/4/1
2025 · 1/S/1	2024 · 1/1/1	2024 · 1/S/1	2023 · 1/1/1	2023 · 1/C/1
2022 · 1/1/1 (Term 2)	2022 · 1/6/1 (Term 2, Comptt)	2020 · 1/1/1	2019 · 1/1/1	2018 · 1/1
2017 · 1/1/1	2016 · 1/1/1			

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Complete Notes · Solved PYQs

CLASS 6–12 · ALL SUBJECTS

100% QUESTIONS SOLVED

Made for board toppers



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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.

Contents

Part A · Chapter-wise questions with solutions

1. Reading: Unseen Passages 93 Qs
2. Notice Writing 148 Qs
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19. Aunt Jennifer's Tigers 53 Qs
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22. Journey to the End of the Earth 53 Qs
23. The Enemy 76 Qs
24. On the Face of It 90 Qs
25. Memories of Childhood 70 Qs

Part B · Full board papers, each followed by its solutions

1. CBSE 2026 · 1/1/1 solutions
2. CBSE 2026 · 1/1/2 solutions
3. CBSE 2026 · 1/1/3 solutions
4. CBSE 2026 · 1/7/1 solutions
5. CBSE 2025 · 1/4/1 solutions
6. CBSE 2025 · 1/S/1 solutions
7. CBSE 2024 · 1/1/1 solutions
8. CBSE 2024 · 1/S/1 solutions
9. CBSE 2023 · 1/1/1 solutions
10. CBSE 2023 · 1/C/1 solutions
11. CBSE 2022 · 1/1/1 (Term 2) solutions
12. CBSE 2022 · 1/6/1 (Term 2, Comptt) solutions
13. CBSE 2020 · 1/1/1 solutions
14. CBSE 2019 · 1/1/1 solutions
15. CBSE 2018 · 1/1 solutions
16. CBSE 2017 · 1/1/1 solutions
17. CBSE 2016 · 1/1/1 solutions

2025 questions in all. Questions are taken from all 144 CBSE Class 12 English Core board paper sets we could get for 2016 to 2026: every set of every series of the main exams (Delhi, Outside and Foreign papers for 2016 and 2017) and the compartment papers of 2022 to 2026. The 2021 exams had no board paper. Answers are our own, checked against the official CBSE marking schemes. Writing tasks and lessons that are no longer in the syllabus (note-making and summary,

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advertisements, posters, speeches, debates, the long reading texts and lessons such as Should Wizard Hit Mommy? and Evans Tries an O-Level) are left out of Part A and marked in Part B, where they are still fully answered.

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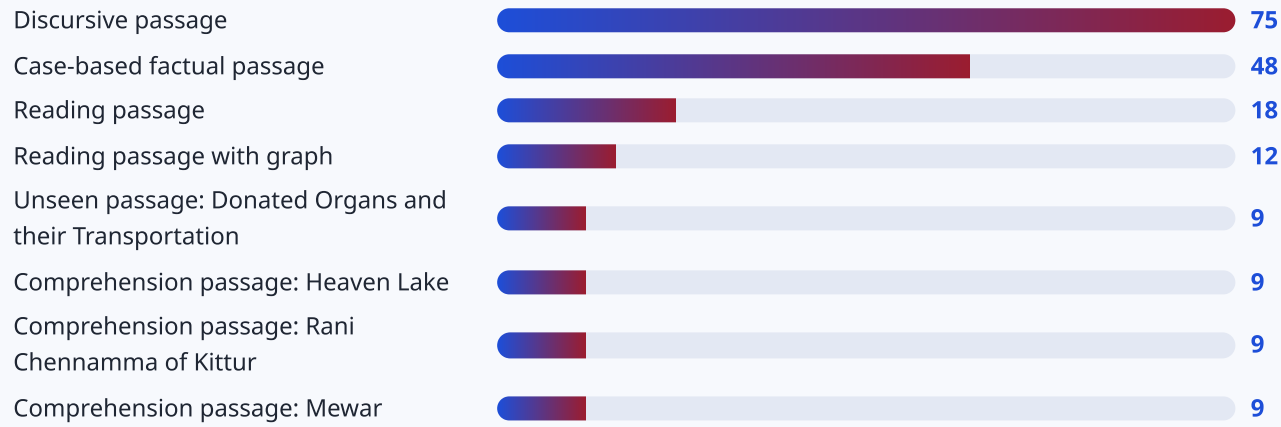
CHAPTER 1

Reading: Unseen Passages

Board weightage 2016–2026

Year	2016	2017	2018	2019	2020	2022	2023	2024	2025	2026
Questions per paper	2	2	2	1	1	2	2	2	2	2
Marks per paper	22	22	22	20	12	14	20	22	22	22

Most asked topics



88 different questions from 144 papers. Repeated questions are shown once with every year they were asked.

6 marks: extract-based

CBSE 2022 · 1/1/1 (Term 2) · Q2 | CBSE 2022 · 1/1/2 (Term 2) · Q2 | CBSE 2022 · 1/1/3 (Term 2) · Q2 | CBSE 2022 · 1/3/1 (Term 2) · Q2 | CBSE 2022 · 1/3/2 (Term 2) · Q2 | CBSE 2022 · 1/3/3 (Term 2) · Q2

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asked 6 times

6 marks

Read the passage given below :

(1) Ratan, a global brand in Dairy products, works on a business model popularly known as, 'The Ratan Model'. This model aims to provide value for money to the customers and protect the interests of farmers simultaneously.

(2) The Ratan Model is a three-tiered structure that is implemented in its Dairy production : Firstly, Ratan acts as a direct link between milk producers and consumers that removes the middlemen. Secondly, farmers (milk producers) control procurement, processing and marketing. Thirdly, it is a professionally managed organization.

(3) One can understand the Ratan Model better by taking cognizance of 'Ratan's Target Audience', where it has targeted the mass market of India with no premium offerings and works on providing the best quality products at affordable prices.

(4) So Ratan formulates its pricing policy on the low cost price strategy which has attracted a lot of customers in the past and it continues to do so.

(5) Another stance used by Ratan's Target Audience is based on customer-wise targeting and industry wise targeting. This strategy divides the target audience on the following two bases :

(6)

Segment wise break down of Customer – Based target Audience	
Customers	Ratan products
Kids	Chocolate, Ratan cool, Ratan milk.
Youth	Ratan Pizza Cheese, Cheese spread.
Health Conscious	Ratan Shakti, Ratan Lite, Butter.

The above table showcases how Ratan has a diversified customer base.

(7) Industry Based Target Audience : Ratan has segmented milk for various industries such as ice-cream manufacturers, restaurants, coffee shops, and many similar industries. Further, it has segmented butter, ghee and cheese for bakeries, snack retailers, confectioneries, and many more.

(8) The target audience study tells us that Ratan has a strong presence in both Business to Business and Business-to-Customers.

(9) Ratan's marketing campaigns and strategies are implemented in a very attractive way. For example, the story of the 'Ratan Girl' is a popular 'ad' icon. It is a hand drawn cartoon of a young girl.

Based on your understanding of the passage answer any **six** out of the seven questions given below : (1 × 6 = 6)

(i) What does 'The Ratan Model' aim at ? (1)

(ii) In dairy production how many tiers are there ? (1)

(iii) 'Ratan acts as a direct link .....'. Explain. (1)

(iv) 'Ratan Target audience' is described as a diversified market. Explain with reference to the given table. (1)

For Visually Impaired Candidates (in lieu of Q. No. iv)

Who controls procurement, processing and marketing ? (1)

(v) Name the two basis on which Ratan divides the target audience. (1)

(vi) In which two spheres does Ratan have a strong presence ? (1)

(vii) Which is the most loved ad icon of Ratan ? (1)

Solution

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(Attempt any six.)

(i) To provide value for money to the customers and, at the same time, to protect the interests of the farmers.

(ii) Three: a three-tiered structure.

(iii) It means that there are no middlemen; Ratan links the milk producers (farmers) directly with the consumers.

(iv) The target audience is diversified because it covers kids (chocolate, Ratan cool, Ratan milk), youth (Ratan Pizza Cheese, cheese spread) and health-conscious people (Ratan Shakti, Ratan Lite, butter), each with different products.

For Visually Impaired Candidates: The farmers (milk producers) control procurement, processing and marketing.

(v) Customer-wise targeting and industry-wise targeting (any one example from the scheme is also accepted, e.g. ice-cream manufacturers, restaurants and coffee shops).

(vi) Business to Business and Business to Customers.

(vii) The 'Ratan Girl', a hand-drawn cartoon of a young girl.

CBSE 2022 · 1/2/1 (Term 2) · Q2 | CBSE 2022 · 1/2/2 (Term 2) · Q2 | CBSE 2022 · 1/2/3 (Term 2) · Q2 | CBSE 2022 · 1/4/1 (Term 2) · Q2 | CBSE 2022 · 1/4/2 (Term 2) · Q2

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asked 5 times

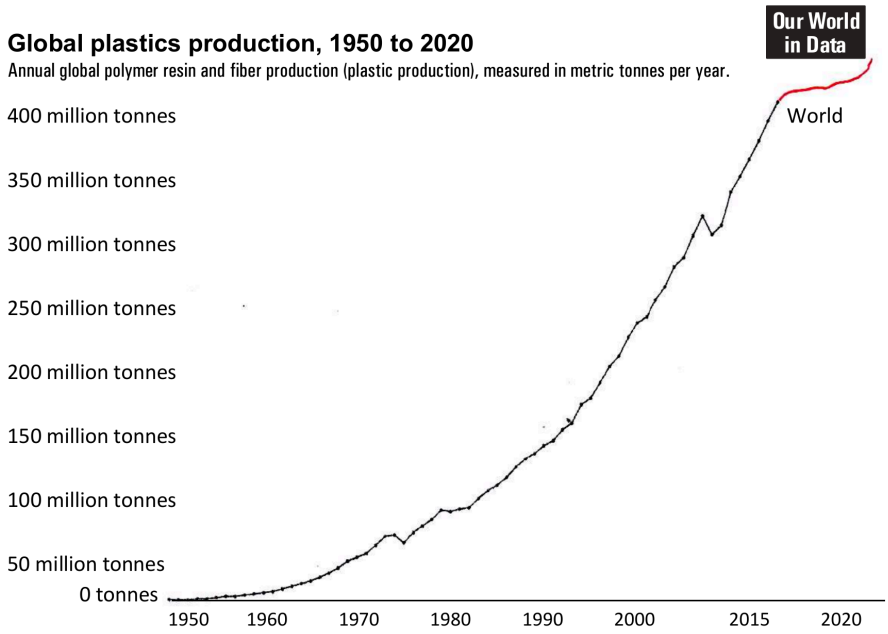
6 marks

Read the passage given below :

1 Our history makes it evident that the Indian Plastics Industry made a vigorous beginning in 1957 but it took more than 30 years for it to pervade Indian lifestyles. In 1979, 'the market for plastics' was just being seeded by the State-owned Indian Petrochemicals and it was only in 1994 that plastic soft drink bottles became a visible source of annoyance.

2 In the same year, people in other cities were concerned about the state of public sanitation and also urged regulatory bodies to ban the production, distribution and use of plastic bags. However, the challenge was greater than it appeared at first.

3 The massive generation of plastic waste in India is due to rapid urbanisation, spread of retail chains, plastic packaging from grocery to food and vegetable products, to consumer items and cosmetics. The projected high growth rates of GDP and continuing rapid urbanisation suggests that India's trajectory of plastic consumption and plastic waste is likely to increase.



4 According to the United Nations Environment Programme (UNEP) Report of 2018, India stands among few other countries like France, Mongolia and several African countries that have initiated total or partial national level bans on plastics in their jurisdictions. On World Environment Day in 2018, India vowed to phase out single-use plastics by 2022, which gave a much needed impetus to bring this change.

5 In this context, thereafter, ten States (Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh, Meghalaya, Odisha, Rajasthan and Tamil Nadu) are currently sending their collected waste to cement plants for co-processing. Twelve other States/UTs are using plastic waste for polymer bitumen road construction and still four other States are using the plastic waste for waste-to-energy plants and oil production. A world of greater possibilities has now opened up to initiate appropriate and concrete actions to build up the necessary institutions and systems before oceans turn, irreversibly, into a thin soup of plastic.

6 However, there is no one single masterstroke to counter the challenges witnessed by the staggering plastic waste management in the country. The time is now to formulate robust and inclusive National Action Plans, and while doing so, the country will establish greater transparency to combat the plastic jeopardy in a more sustainable and holistic way.

Based on your understanding of the passage, answer any *six* out of the seven questions given

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below : (6×1=6)

(i) What does the writer mean by 'visible source of annoyance' ? (1)

(ii) Why did people demand a ban on plastics ? (1)

(iii) What created a demand for plastics in India ? (1)

(iv) What does the line, 'oceans turn, irreversibly into a thin soup of plastic', suggest ? (1)

(v) What step can be taken to combat the challenges of plastic waste management ? What will be its impact ? (1)

(vi) With reference to the graph, write one conclusion that can be drawn about the production of plastics in 2019 (approximately). (1)

(vii) What does the upward trend of the graph indicate ? (1)

For the Visually Impaired Candidates only (in lieu of Q.no. (vi) and (vii))

(vi) What accelerated the partial ban for plastics in India ? (1)

(vii) How are certain states in India recycling plastic waste productively ? (1)

Solution

(Attempt any six.)

(i) Something that hurts the eye (an eyesore): plastic soft drink bottles had become so common that they were seen lying everywhere.

(ii) Plastic had become a visible source of annoyance, and people were concerned about the state of public sanitation, so they urged the regulatory bodies to ban plastic bags.

(iii) Rapid urbanisation, the spread of retail chains and plastic packaging of grocery, food, vegetables, consumer items and cosmetics.

(iv) That the oceans will get filled with plastic waste.

(v) **Step:** formulate robust and inclusive National Action Plans. **Impact:** it will bring greater transparency and make the fight against plastic waste more sustainable and holistic.

(vi) The curve rises only slightly (is almost flat) near the end, but annual global plastic production in 2019 was a little over 400 million tonnes.

(vii) A huge increase in global plastic production over the years; production is expected to keep rising.

For the Visually Impaired Candidates:

(vi) The vow taken on World Environment Day 2018 to phase out single-use plastics by 2022 (along with the growing plastic consumption and waste).

(vii) Ten states send collected waste to cement plants for co-processing, twelve other States/UTs use it for polymer bitumen road construction, and four others use it in waste-to-energy plants and for oil production.

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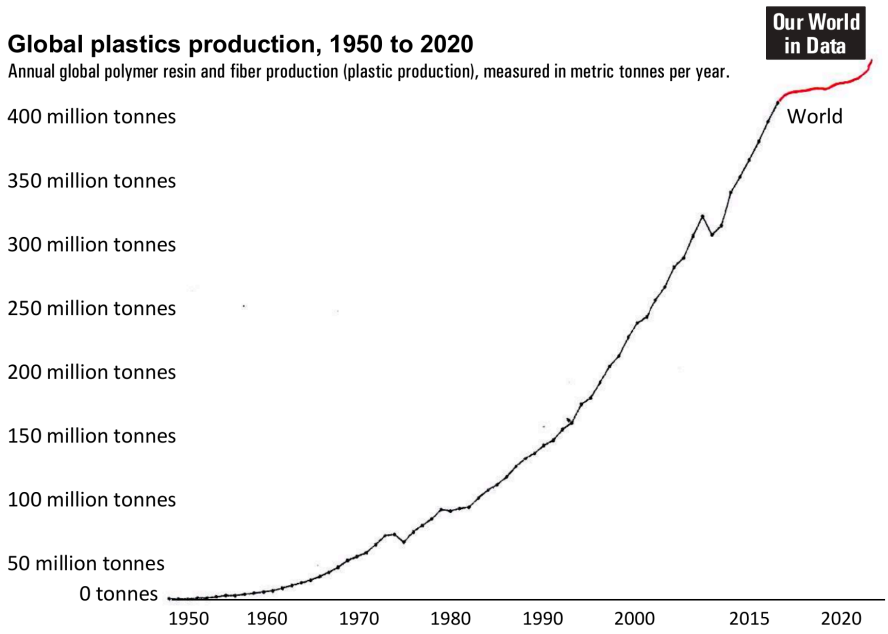
CBSE 2022 · 1/4/3 (Term 2) · Q2 6 marks

Read the passage given below :

1 Our history makes it evident that the Indian Plastics Industry made a vigorous beginning in 1957 but it took more than 30 years for it to pervade Indian lifestyles. In 1979, 'the market for plastics' was just being seeded by the State-owned Indian Petrochemicals and it was only in 1994 that plastic soft drink bottles became a visible source of annoyance.

2 In the same year, people in other cities were concerned about the state of public sanitation and also urged regulatory bodies to ban the production, distribution and use of plastic bags. However, the challenge was greater than it appeared at first.

3 The massive generation of plastic waste in India is due to rapid urbanisation, spread of retail chains, plastic packaging from grocery to food and vegetable products, to consumer items and cosmetics. The projected high growth rates of GDP and continuing rapid urbanisation suggests that India's trajectory of plastic consumption and plastic waste is likely to increase.



4 According to the United Nations Environment Programme (UNEP) Report of 2018, India stands among few other countries like France, Mongolia and several African countries that have initiated total or partial national level bans on plastics in their jurisdictions. On World Environment Day in 2018, India vowed to phase out single-use plastics by 2022, which gave a much needed impetus to bring this change.

5 In this context, thereafter, ten States (Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh, Meghalaya, Odisha, Rajasthan and Tamil Nadu) are currently sending their collected waste to cement plants for co-processing. Twelve other States/UTs are using plastic waste for polymer bitumen road construction and still four other States are using the plastic waste for waste-to-energy plants and oil production. A world of greater possibilities has now opened up to initiate appropriate and concrete actions to build up the necessary institutions and systems before oceans turn, irreversibly, into a thin soup of plastic.

6 However, there is no one single masterstroke to counter the challenges witnessed by the staggering plastic waste management in the country. The time is now to formulate robust and inclusive National Action Plans, and while doing so, the country will establish greater transparency to combat the plastic jeopardy in a more sustainable and holistic way.

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Based on your understanding of the passage, answer any *six* out of the seven questions given below : (6×1=6)

(i) What does the writer mean by 'visible source of annoyance' ? (1)

(ii) Why did people demand a ban on plastics ? (1)

(iii) What suggests that India's plastic consumption and waste is likely to increase ? (1)

(iv) What does the line, 'oceans turn, irreversibly into a thin soup of plastic', suggest ? (1)

(v) What step can be taken to combat the challenges of plastic waste management ? What will be its impact ? (1)

(vi) With reference to the graph, write one conclusion that can be drawn about the production of plastics in 2019 (approximately). (1)

(vii) What does the upward trend of the graph indicate ? (1)

For the Visually Impaired Candidates only (in lieu of Q.no. (vi) and (vii))

(vi) What accelerated the partial ban for plastics in India ? (1)

(vii) How are certain states in India recycling plastic waste productively ? (1)

Solution

(Attempt any six.)

(i) Something that hurts the eye (an eyesore): plastic soft drink bottles had become so common that they were seen lying everywhere.

(ii) Plastic had become a visible source of annoyance, and people were concerned about the state of public sanitation, so they urged the regulatory bodies to ban plastic bags.

(iii) The projected high growth rates of GDP and the continuing rapid urbanisation (para 3). (The printed marking scheme for this paper repeats the answer to a different question, "What created a demand for plastics in India ?", i.e. rapid urbanisation, retail chains and plastic packaging; the answer here follows the question actually asked in the paper.)

(iv) That the oceans will get filled with plastic waste.

(v) **Step:** formulate robust and inclusive National Action Plans. **Impact:** it will bring greater transparency and make the fight against plastic waste more sustainable and holistic.

(vi) The curve rises only slightly (is almost flat) near the end, but annual global plastic production in 2019 was a little over 400 million tonnes.

(vii) A huge increase in global plastic production over the years; production is expected to keep rising.

For the Visually Impaired Candidates:

(vi) The vow taken on World Environment Day 2018 to phase out single-use plastics by 2022 (along with the growing plastic consumption and waste).

(vii) Ten states send collected waste to cement plants for co-processing, twelve other States/UTs use it for polymer bitumen road construction, and four others use it in waste-to-energy plants and for oil production.

CBSE 2022 · 1/5/1 (Term 2) · Q2 | CBSE 2022 · 1/5/2 (Term 2) · Q2 | CBSE 2022 · 1/5/3 (Term 2) · Q2 **asked 3 times**

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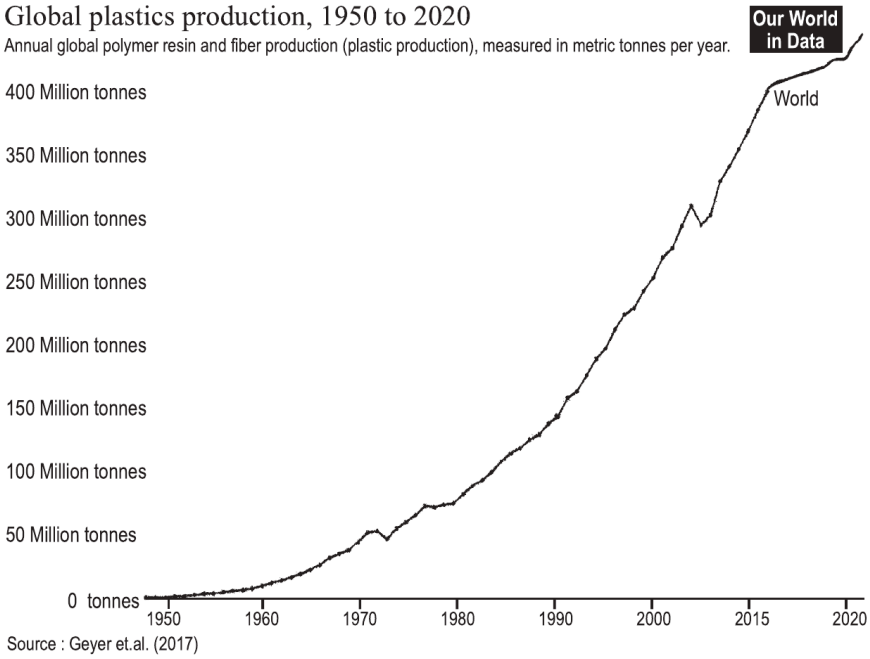
6 marks

Read the passage below :

1. Our history makes it evident that the Indian Plastics Industry made a vigorous beginning in 1957 but it took more than 30 years for it to pervade Indian lifestyles. In 1979, 'the market for plastics' was just being seeded by the state-owned Indian Petro-Chemicals and it was only in 1994 that plastic soft drink bottles became a visible source of annoyance.

2. In the same year, people in other cities were concerned about the state of public sanitation and also urged regulatory bodies to ban the production, distribution and use of plastic bags. However the challenge was greater than it appeared at first.

3. The massive generation of plastic waste in India is due to rapid urbanisation, spread of retail chains, plastic packaging from grocery to food and vegetable products, to consumer items and cosmetics. The projected high growth rates of GDP and continuing rapid urbanisation suggest that India's trajectory of plastic consumption and plastic waste is likely to increase.



4. According to the United Nations Environment Programme (UNEP) report of 2018, India stands among few other countries like France, Mongolia and several African countries that have initiated total or partial national-level bans on plastics in their jurisdictions. On World Environment Day in 2018, India vowed to phase out single-use plastics by 2022, which gave a much needed impetus to bring this change.

5. In this context, thereafter ten states (Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh, Meghalaya, Odisha, Rajasthan and Tamil Nadu) are currently sending their collected waste to cement plants for co-processing, twelve other states/UTs are using plastic waste for polymer bitumen road construction and still four other states are using the plastic waste for waste-to-energy plants and oil production. A world of greater possibilities has now opened up to initiate appropriate and concrete actions to build up the necessary institutions and systems before oceans turn, irreversibly into a thin soup of plastic.

6. However there is no one single masterstroke to counter the challenges witnessed by the staggering plastic waste management in the country. The time is now to formulate robust and inclusive National Action Plans and while doing so, the country will establish greater transparency to combat the plastic

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jeopardy in a more sustainable and holistic way.

Based on your understanding of the passage answer **ANY SIX** out of the seven questions given below :

i. What does the writer mean by 'visible source of annoyance' ? (1)

ii. Why did people demand a ban on plastics ? (1)

iii. What created a demand for plastics in India ? (1)

iv. With reference to the graph write one conclusion that can be drawn about the production of plastics in 2019 (approximately). (1)

FOR THE VISUALLY IMPAIRED CANDIDATES (in lieu of Q.No. iv)

What accelerated the plastic waste in India ? (1)

v. What does the upward trend of the graph indicate ? (1)

FOR THE VISUALLY IMPAIRED CANDIDATES (in lieu of Q.No. v)

How are certain states in India recycling plastic waste, productively ? (1)

vi. What does the line, oceans turning 'irreversibly into a thin soup of plastic', suggest ? (1)

vii. What step must be taken to combat the challenges of plastic waste management ? What will be its impact ? (1)

Solution

(Attempt any six.)

i. Something that hurts the eye (an eyesore): plastic soft drink bottles had become so common that they were seen lying everywhere.

ii. Plastic had become a visible source of annoyance, and people were concerned about the state of public sanitation, so they urged the regulatory bodies to ban plastic bags.

iii. Rapid urbanisation, the spread of retail chains and plastic packaging of grocery, food, vegetables, consumer items and cosmetics.

iv. The curve rises only slightly (is almost flat) near the end, but annual global plastic production in 2019 was a little more than 400 million tonnes.

For the visually impaired candidates (in lieu of iv): Rapid urbanisation, the spread of retail chains and plastic packaging (and the huge increase in global plastic production).

v. A huge increase in global plastic production over the years; production is expected to continue to rise.

For the visually impaired candidates (in lieu of v): Ten states send collected waste to cement plants for co-processing, twelve other states/UTs use it for polymer bitumen road construction, and four others use it in waste-to-energy plants and for oil production.

vi. That the oceans will get filled with plastic waste.

vii. **Step:** formulate robust and inclusive National Action Plans (½). **Impact:** it will establish greater transparency and make the fight against plastic waste more sustainable and holistic (½).

CBSE 2022 · 1/6/1 (Term 2, Comptt) · Q2 | CBSE 2022 · 1/6/2 (Term 2, Comptt) · Q2 | CBSE 2022 · 1/6/3 (Term 2, Comptt) · Q2

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asked 3 times

6 marks

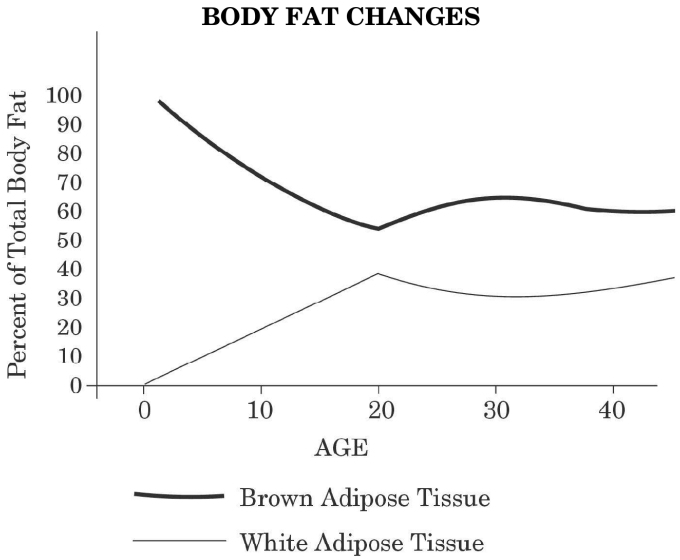
Read the passage given below :

1 Research by a team of scientists has uncovered a surprising way to stimulate the development of healthy fat in humans. In the long-term, the team's findings may have implications for the development of weight loss medication. These scientists found that the kind of stress that accompanies third degree burns may induce the human body to convert normal fat cells into brown fat, which burns calories at a higher rate. If future research can determine how and where the body accomplishes this conversion, it may be possible to develop drugs that induce artificial yet remarkably rapid fat burning in obese patients.

2 White adipose tissue — normal, white fat — accounts for most of the fat in the bodies of most mammals. Small mammals and newborn humans, however have a high proportion of brown fat. The difference between the two types led scientists to believe that brown fat has the potential to combat obesity. This is because brown fat contains excess of mitochondria : the structures within body cells that are responsible for producing energy. This means that brown fat burns more calories and releases more heat when it burns. After all, the function of naturally occurring brown fat is to generate heat in small animals, or in human infants, who do not yet have the ability to shiver.

3 The research began with the observation that patients with severe, widespread burns needed to consume more calories each day in order to maintain their weight. On studying the fat cells of 48 severe burn patients throughout their treatment, analysis of the fat samples revealed that what was once white adipose tissue had 'browned,' acquiring many characteristics similar to brown fat, including its ability to burn fat at a high rate.

Of course we are still long way from the practical applications of these findings. This research however indicates the possibility of converting white fat into brown and reveals something about the conditions that catalyze such a conversion.



Based on your understanding of the passage, answer any *six* out of the seven questions given below : (6×1=6)

(i) What has the team of scientists uncovered ? (1)

(ii) What kind of implications will the team's findings have ? (1)

(iii) Does the information in the graph support the author's statements regarding brown fat percentages in humans ? (1)

(iv) Based on the data in the graph, state at what age does the greatest percent change occur in body fat type. (1)

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(v) What accounts for most of the fat in the bodies of mammals ? (1)
(vi) What does the passage state about small mammals and newborn humans ? (1)
(vii) What does brown fat contain ? What is it responsible for ? (1)
For the Visually Impaired Candidates only (in lieu of Q.no. (iii) and (iv)).
(iii) In what way does brown fat help obese people ? (1)
(iv) What may induce the conversion of normal fat into brown fat ? (1)

Solution

(Attempt any six.)
(i) A surprising way to stimulate the development of healthy fat in humans: the kind of stress that accompanies third degree burns may make the body convert normal (white) fat cells into brown fat.
(ii) The findings may help in the development of weight loss medication, i.e. drugs that induce rapid fat burning in obese patients.
(iii) Yes. The graph shows that brown fat is almost 100% of body fat at birth (age 0) and then falls as the person grows, which agrees with the statement that newborn humans have a high proportion of brown fat.
(iv) At the age of 20, where the two curves change direction: brown fat falls to its lowest (about 55%) and white fat rises to its highest (about 40%).
(v) White adipose tissue (normal, white fat).
(vi) That they have a high proportion of brown fat.
(vii) It contains an excess of mitochondria (½), and so it burns more calories and releases more heat / produces more energy (½).
For the Visually Impaired Candidates:
(iii) It can burn fat at a high rate and so has the potential to combat obesity.
(iv) The kind of stress that accompanies third degree burns.

8 marks: long answer

CBSE 2022 · 1/1/1 (Term 2) · Q1 | CBSE 2022 · 1/1/2 (Term 2) · Q1 | CBSE 2022 · 1/1/3 (Term 2) · Q1 **asked 3 times**

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8 marks

Read the passage given below :

(1) Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher – and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.

(2) Psychologists say that parents who over indulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault on the family room. They think of MP3 players and flat screen TVs as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new; most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

(3) What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behavior because they feel better and more secure when they live within a secured structure.

(4) Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own :

Based on your understanding of the passage, answer any **eight** questions from the nine given below : (1 × 8 = 8)

(1) What is challenging for today's parents ? (1)

(2) What will be the consequence of over indulging children ? (1)

(3) Why do parents get caught in the buying blitz ? (1)

(4) How do children learn critical life lessons ? (1)

(5) What is the impact of advertisements on children ? (1)

(6) Why do children need limits on their behaviour ? (1)

(7) How do older children learn self-control ? (1)

(8) Find a word in the passage which means 'research'. (Paragraph 2) (1)

(9) Find a word in the passage which means 'wealthy'. (Paragraph 3) (1)

Solution

(Attempt any eight; all nine are answered here.)

(1) They cannot say no to their children; they struggle to set limits, to satisfy the children's ever-growing greed and to teach them values like hard work and contentment.

(2) Such children become more vulnerable to future anxiety and depression, find it hard to cope with life's disappointments, and have a distorted sense of entitlement at work and in relationships.

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(3) Because today's children want much more (there is so much more to want), keep pestering for something new, and things once thought luxuries, like MP3 players and flat screen TVs, now seem essential, so parents give in.
(4) From waiting, saving and working hard to achieve goals, and from limits set on their behaviour.
(5) Advertisements tempt children and make them greedy; they always want more.
(6) Because they feel better and more secure when they live within a secured structure.
(7) By watching how others, especially their parents, act.
(8) **survey**
(9) **affluent**

CBSE 2022 · 1/2/1 (Term 2) · Q1 | CBSE 2022 · 1/2/2 (Term 2) · Q1 | CBSE 2022 · 1/2/3 (Term 2) · Q1 | CBSE 2022 · 1/4/1 (Term 2) · Q1 | CBSE 2022 · 1/4/2 (Term 2) · Q1 | CBSE 2022 · 1/4/3 (Term 2) · Q1

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asked 6 times

8 marks

Read the passage given below.

1 Very often, we do not take the first step towards a good cause because we say to ourselves, "The task is so big. What can I do alone ?" So nothing gets done. There is much talk about environmental protection, air pollution and saving our forests. Do we really care ? If we do, here are a few things we can do to make our surroundings more pleasant.

2 It is good to adopt a two-uses-attitude ! By putting an article to a second use, we are giving it a longer lease of life and using up less raw material from nature. One of the worst things we do is the abuse of paper. The clean sides of envelopes can be used to write small notes, lists and reminders around the house. The more paper we use, the more trees will have to be cut down. For the same reason, we should avoid the use of paper napkins or paper plates. Cloth napkins are just as good, for they can be washed and used over and over again.

3 The one area which needs the most urgent attention is effective garbage disposal. People who are conscious about it follow rules and laws strictly. As a result, their neighbourhoods are clean and beautiful. A lot of people don't care about the environment because they don't understand the adverse effect that society has on it. It is important to convince people to care about the environment. The first step would be to convince people to change by providing simple alternative solutions and ways of doing things. The Internet is a powerful tool and a group of like-minded people can be formed on social media. People can share environmental stories and issues as well as pool in solutions and alternatives to educate one another. With the current state that our planet is in, it is imperative that people actively care about the environment and most importantly, act now.

4 Similarly, each one of us can contribute to a cleaner environment. All kitchen waste should be collected separately. Those who have green fingers can turn this into valuable manure. Dig a pit and put the kitchen waste into it. When the pit is a little over half full, cover it up with mud. Let nature do the rest. Within three or six months, we will have a good garden manure. It can also be done as a community project by digging a large pit in the colony. Do take help of all the members, for nothing succeeds like co-operation.

Based on your understanding of the passage, answer any *eight* questions from the nine given below : (8×1=8)

(i) Why don't we take the first step towards a good cause ? (1)

(ii) What is a two-uses-attitude ? (1)

(iii) What can we do to avoid the abuse of paper ? (Any two points) (1)

(iv) What is the result of an effective way of garbage disposal ? (1)

(v) How can the Internet be a powerful tool in spreading environmental awareness ? (1)

(vi) How can the making of garden manure be done as a community project ? (1)

(vii) How long does it take to make good garden manure ? (1)

(viii) Select a suitable word from the passage which means — something in a bad and undesirable way. (Para 2) (1)

(ix) Pick out the word from the passage which means — completely necessary. (Para 3) (1)

Solution

(Attempt any eight; all nine are answered here.)

(i) Because we tell ourselves that the task is too big to be done by one person alone ("What can I do alone ?").

(ii) Using an article a second time, i.e. putting it to another use instead of throwing it away, which gives it a longer life and saves raw material.

(iii) Any two: use the clean sides of envelopes for notes, lists and reminders; avoid paper napkins;

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avoid paper plates.
(iv) The neighbourhoods stay clean and beautiful.
(v) A group of like-minded people can be formed on social media; they can share environmental stories and issues and pool in solutions and alternatives to educate one another.
(vi) By digging a large pit in the colony, putting the kitchen waste of the residents into it and taking the help of all the members.
(vii) Three to six months ("within three or six months").
(viii) **abuse**
(ix) **imperative**

CBSE 2022 · 1/3/1 (Term 2) · Q1 | CBSE 2022 · 1/3/2 (Term 2) · Q1 | CBSE 2022 · 1/3/3 (Term 2) · Q1 **asked 3 times**

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8 marks

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

(1) Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher – and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.

(2) Psychologists say that parents who over indulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault on the family room. They think of MP3 players and flat screen TVs as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new; most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

(3) What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behavior because they feel better and more secure when they live within a secured structure.

(4) Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own :

Based on your understanding of the passage, answer any **eight** questions from the nine given below : (1 × 8 = 8)

(1) What is challenging for today's parents ? (1)

(2) What will be the consequence of over indulging children ? (1)

(3) Why do parents get caught in the buying blitz ? (1)

(4) How do children learn critical life lessons ? (1)

(5) What is the impact of advertisements on children ? (1)

(6) Why do children need limits on their behaviour ? (1)

(7) How do older children learn self-control ? (1)

(8) Find a word in the passage which means 'research'. (Paragraph 2) (1)

(9) Find a word in the passage which means 'wealthy'. (Paragraph 3) (1)

Solution

(Attempt any eight; all nine are answered here.)

(1) They cannot say no to their children; they struggle to set limits, to satisfy the children's ever-growing greed and to teach them values like hard work and contentment.

(2) Such children become more vulnerable to future anxiety and depression, find it hard to cope with life's disappointments, and have a distorted sense of entitlement at work and in relationships.

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(3) Because today's children want much more (there is so much more to want), keep pestering for something new, and things once thought luxuries, like MP3 players and flat screen TVs, now seem essential, so parents give in.
(4) From waiting, saving and working hard to achieve goals, and from limits set on their behaviour.
(5) Advertisements tempt children and make them greedy; they always want more.
(6) Because they feel better and more secure when they live within a secured structure.
(7) By watching how others, especially their parents, act.
(8) **survey**
(9) **affluent**

CBSE 2022 · 1/5/1 (Term 2) · Q1 | CBSE 2022 · 1/5/2 (Term 2) · Q1 | CBSE 2022 · 1/5/3 (Term 2) · Q1 **asked 3 times**

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8 marks

Read the passage given below :

1. Very often, we do not take the first step towards a good cause because we say to ourselves, "The task is so big. What can I do alone ?" So nothing gets done. There is much talk about environmental protection, air pollution and saving our forests. Do we really care? If we do, here are a few things we can do to make our surroundings more pleasant.

2. It is good to adopt a two-uses-attitude! By putting an article to a second use, we are giving it a longer lease of life and using up less raw material from nature. One of the worst things we do is the abuse of paper. The clean sides of envelopes can be used to write small notes, lists and reminders around the house. The more paper we use, the more trees will have to be cut down. For the same reason, we should avoid the use of paper napkins or paper plates. Cloth napkins are just as good, for they can be washed and used over and over again.

3. Another area which needs the most urgent attention is effective garbage disposal. People who are conscious about it follow rules and laws strictly. As a result, their neighbourhoods are clean and beautiful. Similarly, each one of us can contribute to a cleaner environment. All kitchen waste should be collected separately. Those of you who have green fingers can turn this into valuable manure. Dig a pit and put the kitchen waste into it. When the pit is a little over half full, cover it up with mud. Let nature do the rest. Within three or six months, we will have a good garden manure. It can also be done as a community project by digging a large pit in the colony. Do take help of all the members, for nothing succeeds like co-operation.

4. A lot of people don't care about the environment because they don't understand the adverse effect that society has on it. It is important to convince people to care about the environment. The first step would be to convince people to change by providing simple alternative solutions and ways of doing things. The internet is a powerful tool and a group on social media of like-minded people can be formed. People can share environmental stories and issues, as well as pool in solutions and alternatives to educate one another. With the current state that our planet is in, it is imperative that people actively care about the environment and most importantly to act now.

Based on your understanding of the passage, answer **ANY EIGHT** questions from the nine given below : (1×8=8)

(i) Why don't we take the first step towards a good cause ? (1)

(ii) What is a two-uses-attitude ? (1)

(iii) What can we do to avoid the abuse of paper ? (any two points) (1)

(iv) What is the result of an effective way of garbage disposal ? (1)

(v) What procedure can one adopt for kitchen waste ? (1)

(vi) How can making of garden manure be done as community project ? (1)

(vii) How long does it take to make good garden manure ? (1)

(viii) Select a suitable word from the passage which means – being concerned or interested. (Para 3) (1)

(ix) Pick out the word from the passage which means – completely necessary ? (Para 4) (1)

Solution

(Attempt any eight; all nine are answered here.)

(i) Because we tell ourselves that the task is too big to be done by one person alone (“What can I do alone ?”).

(ii) Using an article again, i.e. putting it to a second use instead of throwing it away.

(iii) Any two: use the clean sides of envelopes for notes, lists and reminders; avoid paper plates; avoid paper napkins.

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(iv) The neighbourhoods look clean and beautiful.
(v) Collect the kitchen waste separately and turn it into manure: dig a pit, put the waste into it, cover it with mud when the pit is a little over half full, and let nature do the rest.
(vi) By digging a large pit in the colony, putting the kitchen waste of the residents into it, and taking the help of all the members.
(vii) Three to six months ("within three or six months").
(viii) **conscious**
(ix) **imperative**

CBSE 2022 · 1/6/1 (Term 2, Comptt) · Q1 | CBSE 2022 · 1/6/2 (Term 2, Comptt) · Q1 | CBSE 2022 · 1/6/3 (Term 2, Comptt) · Q1

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asked 3 times

8 marks

Read the passage given below :

1 Last week, a wild elephant was radio-collared for the first time in Assam's Sonitpur district. A joint initative of the State Forest Department and World Wildlife Fund (WWF) India, it is being described as a step to study and mitigate human-elephant conflict. The department plans to collar at least five elephants in high-conflict habitats in the coming months. Experts say the exercise is challenging and runs the risk of low success.

2 What it means ? Radio collars are GPS-enabled collars and can relay information about an elephants' whereabouts. They weigh roughly 8 kg and are fitted around the elephant's neck. Collaring includes identifying a suitable candidate (generally an adult elephant), darting it with a sedative, and fitting the collar around its neck before it is revived. Additionally, the team also attaches an accelerometer to the collar to "understand what exactly the elephant is doing at any given time (running, walking, eating, drinking, etc.)."

3 Why is it done ? The objectives are two-fold, said M.K. Yadava, Chief Wildlife Warden, Assam. "Information from the GPS would help us track and study the movement patterns of the herd, across regions and habitats," he said. Added Hiten Baishya of the WWF, "We will know where they are moving, which corridors they frequent, if the habitat is sufficient, if it needs protection, etc." This would help in understanding what is driving the conflict. The second objective is incidental : The collar would serve as an early warning system to people if elephants are moving in their direction. "And this would help mitigate conflict incidents," said veterinarian and elephant expert Kushal Konwar Sarma, who is involved in the exercise.

4 The Plan in Assam : In March 2020, the Ministry of Environment of Forest and Climate Change gave approval to collaring of five elephants in Assam's Sonitpur and Biswanath districts. It set a number of conditions, including "minimum trauma" to elephants and submission of periodic reports. The Challenges : Collaring is an extremely time consuming and challenging exercise. "We have to identify the matriarch of the herd we will tag ..... identification alone takes time and involves us stalking them for days," said the elephant expert Sarma.

5 For tranquilisation, Baishya said, "We go on foot. There is risk — for both our life and the elephant's life. But we have very skilled experts on board and they are doing the job with utmost care." Officials said, not all components for radio collaring are available in India including collars and tranquilising drugs. These have to be imported and are expensive. The state's topography, marked by hills and rivers poses another challenge. Also elephants grow, "Collars may become tight, so we usually take a senior elephant so there is less chance of growth." Baishya said, "Many times, elephants are not able to keep the collar on. They will have it on for maximum six months, before it falls off," said Bibhuti Lakhar, a senior scientist. Last year, an elephant, which had strayed into Guwahati from Amchang Wildlife Sanctuary in 2019, was radio-collared on a trial basis. "We monitored it for a month, but due to the weight of the belt and the elephant brushing against trees, the signal was feeble and ultimately the collar fell off," said a forest official.

6 Is it worth it ? Yadava said while there were risks and the success rate was low, there has been no better mechanism than collaring to study conflict long-term.

Based on your understanding of the passage, answer any *eight* questions from the nine given below : (8×1=8)

(i) Show evidence from the passage that radio collaring of elephants is a challenging task. (1)

(ii) What purpose is served by radio collaring of elephants ? (1)

(iii) Which device in the collar gives information about the elephant's activities ? (1)

(iv) What are the twin objectives of collaring the elephants ? (1)

(v) What two conditions are prescribed by the concerned Ministry for collaring elephants ? (1)

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(vi) Why is collaring a time consuming exercise ? (1)
(vii) Why is it not advisable to put a collar on a young elephant ? (1)
(viii) Why does the collar fall off from the elephant's neck ? (1)
(ix) Find the word in the passage which means "to make a person or animal unconscious". (Para 5) (1)

Solution

(Attempt any eight; all nine are answered here.)
(i) Any one: the exercise "runs the risk of low success"; a suitable adult elephant (the matriarch) has to be identified, which takes time and means stalking the herd for days; the elephant has to be darted with a sedative on foot, which is risky for both the team and the elephant; and the collar may become tight or fall off.
(ii) GPS-enabled radio collars help to study the movement of elephants and so minimise (mitigate) human-elephant conflict.
(iii) The **accelerometer** attached to the collar.
(iv) (a) To track and study the movement patterns of the herd, the corridors it uses and whether its habitat is sufficient or needs protection, which helps to understand what is driving the conflict (½).
(b) To act as an early warning system for people when elephants are moving in their direction (½).
(v) "Minimum trauma" to the elephants (½) and submission of periodic reports (½).
(vi) Because the matriarch of the herd has to be identified, which involves stalking the herd for days, and then the elephant has to be tranquilised (any one).
(vii) Elephants grow, so a collar put on a young one may become tight.
(viii) Because of the weight of the belt and the elephant brushing against trees (the elephants are not able to keep it on for more than about six months).
(ix) **tranquilise** (tranquilisation / tranquilising in para 5)

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10 marks: case-based factual passage

CBSE 2026 · 1/1/1 · Q2 | CBSE 2026 · 1/1/3 · Q2 **asked 2 times** **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:

(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

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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) (A) primary purpose. (The campaign was launched with the main aim of promoting helmet use among two-wheeler riders, so it states its primary purpose.)
(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.)

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CBSE 2026 · 1/1/2 · 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
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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)

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(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 emphasize 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) (A) primary purpose. (The campaign was launched with the main aim of promoting helmet use among two-wheeler riders, so it states its primary purpose.)
(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.)

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CBSE 2026 · 1/2/1 · Q2 | CBSE 2026 · 1/2/2 · Q2 | CBSE 2026 · 1/2/3 · Q2 asked 3 times 10 marks

Read the passage carefully:

The Rise of Urban Farming in Indian Cities :

A sustainable future or Fleeting Trend

Introduction :

(1) As India's metropolises swell under the weight of population growth, pollution and food insecurity, a quiet revolution is unfolding on rooftops and balconies : urban farming. Once seen as a hobby for the eco-conscious elite, urban agriculture is now being explored as a practical solution to city-based food shortages, environmental degradation, and even mental health challenges.

Methodology – survey – explanation

(2) In 2024, a survey by the Indian Institute of Sustainable Agriculture revealed that 1 in 7 urban households in Tier-1 cities like Delhi, Mumbai, and Bengaluru, now practise some form of food cultivation ranging from herbs on kitchen shelves to aquaponic systems on terraces. The motivations are varied : some grow spinach and tomatoes to escape pesticide exposure, while others experiment with hydroponics as a side hustle. Municipal authorities are also catching on; in Chennai and Pune, tax rebates and community grants are now offered to promote green roof tops.

Results :

(3)

Year	City	% of Households Engaged	Notable Initiatives
2022	Bengaluru	9%	'Grow Your Own Food' Campaign
2023	Delhi	11%	Rooftop farming subsidy scheme
2024	Pune	15%	Terrace Garden Tax Rebate
2025	Hyderabad	18% (projected)	App-based Micro Farm Programme

Data Table : Urban Farming Trends (2022-2025)

Effects :

Advocates urge that farming reduces 'food miles' (the distance food travels from farm to fork), improves air quality, and reconnects city dwellers with the rhythms of nature. Critics, however, are skeptical. They argue that lack of space, high initial costs for equipment, and unreliable yields make urban farming unsustainable at scale. Moreover, without regulation, concern about rooftop safety and water use efficiency persists.

Implications :

(4) Still, the momentum is growing. NGOs like 'Haryali' and start-ups like 'Rangeen' have emerged, offering seed kits, app-based guidance and balcony farming workshops. For young professionals navigating fast-paced lives, this offers something tangible : control, calm and climate action, all from a window ledge.

Conclusion :

(5) Whether urban farming becomes a permanent fixture of Indian city life or remains a well-intentioned trend will depend not just on individual choices but on how cities plan, regulate and integrate agriculture into their concrete jungles.

Answer the following questions, based on the above passage :

Complete the following suitably :

(i) In the introduction (Para 1), the writer emphasizes on the transformative potential of a quiet revolution by _____. (1)

(ii) What would the following be classified as ? 'In Chennai and Pune, tax rebates and community

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grants are now offered to promote green roof tops'. (A) primary purpose (B) incentives (C) methodology (D) implications (1)
(iii) Based on the passage, why might people opt to grow spinach and tomatoes on their own at home rather than purchasing them ? (Para 2) (1)
(iv) If the current trend as depicted in the table continues, which Indian city is most likely to emerge as a national model for tech-integrated urban farming by 2026 ? Give your reasoning. (2)
(v) Analyze from the given data, what distinguishes Pune's approach from Hyderabad's in encouraging urban farming ? (1)
(vi) Write any two major challenges that have catalyzed the rise of urban farming. (1)
(vii) Name two incentives provided by NGOs or start-ups that encourage urban farming. How does this movement benefit the urban workforce ? (Para 4) (2)
(viii) Which of the following is NOT a challenge associated with urban farming, according to the passage ? (A) limited space availability (B) excessive food production (C) high equipment costs (D) inconsistent production (1)

Solution

(i) ...showing that urban farming, once a hobby of the **eco-conscious elite**, is now being explored as a practical solution to city food shortages, environmental degradation and mental health challenges.
(ii) (B) incentives. (Tax rebates and grants are rewards offered to encourage green roof tops.)
(iii) To **escape pesticide exposure**, i.e. to get healthier, chemical-free food.
(iv) **Hyderabad**. Its share of engaged households is the highest (18%, projected) and it is already running an **app-based Micro Farm Programme**, which shows the city is combining technology with urban farming.
(v) Pune encourages urban farming through a **Terrace Garden Tax Rebate** (a financial incentive), whereas Hyderabad uses an app-based Micro Farm Programme (a technology-based approach).
(vi) Any two: the distance food travels from farm to fork ('food miles'); poor air quality; the disconnect of city dwellers from the rhythms of nature; city-based food shortages; environmental degradation; mental health challenges; lack of pesticide-free food.
(vii) Incentives (any two): **seed kits, app-based guidance, balcony farming workshops**. Benefit: for young professionals with fast-paced lives it offers something tangible: **control, calm and climate action**, all from a window ledge.
(viii) (B) excessive food production. (The challenges named are lack of space, high equipment costs and unreliable/inconsistent yields.)

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CBSE 2026 · 1/3/1 · Q2 | CBSE 2026 · 1/3/2 · Q2 | CBSE 2026 · 1/3/3 · Q2 asked 3 times 10 marks

Read the following passage carefully :

(1) ***Introduction :*** *Nutrition plays a critical role in human development, especially during periods of growth, aging, and recovery. This case study explores the changing nutritional requirements across age groups — from children to the elderly — highlighting how dietary habits must adapt to support health and wellbeing.*

(2) ***Methodology :*** *A team of dietitians conducted a three-month observational study across five schools, two universities, three workplaces, and two retirement communities. Nutritional intake was recorded using food diaries, and health parameters were monitored through BMI, energy levels, and blood reports.*

(3) ***Survey Examination :*** *Participants were grouped into four age categories : children (6 – 12 years), adolescents (13 – 19 years), adults (20 – 59 years), and elderly (60+ years). Surveys assessed daily intake of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins and minerals), alongside hydration habits and meal frequency.*

(4) ***Results :*** *Children had higher energy and protein needs per kilogram of body weight, essential for growth and cognitive development. Adolescents showed increased calorie and calcium requirements due to rapid bone growth and hormonal changes. Adults required balanced intake to maintain weight and prevent chronic diseases, while the elderly needed more fibre, calcium and vitamin D to support bone health and digestion. Interestingly, adolescents consumed the most processed foods, while elderly participants had the most balanced diets due to regular meal routines. Adults often skipped meals due to work stress. Dehydration was common in both children and the elderly.*

(5) ***Implications and Interventions :*** *The findings highlight the need for age-specific dietary education. In schools, awareness programmes on healthy snacks and hydration were introduced. For working adults, meal planning workshops and healthy vending machines were recommended. Retirement homes integrated vitamin D supplements and fibre-rich meals into weekly menus. Across all groups, hydration reminders were implemented using digital tools and scheduled water breaks.*

(6) ***Conclusion :*** *Nutritional needs vary significantly with age, influenced by physical, cognitive, and lifestyle factors. Regular assessments and tailored interventions are essential for promoting long-term health across populations.*

Answer the following questions, based on the given passage.

(i) Complete the following suitably. In the introduction, the researcher links changing dietary requirements to highlight _____. (1)

(ii) What would the following be classified as ? Nutritional intake was recorded using food diaries. Select the appropriate response : (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)

(iii) Give two points to support how the case study explored various age groups. (Paragraphs 2, 3) (2)

(iv) Paragraph 4 includes the words 'development' and 'prevent'. Classify the following sentences as 'development' and 'prevent'. Sentence A : Children had higher energy and protein needs per kilogram of body weight, essential for growth. Sentence B : Adolescents need increased calcium so that their bone growth is not impacted. (1)

(v) Although all age groups require balanced intake, why do the elderly need more fibre ? (Paragraph 4) (1)

(vi) Complete the sentence suitably. Digital tools were used to give hydration reminders to _____. (A) ensure people did not get dehydrated (B) avoid starvation (C) ensure gradual weight loss (D) balance consumption of processed food (Paragraph 5) (1)

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(vii) Why is age-specific nutrition important ? Give textual evidence to support your answer. (2)
(viii) What is the key takeaway of the study ? (1)

Solution

(i) ...**how dietary habits must adapt** (change with age) to support health and wellbeing.
(ii) (C) Method of analysis. (It tells how the data was collected.)
(iii) Any two: the participants came from **five schools, two universities, three workplaces and two retirement communities**; they were grouped into **four age categories**: children (6-12 years), adolescents (13-19 years), adults (20-59 years) and elderly (60+ years).
(iv) Sentence A: **development** (energy and protein for growth). Sentence B: **prevent** (calcium so that bone growth is not impacted).
(v) The elderly need more fibre to **support digestion** (and bone health, with calcium and vitamin D).
(vi) (A) ensure people did not get dehydrated. (Dehydration was common in children and the elderly.)
(vii) Because **nutritional needs vary with age** and are influenced by physical, cognitive and lifestyle factors. Evidence (any one): children need more energy and protein per kilogram for growth and cognitive development; adolescents need more calories and calcium for rapid bone growth; adults need balanced intake to maintain weight and prevent chronic diseases; the elderly need more fibre, calcium and vitamin D for bone health and digestion.
(viii) Nutritional needs change with age, so **regular assessments and tailored nutrition** are essential to promote long-term health.

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CBSE 2026 · 1/4/1 · Q2 | CBSE 2026 · 1/4/2 · Q2 | CBSE 2026 · 1/4/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

(1) Introduction : Biodiversity refers to the wide variety of living organisms — plants, animals, and microorganisms — that exist on Earth. India is one of the 17 megadiverse countries in the world, with ecosystems ranging from the Himalayas to the coastal regions. Biodiversity ensures food, medicine, oxygen, soil fertility, and balance in the environment. However, it is under serious threat due to deforestation, overpopulation, industrial pollution, and climate change.

(2) Methodology : This case study is based on data collected from government reports, field surveys, and interviews with farmers, students, and forest workers. Researchers focused on biodiversity in forests, rivers, and agricultural land to understand its importance and the challenges of conservation.

(3) Survey Examination : A survey was carried out in three states — Kerala, Madhya Pradesh, and Assam. Local people were asked how biodiversity affected their lives. Farmers reported that many crops were failing due to climate change. Students recognized that forests are essential for clean air and water. Forest workers shared that several species like elephants and tigers are decreasing in number. The survey revealed both awareness and concern among people about the urgent need for conservation.

(4) Results : The findings showed that :

• forest cover has declined in several regions.

• endangered species are at risk of extinction.

• communities are directly affected by reduced rainfall, poor soil quality, and crop loss.

• people believe that conservation programmes and stricter laws are urgently required.

(5) Implications for Interventions : To protect biodiversity, the government should increase afforestation programmes and create strict rules against illegal hunting and logging. Schools should promote biodiversity education to raise awareness among children. Farmers should be encouraged to use organic farming, water conservation, and mixed cropping. Non-governmental organizations (NGOs) and local communities must work together to restore forests, rivers, and wetlands.

(6) Conclusion : Biodiversity is the foundation of human survival. It gives us food, medicine, water, and clean air. If biodiversity is destroyed, humans will also suffer. This case study highlights the urgent need for conservation efforts in India. Only by working together — governments, communities, and individuals — can we protect biodiversity and ensure a healthy future for generations to come.

Answer the following questions, based on the given passage.

(i) Complete the following suitably: India is one of the _____ countries in the world. (Paragraph 1) (1)

(ii) Which would the following be classified as? Researchers focused on biodiversity in forests, rivers, and agricultural land to understand its importance and the challenges of conservation. (Paragraph 2) (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)

(iii) Give two points to support how biodiversity affects forest workers and farmers. (Paragraph 3) (2)

(iv) Based on the case study, analyse areas that have revealed urgent need for awareness and conservation. (Paragraph 3) (1)

(v) Paragraph 5 uses words like 'afforestation' and 'awareness'. Classify the following sentences as 'afforestation' and 'awareness'. Statement 1 : Local communities must work together to restore

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forests, rivers, and wetlands. Statement 2 : Schools must promote biodiversity education. (1)
(vi) Identify the stakeholders who should come together to create a healthy future for generations to come. (Paragraph 6) (1)
(vii) In what way is biodiversity the foundation of human survival? (Paragraph 6) (1)
(viii) Mention two eco-friendly farming methods in India from the passage. (2)

Solution

(i) ...**megadiverse** countries in the world.
(ii) (C) Method of analysis. (It describes how the researchers went about the study.)
(iii) **Forest workers** reported that several species such as elephants and tigers are decreasing in number; **farmers** reported that many crops are failing because of climate change.
(iv) Any one: the **failure of crops** (due to climate change); the **decline in the number of species** (endangered species); the loss of **forest cover**.
(v) Statement 1 : **afforestation** (restoring forests). Statement 2 : **awareness** (education about biodiversity).
(vi) **Governments, communities and individuals** (any two).
(vii) It gives us **food, medicine, water and clean air**, without which humans cannot survive.
(viii) **Organic farming** and **mixed cropping** (water conservation is also named in the passage).

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CBSE 2026 · 1/5/1 · Q2 | CBSE 2026 · 1/5/2 · Q2 | CBSE 2026 · 1/5/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

(1) Introduction : Deforestation, the clearing of forest land for other uses, is a global environmental catastrophe with profound and often irreversible consequences. While its impact on climate change and biodiversity loss is widely recognised, its most immediate and devastating effects are often borne by indigenous tribes, whose existence is inextricably linked to the health of forest ecosystems. These communities, guardians of ancient knowledge and sustainable practices, face not only the loss of their physical homes but also the erosion of their cultural identity and traditional livelihoods.

(2) Survey Examination : Consider the plight of the Arava Tribe, a hypothetical indigenous community living deep within a remote part of the Arava Basin. For generations, the Arava have co-existed peacefully with the rainforest, drawing from its richness for food, healing and spiritual nourishment. Their traditional knowledge, passed down through generations, encompasses intricate understanding of plant properties, animal behaviour and sustainable resource management. The Arava's diet comprises forest-sourced fruits, nuts, wild game and freshwater fish, reflecting their deep ecological integration. Their shelters, constructed from indigenous materials and their ceremonial practices, aligned with seasonal forest rhythms, underscore a lifestyle symbiotically tied to their natural surroundings.

(3) Methodology and Implications : Moreover, in recent decades, the Arava's ancestral lands have been encroached upon by illegal logging operations, cattle ranching and agricultural expansion. Vast tracts of their forest homes have been systematically cleared, leading to a cascade of environmental and social impacts. Environmentally, the loss of tree cover has resulted in localized climate shifts, including increased temperatures and altered rainfall patterns, leading to prolonged droughts and unpredictable floods. Biodiversity has plummeted, with many plant species vital for Arava medicine disappearing and traditional hunting grounds shrinking, impacting their food security. The pollution of waterways from agricultural runoff further compromises their health and access to clean drinking water.

(4) Effects and Conclusion : From a social and cultural perspective, the effects are equally dire. The destruction of sacred sites within the forest has severed spiritual ties. The forced displacement of families due to land loss has led to the breakdown of community structures and increased vulnerability to external diseases. Traditional knowledge, once practical for survival, becomes less relevant in a deforested landscape, leading to cultural erosion, particularly among younger generations. This disruption often results in increased poverty, loss of identity and heightened conflict with encroaching outsiders.

Social and Cultural Impacts of Deforestation on Indigenous Tribes

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S.No.	Types of impact	Severity (on the scale of 1 – 10)
1	Destruction of sacred sites	7
2	Forced displacement	8
3	Breakdown of community structure	6
4	Vulnerability to diseases	5
5	Cultural erosion	7
6	Increased poverty	8
7	Loss of identity	7
8	Heightened conflict	6

Answer the following questions, based on the given passage.

(i) Complete the following suitably: In the introduction, the author links deforestation with the global environment to highlight _____. (1)

(ii) What would the following be classified as? These communities ..... face not only the loss of their physical homes but also the erosion of their cultural identity. Select the appropriate response. (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)

(iii) What does the phrase 'aligned with seasonal forest rhythms' suggest about the Arava's cultural practices and way of life? (Any two points) (Paragraph 2) (2)

(iv) Paragraph 3 includes the words — 'encroached' and 'impact'. Classify the following sentences as 'encroached' or 'impact'. Sentence 1 : Illegal logging operations, cattle ranching and agricultural expansion have been systematically clearing forest area. Sentence 2 : Plant species vital for medicine disappeared and waterways pollution compromised health. (1)

(v) Give two points to support how Arava's diet and lifestyle reflects ecological integration. (1)

(vi) Analyse how indigenous communities face both physical loss and erosion of cultural identities. (2)

(vii) Which statement most accurately captures the fundamental message conveyed by the passage? (A) Deforestation has contributed to changes in diet and health patterns among forest dwellers. (B) Environmental degradation causes irreversible spiritual and economic damage to modern societies. (C) Indigenous tribes are impacted by deforestation, losing their environment, traditions, identity and culture. (D) The efforts to preserve forests must prioritize biodiversity over tribal welfare. (1)

(viii) According to the given table, which two social or cultural impacts of deforestation are rated as most severe? (A) forced displacement and increased poverty (B) destruction of sacred sites and cultural erosion (C) breakdown of community structure and heightened conflict (D) vulnerability to diseases and loss of identity (1)

Solution

(i) ...the **loss of biodiversity, climate change and the irreversible consequences** of deforestation, and its harmful impact on indigenous tribes. (Any one.)

(ii) (D) Research outcome (answer as per the CBSE marking scheme; the sentence states a finding of the study).

(iii) Any two: their ceremonies and cultural practices are **closely connected with nature and the seasonal cycles** of the forest; their lifestyle is **symbiotically tied** to their surroundings; they live in **peaceful coexistence** with the rainforest; it shows their **deep ecological integration** and the harmony between culture and environment.

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(iv) Sentence 1 : **encroached**. Sentence 2 : **impact**.
(v) **Diet**: it consists of local forest-sourced fruits, nuts, wild game and freshwater fish. **Lifestyle**: their shelters are built of indigenous materials, and their ceremonies are aligned with the seasonal rhythms of the forest.
(vi) **Physical loss**: their ancestral lands are encroached upon, families are forcibly displaced and lose their homes, medicinal plants disappear, hunting grounds shrink and waterways are polluted. **Cultural loss**: sacred sites are destroyed, which breaks spiritual ties; traditional knowledge becomes less relevant in a deforested landscape; community structures break down, so their identity erodes. (One point from each aspect.)
(vii) (C) Indigenous tribes are impacted by deforestation, losing their environment, traditions, identity and culture.
(viii) (A) forced displacement and increased poverty. (Both are rated 8, the highest severity in the table.)

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CBSE 2026 · 1/7/1 · Q2 | CBSE 2026 · 1/7/2 · Q2 | CBSE 2026 · 1/7/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

(1) Introduction : Students constantly seek methods to enhance their learning experience and academic performance. This research shows that music has long been considered a potential factor in creating productive study environments. It examines the influence of different music genres, including classical Indian music, on students' concentration, retention, and overall study effectiveness. The current investigation provides insights into how various musical elements impact cognitive functions during study sessions among secondary school students. The study is relevant in the present times as digital influences govern our lives to quite an extent and pose a distraction.

(2) Methodology : A structured questionnaire along with controlled study sessions was employed to gather information on the subject. Participants were exposed to different music conditions while completing standardized comprehension and memory tasks to measure performance objectively.

(3) Survey Examination : Among the 140 study participants, 68 were boys and 72 were girls. For analytical purposes, the study considered both subjective preferences and objective performance metrics for each type of music condition during study sessions.

(4) Results :

S.No	Music Type	Preference (%)	Performance Improvement (%)
1.	No music	21·4	27·8
2.	Classical Indian (Instrument)	18·6	33·5
3.	Popular music with lyrics	42·1	12·3
4.	Ambient/Background	17·9	26·4

It is also seen that students showed varying preferences in music while they are studying. Though popular songs were most preferred, classical Indian instrumental music (particularly ragas like Bhupali and Yaman) demonstrated the highest performance enhancement. Instrumental compositions without lyrics generally yielded better results than vocal music across all genres.

(5) Implications for Learning : It was observed that classical Indian ragas, designed with specific melodic patterns, had unique benefits for concentration and memory. The structured mathematical patterns in these compositions appeared to stimulate neutral pathways associated with logical thinking, however, familiar songs with lyrics frequently caused distraction by activating language processing centres. The tempo and complexity of music also significantly affected concentration levels, with moderate complexity providing optimal stimulation without overwhelming cognitive resources.

(6) Conclusion : Although individual preferences vary considerably, objective performance metrics indicate that instrumental music, particularly classical Indian compositions, can enhance study effectiveness for most students. The absence of lyrics, structured melodic patterns and appropriate tempo appear to be key factors in creating an optimal auditory study environment. Students would benefit from experimenting with different music conditions to determine what works best for their individual cognitive styles rather than simply choosing based on their personal preferences.

Answer the following questions, based on the above passage.

(i) Choose the correct option: ..... instrumental music outperforms vocal music for study efficiency. The above statement is true as: (A) Instrumental music is less distracting than songs

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with lyrics. (B) Classical compositions are inherently superior to modern music. (C) Students prefer instrumental music as they can play the instruments. (D) Vocal processing interferes with memory formation. (1)

(ii) Why does the author suggest that classical Indian ragas have unique benefits for concentration? (1)

(iii) How does the author validate the claim that classical Indian music improves performance? (2)

(iv) "The ideal study environment is highly individualised." Analyse the statement with reference to the text. (1)

(v) Complete the following suitably: The author puts forth the fact that personal music preference should not be the only _____ for selecting study accompaniment. (1)

(vi) Paragraph 4 includes the phrases, "preference" and "performance improvement". Classify the following sentences according to these concepts. Sentence 1 : Most students chose to listen to popular music with lyrics during study sessions. Sentence 2 : Test scores improved by 33·5% when students studied with classical Indian instrumental music. (1)

(vii) Give two points to support how music selection makes a major impact on study effectiveness. (2)

(viii) Read and complete the following sentence suitably: The study is very relevant in contemporary times, because: (A) music is increasingly accessible to students. (B) academic pressure requires optimal study methods. (C) classical traditions are being forgotten. (D) concentration challenges are more prevalent with digital distractions. (1)

Solution

(i) (A) Instrumental music is less distracting than songs with lyrics. (Familiar songs with lyrics distract by activating language-processing centres.)

(ii) Because they have **specific melodic and structured mathematical patterns** which stimulate the neural pathways associated with logical thinking.

(iii) By a **survey** (study sessions with performance tasks): classical Indian instrumental music produced the **highest performance improvement, 33·5%**, compared with other music types (27·8% for no music, 26·4% for ambient music and only 12·3% for popular music with lyrics).

(iv) Any one: students showed performance improvement according to their own individual music preferences; students are encouraged to **experiment with different music conditions** to find what suits their own cognitive styles.

(v) ...**criterion / basis** for selecting study accompaniment.

(vi) Sentence 1 : **preference**. Sentence 2 : **performance improvement**.

(vii) Any two: the **tempo and complexity** of the music significantly affect concentration; students who studied with classical Indian music showed higher performance enhancement; instrumental compositions without lyrics gave better results than vocal music; the absence of lyrics, structured melodic patterns and appropriate tempo create an optimal study environment.

(viii) (D) concentration challenges are more prevalent with digital distractions. (The introduction says digital influences pose a distraction.)

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CBSE 2025 · 1/1/1 · Q2 | CBSE 2025 · 1/1/2 · Q2 | CBSE 2025 · 1/1/3 · Q2 asked 3 times 10 marks

2. Case Study : Tourism in India

(1) Introduction : India, with its rich cultural heritage, diverse landscapes, and historical sites, attracts millions of tourists each year. Tourism significantly contributes to India's GDP, generating employment and boosting infrastructure. This case study explores factors impacting tourism in India, examines seasonal patterns, and assesses tourist satisfaction through a survey.

(2) Methodology : The study involved primary data collection through a structured survey targeting 500 tourists across major destinations like Delhi, Jaipur, Goa and Kerala. Additionally, secondary data from government reports and tourism boards were used. The survey included questions about preferences, challenges and satisfaction levels, focusing on various demographics, including international and domestic tourists.

(3) Survey Examination : Tourists were surveyed on travel preferences, challenges encountered, accommodation satisfaction and cultural experiences. Feedback highlighted India's appeal due to its history and cultural diversity, but also noted issues like infrastructure gaps and pollution.

(4) Results : The study found that most tourists preferred historical sites and beaches. International tourists were drawn to heritage sites, while domestic tourists preferred nature destinations. Satisfaction was high among tourists who experienced local culture, but infrastructure issues and overcrowding at key locations were common complaints. Overall, 85% of tourists expressed a desire to revisit.

Answer the following questions, based on the given passage :

(i) Complete the following suitably. (1)

In the introduction, the researcher links tourism to India's GDP to highlight _____.

(ii) What would the following be classified as ? (1)

The study involved primary data collection through a structured survey

Select the appropriate response.

(A) Primary purpose (B) Secondary objective

(C) Method of analysis (D) Research outcome

(iii) Give two points to support why the study involved primary data and secondary data. (2)

(iv) Paragraph 3 includes words – 'preferences' and 'challenges'. Classify the following sentences as 'preference' or 'challenge' : (1+1)

Sentence 1 : Feedback highlighted India's appeal due to its history and cultural diversity.

Sentence 2 : Also noted issues like infrastructure gaps and pollution.

(v) List any two points tourists were asked about in the survey. (1)

(vi) What were the more preferred destinations ? (1)

(vii) Analyse why though there was satisfaction among tourists, there were some complaints. (1)

(viii) What is the ultimate goal for stakeholders, based on the insights from the study ? (1)

(A) tourists expressed a desire to revisit.

(B) tourist will visit historical sites.

(C) domestic tourism will increase.

(D) to promote India as a tourist destination.

Solution

(i) ...its **contribution to the growth of the Indian economy**, through employment generation and better infrastructure.

(ii) **(C) Method of analysis.** Collecting primary data by a structured survey describes how the study was carried out.

(iii) Primary data: the study wanted first-hand responses from **500 tourists across the country** (Delhi, Jaipur, Goa, Kerala). Secondary data: government reports and tourism boards' data were

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used to **confirm and support the findings of the primary data** and to cover international as well as domestic tourists. (Any two points, one from each.)

(iv) Sentence 1: **preference** (India's appeal due to its history and cultural diversity). Sentence 2: **challenge** (infrastructure gaps and pollution).

(v) Any two: travel preferences; challenges encountered; accommodation satisfaction; cultural experiences.

(vi) **Historical/heritage sites and beaches** (international tourists preferred heritage sites, domestic tourists nature destinations). Any one.

(vii) Because of **infrastructure gaps and overcrowding** at key locations (also pollution), even satisfied tourists had complaints. Any one.

(viii) **(D) to promote India as a tourist destination.**

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CBSE 2025 · 1/2/1 · Q2 | CBSE 2025 · 1/2/2 · Q2 | CBSE 2025 · 1/2/3 · Q2 asked 3 times 10 marks

2. Read the passage carefully :

(1) This report presents findings from the Youth Aspirations in India Survey in which 5,764 youth between the ages of 15 and 30 were asked about their employment, education, and skilling aspirations.

(2) Indian youth valued higher education. 50 percent of respondents aspire to attain a post-graduate degree, 24 percent a PhD, and 21 percent a bachelor's degree. Only 2 percent of respondents hope to attain a college or vocational diploma as their highest form of education.

(3) Respondents have a strong preference for attaining higher education degrees. At the same time, there is an awareness of changing skills requirements and an interest in augmenting their skills. 76 percent of youth report being very interested in pursuing a skills development programme. 70 percent of youth identified more employment opportunities as the main motivation for wanting to pursue skills development training.

(4) A study related to their job preference reveals their strong desire for job security and opportunities for career advancement. It is evident from the following data :

Percentage	Preference
49	Public Sector
23	Private Sector
17	Entrepreneurship

(5) In the context of technological adoption and digitization, jobs and tasks, along with the competencies required to execute them, are changing. 86 percent of youth feel very or moderately up to date with changes in skills requirements. Yet, 39 percent of youth feel very prepared or prepared for their ideal job, while 16 percent of youth feel either not prepared or very unprepared for their ideal job.

(6) Female respondents' education and employment aspirations match, if not exceed, those of male respondents. Yet, female respondents face discriminatory biases in hiring, have less paid work experience than their male counterparts, and face greater barriers in pursuing skills development opportunities. 60 percent of female respondents, for example, report having no paid work experience, compared to 54 percent of male respondents. In addition, 15 percent of female respondents report personal biases such as marital status, gender, age, or family background as a main barrier to employment compared to 9 percent of male respondents. While more female respondents report being very interested in participating in a skills development programme, only 19 percent have enrolled in a programme, compared to 26 percent of male respondents.

Answer the following questions, based on the given passage :

(i) As per the survey, Indian youth is broadly focussed on (1)

(A) skill development and entrepreneurship.

(B) private sector jobs and technology.

(C) higher education and career opportunities.

(D) vocational diploma and public sector jobs.

(ii) With reference to paragraph 3, what is the latest trend among Indian youth in preparing themselves for the job market ? (1)

(iii) With reference to the table, state one reason for entrepreneurship being the last preference among Indian youth. (1)

(iv) Cite two evidences from the text to show that gender bias is still a hindrance in the progress of women in society. (2)

(v) Complete the following suitably. (1)

The driving force for the Indian youth to join a skill development programme is _____.

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(vi) Paragraph 5 uses words 'competencies' and 'adoption'. Classify the following sentences which talks about 'competency' and which talks about 'adoption'. (1)
Sentence - 1 : Ria embraced new technology to gain global market for her paintings.
Sentence - 2 : Ria displays her artistic skill through her paintings.
(vii) Cite two evidences from the text to show that Indian youth is adapting itself to the needs of the job market. (2)
(viii) Choose the correct option : (1)
The main road blocks to employment opportunities for females are :
(i) lack of interest
(ii) marriage
(iii) lack of opportunities
(iv) over qualification
(v) family background
(A) (i) & (ii) (B) (iii) & (iv)
(C) (ii), (iii) & (v) (D) (iv) & (v)

Solution

(i) **(C) higher education and career opportunities.** (Most respondents aspire to post-graduate or PhD degrees and want secure jobs with career advancement.)
(ii) There is an **awareness of changing skills requirements**, and youth are interested in augmenting their skills by pursuing skill development programmes.
(iii) Youth have a **strong desire for job security and opportunities for career advancement**, which the public sector offers, so only 17% prefer the uncertain path of entrepreneurship.
(iv) Any two: female respondents face **discriminatory biases in hiring**; they have **less paid work experience** than males (60% have none, against 54%); they face greater barriers in skills development (only 19% enrolled, against 26%); 15% of them report personal biases such as marital status, gender, age or family background as a main barrier.
(v) ...**more employment opportunities** (70% of youth).
(vi) Sentence 1: **adoption** (Ria embraced new technology). Sentence 2: **competency** (Ria displays her artistic skill).
(vii) Any two: they are **aware of changing skills requirements**; they are interested in augmenting their skills; 76% are very interested in a skills development programme; they are adopting new technology and digitization.
(viii) **(C) (ii), (iii) & (v)**: marriage, lack of opportunities and family background (personal biases) are the roadblocks mentioned; lack of interest and over-qualification are not.

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CBSE 2025 · 1/4/1 · Q2 | CBSE 2025 · 1/4/2 · Q2 | CBSE 2025 · 1/4/3 · Q2 asked 3 times 10 marks

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)

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(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.

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CBSE 2025 · 1/5/1 · Q2 | CBSE 2025 · 1/5/2 · Q2 | CBSE 2025 · 1/5/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

(1) ***Introduction :*** *In the digital age, social media has become an integral part of daily life, profoundly affecting how individuals interact and perceive the world. This case study aims to analyze the impact of social media on the mental health of different age groups in Indian society and explore the implications for overall well-being.*

(2) ***Methodology :*** *A survey was conducted among individuals across various age groups, ranging from teenagers to seniors, to determine their social media usage patterns. Participants were asked to indicate the amount of time they spend on social media platforms and describe their feelings and experiences related to its use. The data was then analyzed to identify trends and patterns among different age demographics.*

(3) ***Survey Examination :*** *The survey encompassed a comprehensive examination of social media habits, including not only the frequency and duration of usage but also the emotional and psychological effects of social media engagement. Participants were encouraged to articulate their experiences, providing invaluable insights into the multifaceted nature of social media's impact on mental health.*

(4) ***Results :*** *The survey results revealed interesting insights into social media usage and its effects on mental health among different age groups. Teenagers are deeply entrenched in exploring their self image and forming their identity. They are heavily reliant on their peer relationships and are vulnerable to the social aspects of online platforms to connect with friends and share experiences. As a result, their usage is higher that of other age groups.*

S.No.	Age group	%	Average daily usage (hours)	Reported effects
1.	Teenagers	72	3.5	Anxiety, peer pressure, cyberbullying
2.	Young Adults	68	3.0	Stress, depression, Fear of Missing Out (FOMO)
3.	Middle-aged	54	2.0	Information overload, sleep disturbance
4.	Seniors	32	1.5	Loneliness, sense of connection, digital fatigue

(5) ***Implications for Interventions :*** *By discerning the diverse effects of social media among different age groups, policy makers and mental health practitioners can tailor interventions to address specific demographic needs, e.g., educational campaigns aimed at teenagers could empower them to navigate social media more responsibly, while support groups for seniors can enhance their digital literacy and reduce feelings of loneliness.*

(6) ***Conclusion :*** *The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also promote mental well-being. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building healthier online communities and promoting sustainable digital practices for generations to come.*

Answer the following questions, based on the above passage:

(i) Complete the following suitably : In the introduction, the researches link the digital age with the impact of social media on mental health to highlight _____. (1)

(ii) Choose the correct option : To examine social media usage patterns across various age groups in detail and assess the mental health implications will be classified as : (A) Primary purpose (B) Method of analysis (C) Secondary purpose (D) Research outcome (1)

(iii) Give two points to support why it is likely that social media usage was a key factor in the study on mental health. (2)

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(iv) Paragraph (3) includes the words – 'emotional and psychological'. Classify the following sentences as 'emotional' or 'psychological'. (A) Educational campaigns aimed at teenagers could empower them to navigate social media more responsibly. (B) Support groups for seniors can enhance their digital literacy and reduce feelings of loneliness. (1)
(v) Read the following text : Rahul has a tendency to spend late night hours engaging in social media to avoid missing out on latest updates on different events. His friend, Rajneesh spends many hours on social media due to peer pressure whereas their close friend, Dr. Sharma uses social media to stay connected with his near and dear ones. Select the option that identifies the correct demographic Rahul, Rajneesh and Dr. Sharma belong to : (A) Rahul – middle-aged, Rajneesh – young adult, Dr. Sharma – teenager. (B) Rahul – young adult, Rajneesh – middle-aged, Dr. Sharma – senior. (C) Rahul – middle-aged, Rajneesh – young adult, Dr. Sharma – senior. (D) Rahul – young adult, Rajneesh – teenager, Dr. Sharma – senior. (1)
(vi) Why is the average daily usage of social media highest among teenagers ? (1)
(vii) According to paragraph (5), analyze how targeted interventions based on the diverse effects of social media on different age groups can lead to improved mental health outcomes. (2)
(viii) Select the appropriate response : What is the ultimate goal for stakeholders, based on the insight from the study ? (A) increase profitability through enhanced social media marketing. (B) build healthier online communities. (C) reduce the cost of healthcare services. (D) expand the range of available social media platforms. (1)

Solution

(i) ...**the implication of social media on the overall well-being** of people.
(ii) (A) Primary purpose.
(iii) Two points: the study looked at the **frequency and duration of usage**; and at its **impact on the emotional and psychological well-being** of the users. (1 + 1)
(iv) (A) psychological; (B) emotional. (Educational campaigns change how teenagers think and use media; support groups reduce feelings of loneliness.)
(v) (D) Rahul – young adult (fear of missing out, FOMO), Rajneesh – teenager (peer pressure), Dr. Sharma – senior (staying connected, sense of connection).
(vi) Because teenagers are exploring their **self-image and forming their identity**; they rely heavily on **peer relationships** and use online platforms to connect with friends and share experiences.
(vii) For **teenagers**, educational campaigns can empower them to use social media more responsibly; for **seniors**, support groups can improve their digital literacy and reduce loneliness. Such interventions, designed for the needs of each group, reduce the harmful effects and improve mental health. (1 + 1)
(viii) (B) build healthier online communities.

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CBSE 2025 · 1/6/1 · Q2 | CBSE 2025 · 1/6/2 · Q2 | CBSE 2025 · 1/6/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

*(1) **Introduction :** In the face of rapid urbanization, effective waste management has become a critical issue in Indian cities. This case study aims to analyze the recycling practices among different demographics in urban India and their implications for sustainable urban development.*

*(2) **Methodology :** A survey was conducted among residents of various urban areas, ranging from teenagers to elderly citizens, to determine their waste management and recycling habits. Participants were asked to indicate their preferred methods of waste disposal and recycling and provide reasons for their choices. The data was then analyzed to identify trends and patterns among different age groups.*

*(3) **Survey Examination :** The survey comprehensively examined waste disposal habits. Participants were encouraged to share the reasons for their selections, providing invaluable insight into waste management behaviour.*

*(4) **Results :** The survey results revealed interesting insights into waste management and recycling practices among different age groups.*

S. No.	Age group for preference	%	Preferred Method	Reasons for Preference
1.	Teenagers	55%	Recycling	Environment awareness, school programme, peer pressure
2.	Young adults	68%	Recycling & Reuse	Sustainability, convenience, social responsibility
3.	Middle-aged	73%	Segregation at source	Health concerns, civic responsibility, easy to manage
4.	Elderly	62%	Traditional disposal	Habit, lack of awareness, convenience

*(5) **Implications for Interventions :** By discerning the diverse preferences among different age groups, policy-makers and environmental activists can not only make interventions to address specific demographic needs, but also delve into the underlying motivations and influences guiding these choices. For instance, targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices. Concurrently, efforts to enhance the infrastructure for segregation at source and provide incentives for recycling could improve overall waste management.*

*(6) **Conclusion :** The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also foster a culture of sustainability. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building cleaner and more sustainable urban environments for future generations.*

Answer the following questions, based on the given passage:

(i) Complete the following suitably : In the introduction, the researcher links rapid urbanization with waste management by highlighting that _____. (1)

(ii) What would the following be classified as ? To examine waste management practices across various age groups in detail. Select the appropriate response. (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)

(iii) Give two points to support why it is likely that recycling was given as an option to the survey participants to choose from, in the study on waste management practices. (2)

(iv) Paragraph (5) includes words like 'motivations' and 'interventions'. Classify the following sentences as motivation or intervention. (A) Targeting educational campaigns towards teenagers

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and young adults could empower them to adopt sustainable waste management practices. (B) Efforts to enhance the infrastructure for segregation at source. (1)
(v) Read the following text : Radhika actively participates in school programmes that promote recycling. Her neighbour, Ragini, prefers recycling and reusing items for their environmental benefits. However, their neighbour Mrs. Gupta sticks to traditional disposal methods out of habit. Select the option that identifies the correct demographic they belong to : (A) Radhika – middle-aged; Ragini – young adult; Mrs. Gupta – elderly (B) Radhika – teenager; Ragini – young adult; Mrs. Gupta – elderly (C) Radhika – young adult; Ragini – elderly; Mrs. Gupta – middle-aged (D) Radhika – elderly; Ragini – middle-aged; Mrs. Gupta – teenager (1)
(vi) Why is the percentage to adopt recycling methods higher among young adults ? (1)
(vii) Analyze how targeted interventions based on the diverse waste management preferences of different age groups can lead to improved environmental outcomes. (paragraph 5) (2)
(viii) What is the ultimate goal for stakeholders, based on the insights from the study ? (A) Increase profitability through enhanced recycling infrastructure (B) Build cleaner urban environments (C) Reduce the cost of waste management (D) Expand the range of recycling programmes available (1)

Solution

(i) Any one: ...it is a **critical issue** in Indian cities; the recycling practices of different demographics need to be analysed, along with their implications for sustainable urban development.
(ii) (A) Primary purpose.
(iii) Any two: **environment awareness**; recycling is part of school programmes; peer pressure; sustainability; convenience; social responsibility; and the study aimed to analyse recycling practices. (1 + 1)
(iv) (A) – motivation; (B) – intervention. (As per the CBSE marking scheme. Sentence (A) is the campaign meant to motivate teenagers and young adults to adopt sustainable practices, while (B) is a measure improving infrastructure.)
(v) (B) Radhika – teenager (school programmes), Ragini – young adult (environmental benefits), Mrs. Gupta – elderly (habit).
(vi) Because young adults prefer recycling and reuse for **sustainability, convenience and social responsibility**.
(vii) **Teenagers**: educational campaigns and competitions empower them to adopt sustainable waste management practices. **Adults**: better infrastructure for segregation at source and incentives for recycling (for example separate dustbins in every household) make segregation easy, and improve overall waste management and the environment. (1 + 1)
(viii) (B) Build cleaner urban environments.

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CBSE 2025 · 1/7/1 · Q2 | CBSE 2025 · 1/7/2 · Q2 | CBSE 2025 · 1/7/3 · Q2 asked 3 times 10 marks

Read the following passage carefully:

(1) ***Introduction :*** *As the world grapples with climate change, renewable energy has emerged as a crucial solution. This case study aims to analyze the increasing use of renewable energy in India, its adoption across different sectors, and the implications for society and the environment.*

(2) ***Methodology :*** *A survey was conducted among households, businesses, and industries across various regions in India. Participants were asked about their primary source of energy (traditional fossil fuels or renewable energy) and the reasons for their preferences. The data was then analyzed to identify trends and patterns among different demographics and sectors.*

(3) ***Survey Examination :*** *The survey encompassed a comprehensive examination of energy consumption habits, not only focusing on the preferred sources of energy but also delving into the underlying motivations and influences guiding these choices. Beyond mere preference, participants were encouraged to articulate the reasons behind their selections, providing invaluable insights into the multifaceted nature of energy consumption.*

(4) ***Results :*** *The survey results revealed interesting insights into the energy preferences among different groups :*

S. No.	Demographic Preferences	%	Preferred Source	Reasons for Preference
1.	Households	62%	Renewable	Environmental concerns, cost savings, government incentives
2.	Small Businesses	55%	Renewable	Cost efficiency, public image, sustainability
3.	Large Industries	48%	Renewable	Long-term savings, corporate responsibility compliance
4.	Rural Areas	71%	Renewable	Accessibility, reliability, local employment opportunities
5.	Urban Areas	58%	Renewable	Environmental awareness, incentives, modern infrastructure

(5) ***Implications for Interventions :*** *By discerning the diverse preferences among different demographics, policymakers, and energy providers, one can tailor interventions to address specific needs. For instance, increasing government incentives and subsidies for renewable energy can encourage more households and businesses to adopt sustainable practices. Concurrently, efforts to improve the infrastructure for renewable energy can enhance its reliability and accessibility. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building a cleaner and more sustainable future for generations to come.*

Answer the following questions, based on the given passage.

(i) Complete the following suitably : In the introduction, the researcher links climate change with the rise of renewable energy by highlighting _____. (1)

(ii) What would the following be classified as ? To examine energy preferences across various demographics in detail, and assess their implications. Select the appropriate response : (A) Primary purpose (B) Method of analysis (C) Secondary objective (D) Research outcome (1)

(iii) Mention the two steps adopted in the survey methodology. (2)

(iv) Paragraph (3) includes the words – 'motivations' and 'influences'. Classify the following sentences as influence or motivation. Sentence 1 : Government incentives lead households to prefer renewable energy over traditional fossil fuels. Sentence 2 : The desire for long-term savings makes large industries choose renewable energy. (1)

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(v) Read the following text : Rajan, a rural household head, prefers using solar panels for energy due to their reliability and the local employment opportunities they provide. His neighbour, Rama, a small business owner, values renewable energy for its cost efficiency and sustainability. Meanwhile Suresh, who runs a large industry, opts for renewable energy due to corporate responsibility and compliance with regulations. Select the option that identifies the correct demographic they belong to. (A) Rajan – household worker; Rama – small business owner; Suresh – large industry owner (B) Rajan – rural employee; Rama – urban worker; Suresh – household head (C) Rajan – rural household head; Rama – small business owner; Suresh – large industry owner (D) Rajan – urban worker; Rama – large industry owner; Suresh – rural worker (1)
(vi) Although both rural and urban areas prefer renewable energy, why is the preference percentage higher among rural areas ? (1)
(vii) Analyse how targeted interventions based on diverse energy preferences of different demographics can lead to improved environmental outcomes. (Paragraph (5)) (2)
(viii) What is the ultimate goal for stakeholders, based on the insights from the study ? (A) increase profitability through enhanced renewable infrastructure (B) build a sustainable future (C) reduce the cost of energy (D) expand the range of renewable energy products available (1)

Solution

(i) Any one: ...renewable energy's **crucial role as a solution** to climate change; the need to analyse the increasing use of renewable energy in India, its adoption across sectors and the implications for society and the environment.
(ii) (C) Secondary objective. (As per the CBSE marking scheme. The primary purpose of the study is to analyse the increasing use of renewable energy; examining preferences in detail and assessing implications is the secondary objective.)
(iii) **Step 1**: a survey was conducted among households, businesses and industries, asking their primary source of energy and the reasons for their preferences. **Step 2**: the data was analysed to identify trends and patterns among different demographics and sectors. (1 + 1)
(iv) Sentence 1 – **influence** (government incentives are an outside factor); Sentence 2 – **motivation** (the desire for long-term savings is an inner reason). (½ + ½)
(v) (C) Rajan – rural household head (reliability, local employment); Rama – small business owner (cost efficiency); Suresh – large industry owner (corporate responsibility and compliance).
(vi) Because in rural areas renewable energy offers **accessibility, reliability and local employment opportunities**.
(vii) Any two: more **government incentives and subsidies** will encourage more households and businesses to adopt sustainable practices; improving the infrastructure for renewable energy will make it more reliable and accessible; together this builds a cleaner and more sustainable future. (1 + 1)
(viii) (B) build a sustainable future.

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CBSE 2025 · 1/S/1 · Q2 | CBSE 2025 · 1/S/2 · Q2 | CBSE 2025 · 1/S/3 · Q2 asked 3 times 10 marks

Read the following passage carefully :

(1) ***Introduction :*** *One of the unfortunate paradoxes of our lives today is that despite adequate food production and unimaginable advances in technology, one in three persons worldwide is not getting enough of the right food to eat and approximately 800 million of seven billion sleep hungry every night. Not surprisingly, this makes poor diet the No. 1 risk factor by far, for the global burden of disease.*

(2) ***Findings :*** *Poor diets globally are more responsible for ill health as compared with the combined effect of drugs, tobacco and alcohol. Women and children continue to be the most vulnerable, with 156 million stunted children in the world and 40% of women anaemic. Add to this the fact that the world adds 2,00,000 new people to its population every day, of which India adds 58,000. This translates to the need to feed two billion more people by 2050 and to support a higher demand for major crops, estimated to increase by 50%, from 2·5 to 3·5 billion tonnes.*

(3) ***Purpose :*** *Target 3 for Sustainable Development Goal (SDG) 12 is to "halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains, including post-harvest losses". Food loss is valued at $ 1 trillion globally by the Food and Agriculture Organisation, enough to feed the 800 million who sleep hungry every night. The SDGs have put the spotlight on food loss and waste, prompting discussions on solutions through better farming practices, technology, information, and consumer behaviour changes.*

(4) ***Implications :*** *In developed countries, 'food waste' occurs more at the consumer household level, whereas in emerging economies, it is the supply chain that leads to 'food loss' during harvest, storage or transit, due to poor infrastructure and inadequately aligned processes. Investment in creating adequate cold storage capacity alone can significantly reduce food loss. Food loss is also nutrition loss, productivity loss, and GDP loss. India, for instance, loses 40% of its food, translating to approximately $ 7·5 billion .*

(5) ***Suggestions :*** *To provide a dignified quality of life, India must enhance agricultural productivity, diversify crops, and eliminate food loss and waste with a firm resolve and timely action. Investments in infrastructure, information systems, technology, and public-private partnerships are critical. Minimising food loss has the potential to be transformative in multiple ways.*

Answer the following questions, based on the given passage.

(i) Complete the following suitably. The 'paradox' that the author mentions in the introduction refers to _____. (1)

(ii) Analyse why poor diet is the No. 1 risk factor for diseases globally. (1)

(iii) What would the following be classified as ? 'This makes poor diet the No. 1 risk factor by far for the global burden of disease.' Select the appropriate response. (A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome (1)

(iv) Target 3 for Sustainable Development Goal (SDG) 12 is to : (A) produce enough food to feed the 800 million who sleep hungry every night. (B) reduce food waste worth $ 1 trillion globally. (C) reduce per capita global food waste by 50% at all levels. (D) reduce per capita global food waste by 50% along production and supply chains. (1)

(v) Discuss the difference in food waste with regard to developed countries and emerging economies. Answer in about 40 words. (2)

(vi) Paragraph (2) includes the words – effect and demand. Classify the following sentences as 'effect' or 'demand'. Sentence 1 – 156 million stunted children in the world. Sentence 2 – This translates to the need to feed two billion more people by 2050. (1)

(vii) Analyse what impact food loss has on a country's economy. (1)

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(viii) India can ensure a dignified way of life for its citizens by : (A) _____ (B) _____ (2)

Solution

(i) ...despite adequate food production and unimaginable advances in technology, **one in three persons worldwide does not get enough of the right food** and about 800 million people sleep hungry every night.
(ii) Poor diets lead to **malnutrition, stunted growth and greater vulnerability to illness**; the passage says they cause more ill health than drugs, tobacco and alcohol together.
(iii) (D) Research outcome. (It is a conclusion drawn from the findings, not a purpose or a method.)
(iv) (C) reduce per capita global food waste by 50% at all levels (to "halve" it at the retail and consumer level, and also reduce losses along production and supply chains). Answer as per the CBSE marking scheme.
(v) In **developed countries** food waste occurs mostly at the **consumer household level**, where people buy more than they need and throw the rest away. In **emerging economies** food is lost mainly in the **supply chain**, during harvest, storage or transit, because of poor infrastructure and badly aligned processes.
(vi) Sentence 1: **effect**. Sentence 2: **demand**.
(vii) Food loss means **productivity loss and GDP loss** (India loses about 40% of its food, worth roughly $ 7·5 billion), so the economy shrinks and its resources are wasted.
(viii) Any two: (A) **enhancing agricultural productivity**; (B) **eliminating food loss and waste** (also: diversifying crops; investing in infrastructure, information systems, technology and public-private partnerships).

CBSE 2024 · 1/1/1 · Q2 | CBSE 2024 · 1/1/2 · Q2 | CBSE 2024 · 1/1/3 · Q2 | CBSE 2024 · 1/2/1 · Q2 | CBSE 2024 · 1/2/2 · Q2 | CBSE 2024 · 1/2/3 · Q2

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asked 6 times

10 marks

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

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(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. (The CBSE scheme also accepts (B) Social connection and technology.)
(v) False.
(vi) (C) I and IV. (The CBSE scheme also accepts (D) II 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).

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CBSE 2024 · 1/3/1 · Q2 | CBSE 2024 · 1/3/2 · Q2 | CBSE 2024 · 1/3/3 · Q2 **asked 3 times** **10 marks**

Read the following passage carefully :

(1) Without specialised equipment, humans would be lost in these deep-sea habitats, so how do fish make it seem so easy ? Much of this is due to a biological phenomenon known as electroreception — the ability to perceive and act upon electrical stimuli as part of the overall senses. This ability is only found in aquatic and amphibious species because water is an efficient conductor of electricity.

(2) One fascinating use of electroreception has been observed between the weakly electric fish. When two such electric fish meet in the ocean using the same frequency, each fish will then shift the frequency of its discharge so that they are transmitting on different frequencies. Doing so prevents their electroreception faculties from becoming jammed.

(3) Electroreception can also play an important role in animal defences. Rays are one such example. Young ray embryos develop inside egg cases that are attached to the sea bed. The embryos keep their tails in constant motion to pump water and allow them to breathe through the egg's casing. If the embryo's electroreceptors detect the presence of a predatory fish in the vicinity, however, the embryo stops moving (and in doing so, ceases transmitting electric currents) until the predator has moved on.

(4) Many people fear swimming in the ocean because of sharks. Sharks hunt with extraordinary precision. They initially lock on to their prey through a keen sense of smell. As the shark reaches in proximity of its prey, it tunes into electrical signals that ensure a precise strike on its target; this sense is so strong that the shark even attacks blind by letting its eyes recede for protection. In areas where shark attacks on humans are likely to occur, scientists are exploring ways to create artificial electroreceptors. These would disorient the sharks and repel them from swimming beaches.

Answer the following questions, based on the above passage :

(i) Infer the advantage that aquatic or amphibious species have over human beings. Answer in about 40 words. (2)

(ii) A possible use for electroreception that will benefit humans is to : (A) use water as it is an efficient conductor of electricity. (B) act on electrical stimuli. (C) change electrical frequency to prevent it from being jammed. (D) jam electrical frequencies. (1)

(iii) Explain in about 40 words the use of electroreception between the weakly electric fish. (2)

(iv) Identify a young ray embryo from the following : (A) It fears electric signals. (B) It keeps its tail in constant motion. (C) It stations itself on land. (D) It disorients sharks. (1)

(v) Complete the sentence appropriately. A shark hunts with accuracy because _____. (1)

(vi) Why does a shark recede its eyes when it attacks ? (1)

(vii) In areas where shark attacks on humans are likely to occur, scientists : (A) suggest putting barriers. (B) are exploring ways to create artificial electroreceptors. (C) suggest blinding them. (D) are exploring ways to warn swimmers. (1)

(viii) State *True* or *False*. The title – 'Understanding Electroreception and its Uses is Significant for Human Beings' is appropriate for this passage. (1)

Solution

(i) Aquatic and amphibious species have **electroreception**, a biological ability to perceive and act upon electrical stimuli, because water conducts electricity well. Humans lack it, so fish find their way and hunt in deep-sea habitats with an ease humans cannot match; a shark, for example, uses electrical signals for an extraordinarily precise strike.

(ii) (B) act on electrical stimuli (the scheme also accepts (C) change electrical frequency to prevent it from being jammed).

(iii) When two weakly electric fish meet in the ocean and use the **same frequency**, each fish **shifts the frequency of its discharge**, so that they transmit on different frequencies. This prevents their

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electroreception faculties from becoming jammed.
(iv) (B) It keeps its tail in constant motion (to pump water and breathe through the egg case).
(v) ...of its **precision**: it first locks on to its prey by a keen sense of smell and then tunes into the electrical signals of the prey, which ensures a precise strike (either point).
(vi) **For protection**, since the eyes may be injured in the struggle with the prey.
(vii) (B) are exploring ways to create artificial electroreceptors.
(viii) True.

CBSE 2024 · 1/4/1 · Q2 | CBSE 2024 · 1/4/2 · Q2 | CBSE 2024 · 1/4/3 · Q2 **asked 3 times** **10 marks**

Read the passage given below :
(1) We're all familiar with the usual reasons workers cite for wanting to stay away even after lockdowns have long ended: flexible schedules, not having to commute, and of course, increased productivity. However, productivity isn't the only reason people want to stay away from the office. We recently surveyed 1,000 remote workers to find out what's really keeping them tied to their work-from-home lives.
(2) The findings include : 72% want to be able to take a nap or exercise during the day. Nearly three out of four remote workers surveyed stated that the ability to take a nap or workout during the workday was one of the reasons they wanted to stay home. Though these activities may very well increase worker productivity, there's no doubt that a nap on the kitchen couch would be frowned upon in the office.
(3) 73% want to be able to watch TV while they work. Three out of four respondents again say that being able to entertain themselves with TV, podcasts, music, or other media is one of the reasons they want to keep their work-from-home lifestyle.
(4) 62% cite concerns about their appearance. Well over half of respondents stated that they are concerned about their co-workers seeing them in-person again after such a long time apart. Whether it's weight loss or gain, not having the right clothes, or another concern about appearance, most would rather not have to worry about the way they look to their co-workers outside a Zoom call.
(5) When asked to choose the reason that most affects their desire to keep working from home, predictable answers like caring for children and lack of a commute were still the most common number one reasons. 14% of respondents stated that working remotely was so important to them, that they would not go back to work in-person even if their employers required it.
Answer the following questions, based on the given passage :
(i) '..... these activities will increase productivity'. By 'productivity.' the author refers to (A) products produced (B) efficiency of the employee (C) time spent by the employee (D) number of activities (1)
(ii) What change in the work place would bring those people back to office who want amusement ? (A) giving long breaks (B) free coffee and tea (C) building entertainment lounge (D) spacious conference hall (1)
(iii) As per the survey, why do health conscious people prefer to work from home ? (1)
(iv) Complete the following sentence appropriately : The passage ends on a note that some people are resolved to _____. (1)
(v) Explain one inference that can be drawn from para 1 about the reason for people's preference to work from home. (1)
(vi) State whether the statement given below is True or False : The survey reveals that people deeply miss socializing in the work from home style. (1)
(vii) Explain in your own words how appearance is one of the factors for people's preference for work from home. (2)
(viii) As per the survey, what top priorities of people prevent them from going to office ? (2)

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Solution

(i) (B) efficiency of the employee.
(ii) (C) building entertainment lounge (the people who want amusement want to watch TV and be entertained while working).
(iii) They want to be able to **take a nap or workout during the day** (either point).
(iv) ...**not go back to work in person** (to keep working from home) even if their employers required it.
(v) Any one: working from home gives **flexible schedules** and people are **comfortable**; they **save the time and effort of commuting**; and they find they are more productive (efficient).
(vi) False (the survey shows that people want to stay at home for naps, workouts, entertainment and to avoid worrying about appearance; it says nothing about missing socializing).
(vii) 62% are concerned about how they look. They fear that their co-workers will see them in person after a long time, and they may have **lost or gained weight** or may not have the **right clothes**. At home they need not worry about how they look outside a Zoom call, so they prefer working from home.
(viii) **Caring for children** and **lack of a commute** were the top priorities that keep people from going to the office.

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CBSE 2024 · 1/5/1 · Q2 | CBSE 2024 · 1/5/2 · Q2 **asked 2 times** **10 marks**

Read the text given below :

(1) People below the age of 20 and above the age of 50 are more likely to believe fake news. Those relatively new to the use of the internet still do not grasp the concept of fake information over these platforms, reveals a new survey 'Countering Misinformation in India.' This survey has been conducted jointly by Internet and Mobile Association of India (IAMAI).

(2) At least 40% of the respondents believed in 'misinformation' received over social media if it came with leading backgrounds and evidence, while 34% of them believe the information when it is shared by a trustworthy organization.

(3) The dominant factor that drives people to forward such information is their belief that it might benefit others and help in their safety. In fact, that was the response of almost 50% of the respondents. This was compounded by the fact that at least 20% of the respondents expressed their lack of trust in conventional media thus their faith in contents shared by common people over social media.

(4) But even then, newspapers still remain the top source of information for most. At least 53% of the respondents trust what is generally perceived as neutral media and only 29% trust technology and social media platforms.

(5) However, what was surprising was that almost 45% of the respondents did not even know about the existence of fact-checking organization and most did not even know that journalists had to verify data before they let it out. Only 26% of the respondents believe that it is the responsibility of the media to curb or identify fake news. Many respondents also put the responsibility of identifying such fake news on an individual.

(6) The survey has found that first time or early users of the Internet platforms are more susceptible to fake news than others. There is a need for building capacities and creating a National Civic Digital Literacy Strategic Plan.

Answer the following questions, based on the given passage :

(i) Select the option that comes under conventional media : (A) Instagram (B) Newspaper (C) Facebook (D) E-mail (1)

(ii) Select the correct option : One factor that prompts people to believe fake news is that (A) it supports their point of view (B) they are biased (C) it is from a reliable site (D) it has more 'likes' and 'shares' (1)

(iii) What according to the passage are the intentions of people who share information ? (1)

(iv) Which reason do you infer from the passage is responsible for journalists spreading misinformation ? (1)

(v) Complete the sentence appropriately : The threat faced by the new entrants in social media is _____. (1)

(vi) Explain your understanding of the difference between 'misinformation' and 'fake news'. (1)

(vii) As per your inference drawn from para (1), which category of people fall as victims to fake news ? (2)

(viii) What is the blame game that goes on in fixing the onus of identifying fake news ? (2)

Solution

(i) (B) Newspaper.

(ii) (C) it is from a reliable site (para 2: 34% believe information shared by a trustworthy organization; answer as per the CBSE marking scheme).

(iii) They share it because they believe it **might benefit others and help in their safety**.

(iv) Journalists may spread misinformation because they **do not verify the data** before publishing it, although it is their responsibility to do so.

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(v) ...their **susceptibility to fake news**.
(vi) **Misinformation** is misleading or twisted information, often shared without knowing that it is wrong; **fake news** is fabricated, false news made up to deceive. (Any other relevant answer is accepted.)
(vii) People **below the age of 20 and above the age of 50**, and those who are **new to the internet** and do not grasp the concept of fake information over these platforms, fall victim to fake news.
(viii) Some blame the **journalists**, since it is their responsibility to verify data; some feel it is the **media's** responsibility to curb and identify fake news (only 26%); and many put the responsibility on **individuals** themselves.

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CBSE 2024 · 1/5/3 · Q2 — 10 marks

Read the text given below :

(1) People below the age of 20 and above the age of 50 are more likely to believe fake news. Those relatively new to the use of the internet still do not grasp the concept of fake information over these platforms, reveals a new survey 'Countering Misinformation in India'. This survey has been conducted jointly by Internet and Mobile Association of India (IAMAI).

(2) At least 40% of the respondents believed in 'misinformation' received over social media if it came with leading backgrounds and evidence, while 34% of them believe the information when it is shared by a trustworthy organization.

(3) The dominant factor that drives people to forward such information is their belief that it might benefit others and help in their safety. In fact, that was the response of almost 50% of the respondents. This was compounded by the fact that at least 20% of the respondents expressed their lack of trust in conventional media thus their faith in contents shared by common people over social media.

(4) But even then, newspapers still remain the top source of information for most. At least 53% of the respondents trust what is generally perceived as neutral media and only 29% trust technology and social media platforms.

(5) However, what was surprising was that almost 45% of the respondents did not even know about the existence of fact-checking organization and most did not even know that journalists had to verify data before they let it out. Only 26% of the respondents believe that it is the responsibility of the media to curb or identify fake news. Many respondents also put the responsibility of identifying such fake news on an individual.

(6) The survey has found that first time or early users of the Internet platforms are more susceptible to fake news than others. There is a need for building capacities and creating a National Civic Digital Literacy Strategic Plan.

Answer the following questions, based on the given passage :

(i) Select the option that comes under conventional media : (A) Instagram (B) Newspaper (C) Facebook (D) E-mail (1)

(ii) Select the correct option : One factor that prompts people to believe fake news is that (A) it supports their point of view (B) they are biased (C) it is from a reliable site (D) it has more 'likes' and 'shares' (1)

(iii) What according to the passage are the intentions of people who share information ? (1)

(iv) Why is it important for journalists to give authentic background and evidence in their reporting ? (1)

(v) Complete the sentence appropriately : The threat faced by the new entrants in social media is _____. (1)

(vi) Explain your understanding of the difference between 'misinformation' and 'fake news'. (1)

(vii) As per your inference drawn from para (1), which category of people fall as victims to fake news ? (2)

(viii) What is the blame game that goes on in fixing the onus of identifying fake news ? (2)

Solution

(i) (B) Newspaper.

(ii) (C) it is from a reliable site (para 2: 34% believe information shared by a trustworthy organization; answer as per the CBSE marking scheme).

(iii) They share it because they believe it **might benefit others and help in their safety**.

(iv) Newspapers still remain the **top source of information** for most people (53% trust them), so it is **their responsibility to give authentic and correct news**, with proper background and

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evidence.
(v) ...their **susceptibility to fake news**.
(vi) **Misinformation** is misleading or twisted information, often shared without knowing that it is wrong; **fake news** is fabricated, false news made up to deceive. (Any other relevant answer is accepted.)
(vii) People **below the age of 20 and above the age of 50**, and those who are **new to the internet** and do not grasp the concept of fake information over these platforms, fall victim to fake news.
(viii) Some blame the **journalists**, since it is their responsibility to verify data; some feel it is the **media's** responsibility to curb and identify fake news (only 26%); and many put the responsibility on **individuals** themselves.

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CBSE 2024 · 1/S/1 · Q2 | CBSE 2024 · 1/S/2 · Q2 | CBSE 2024 · 1/S/3 · Q2 asked 3 times 10 marks

Read the following passage carefully :

(1) In a rapidly changing world, transition from school to work has become more complex and challenging for young people, as finding employment is difficult for the youth. If academic studies may be an excellent path to successful career and lives, other types of education like 'Vocational Education and Training (VET) programmes are more than ever being emphasized by governments globally to support work-ready professionals with relevant on-the-job experience to match the needs of various industries.

(2) According to the National Skill Development Corporation (NSDC), India aims to skill 400 million people by 2025. Vocational training programmes, such as Industrial Training Institutes (ITIs) provide training in fields such as engineering, health care, hospitality, construction and more. According to NSDC estimates, India is expected to witness significant job creation. With the help of this training, opportunities for self-employment have been enhanced. As of July 2021, over 1.5 million candidates have been placed in various jobs after acquiring vocational training.

(3) Vocational training programmes also encourage entrepreneurship by providing aspiring entrepreneurs with the knowledge and skills required to establish and operate their own businesses. The NSDC states that out of the 12 million people entering the workforce in India every year, only 4.5 million are skilled, highlighting the need for further vocational training initiatives. Vocational training plays a significant role in India by addressing the skill gap, improving employability, fostering entrepreneurship, and driving economic growth. This contributes to the nation's overall development and individual prosperity.

Answer the following questions, based on the above passage :

(i) What are the problems faced by many young people when they shift from school to work ? (A) Finding employment (B) Transition (C) Loneliness (D) Social anxiety (1)

(ii) Why are governments promoting Vocational Education and Training programmes ? (1)

(iii) Infer why the National Skill Development Corporation of India has increased its efforts to skill 400 million people in 2025. Answer in about 40 words. (2)

(iv) Share evidence from the text, in about 40 words, to support the view that vocational training improves self-employment. (2)

(v) Identify the entrepreneur from the three people who has acquired vocational training. (A) Ravi : I am working as a carpenter and getting very high wages. (B) Narain : I have acquired the skill of cooking and will work for an established hotel. (C) Bani : After doing a course in fashion designing, I have opened my own boutique. (1)

(vi) How does vocational training help in bridging the skill gap ? (1)

(vii) Complete the sentence appropriately. The NSDC states that less than half the people entering the workforce in India are skilled so _____. (1)

(viii) State True or False : The title 'Improve Your Skills, Gain Better Jobs' is appropriate for this passage. (1)

Solution

(i) (A) Finding employment.

(ii) To **support work-ready professionals** with relevant on-the-job experience and to **match the needs of various industries** (any one).

(iii) India is expected to **witness significant job creation**, and skilled people will be needed to fill these jobs. Skilling also **enhances opportunities for self-employment**, and only 4.5 million of the 12 million new entrants to the workforce each year are skilled.

(iv) Over **1.5 million candidates have been placed** in various jobs after vocational training.

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Vocational programmes also give aspiring entrepreneurs the **knowledge and skills to establish and operate their own businesses**, and address the skill gap. (Any two points.)

(v) (C) Bani, who has opened her own boutique after a fashion-designing course.

(vi) By **improving employability**, fostering entrepreneurship and driving economic growth (any one).

(vii) ...**there is a need to highlight further vocational training initiatives**.

(viii) True.

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CBSE 2023 · 1/1/1 · Q1 | CBSE 2023 · 1/1/2 · Q1 | CBSE 2023 · 1/1/3 · Q1 asked 3 times 10 marks

Read the passage given below :

1 Seagulls, as you know, never falter, never stall. To stall in the air is for them a disgrace and a dishonour. But Jonathan Livingston Seagull, unashamed, stretching his wings again in that trembling hard curve — slowing, slowing, and stalling once more — was no ordinary bird. Most gulls don't bother to learn more than the simplest facts of flight — how to get from shore to food and back again. For most gulls, it is not flying that matters, but eating. For this gull, though, it was not eating that mattered, but flight. More than anything else, Jonathan Livingston Seagull loved to fly.

2 This kind of thinking, he found, is not the way to make oneself popular with other birds. Even his parents were dismayed as Jonathan spent the whole day alone, making hundreds of low-level gliders, experimenting. "Why, Jon, why ?" his mother asked. "Why is it so hard to be like the rest of the flock, Jon ? Why can't you leave low flying to the pelicans, the albatross ? Why don't you eat ? Son, you're bone and feathers !" "I don't mind being bone and feathers, mom. I just want to know what I can do in the air and what I can't, that's all. I just want to know." "See here, Jonathan," said his father, not unkindly. "Winter isn't far away. Boats will be few, and the surface fish will be swimming deep. If you must study, then study food, and how to get it. This flying business is all very well, but you can't eat a glide, you know. Don't you forget that the reason you fly is to eat."

3 Jonathan nodded obediently. For the next few days he tried to behave like the other gulls; he really tried, screeching and fighting with the flock around the piers and fishing boats, diving on scraps of fish and bread. But he couldn't make it work. It wan't long before Jonathan Gull was off by himself again, far out at sea, hungry, happy, learning. The subject was speed, and in a week's practice he learned more about speed than the fastest gull alive. Time after time it happened. Careful as he was, working at the very peak of his ability, he lost control at a high speed. The key, he thought at last, dripping wet, must be to hold the wings still at high speeds — to flap up to fifty and then hold the wings still.

4 From two thousand feet he tried again, rolling into his dive, beak straight down, wings full out and stable from the moment he passed fifty miles per hour. It took tremendous strength, but it worked. In ten seconds he had blurred ninety miles per hour. Jonathan had set a world speed record for seagulls ! But victory was short-lived. The instant he began his pullout, the instant he changed the angle of his wings, he snapped into the same uncontrollable disaster, and at ninety miles per hour it hit him like dynamite. Jonathan Seagull exploded in midair and smashed down into a brick-hard sea. As he sank low in the water, a strange hollow voice sounded within him. There's no way around it. I am a seagull. I am limited by my nature. If I were meant to learn so much about flying, I'd have charts for brains. If I were meant to fly at speed, I'd have a falcon's short wings. Short wings. A falcon's short wings ! That's the answer ! What a fool I've been ! All I need is a tiny little wing, all I need is to fold most of my wings and just fly on the tips along. Short wings !

Based on your understanding of the passage, answer the questions given below : (10×1=10)

(i) Complete the sentence by choosing an appropriate option : Majority of seagulls fly only short distances as _____ (a) they are more interested in food than flight. (b) they don't have energy. (c) they are not meant to fly low. (d) food is not available at high speed.

(ii) Why were Jonathan Livingston's parents' dismayed ?

(iii) Give two reasons for Jonathan's unconventional behaviour. (Clue : think about Jonathan's point of view.)

(iv) Select the option that conveys the opposite of 'glory' from words used in paragraph 1. (a) disgrace (b) dishonour (c) learning (d) unashamed

(v) The writer would not agree with the given statements based on paragraph 2, *EXCEPT* (a) Jonathan could not fly but only glide. (b) Jonathan wanted to be popular with other birds. (c)

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Jonathan realised that even the albatross flew at high altitudes. (d) The reason seagulls flew was to find food.
(vi) Jonathan was different from other seagulls. Based on your understanding of paragraph 2, list what Jonathan wanted to know.
(vii) What was the mother's concern about Jonathan ?
(viii) Complete the given sentence with an appropriate inference with respect to the following : Father reminds Jonathan that he 'can't eat a glide' in order to _____ .
(ix) It wasn't long before Jonathan Gull was off by himself again, far out at sea. Which trait of Jonathan does this statement reveal ? (a) practical bird (b) persistent learner (c) lonely and sad (d) carefree and irresponsible
(x) Was it fair to fly like a falcon when he was just a seagull ? Why does he say so ?

Solution

(i) (a) they are more interested in food than flight. (For most gulls it is eating, not flying, that matters.)
(ii) Any one: Jonathan spent the whole day alone making hundreds of low-level gliders and experimenting; he was not bothered about food; his behaviour was unconventional and unlike the flock.
(iii) Any two: for him flight mattered more than eating; he loved to fly; he did not mind being bone and feathers; he wanted to test his own strength and find out what he could and could not do in the air.
(iv) (a) disgrace (or (b) dishonour; the scheme accepts either, as both mean the opposite of glory).
(v) (d) The reason seagulls flew was to find food. (This is what the father says and what the writer reports for ordinary gulls; the other three statements are not true.)
(vi) He wanted to know what he could do in the air and what he could not.
(vii) Any one: why could he not be like the rest of the flock; he was not eating and was only bone and feathers; he was not like other birds.
(viii) Any one: ...**survive** (live through the winter when fish would be hard to get); get his priorities right.
(ix) (b) persistent learner. (Even after trying to behave like other gulls, he went back to his experiments.)
(x) Accept yes or no with a reason. Yes: he had learnt his limit; with wings stretched wide he could not control his flight at high speed, and a falcon's short, folded wings are what high speed needs, so he could imitate the falcon by folding most of his wings. No: he said he was limited by his nature, a seagull, and could not have a falcon's wings, so he called himself a fool for trying.

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CBSE 2023 · 1/1/1 · Q2 | CBSE 2023 · 1/1/2 · Q2 | CBSE 2023 · 1/1/3 · Q2 **asked 3 times** **10 marks**

Read the passage given below :

1 Fast-Moving Consumer Goods (FMCG) are products that sell quickly at relatively low cost. FMCG is the fourth-largest sector in the Indian economy. There are three main segments in the sector — food and beverages, which accounts for 19% of the sector; healthcare, which accounts for 31% of the share; and household and personal care, which accounts for the remaining 50% share. The urban segment contributes to about 55% of the revenue share, while the rural segment accounts for 45%. Rise in rural consumption will drive the FMCG market. The Indian processed food market is projected to expand to US$ 470 billion by 2025, up from US$ 263 billion in 2019 – 20.

2 The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns, supported by consumption-led growth and value expansion from higher product prices, particularly for staples. Real household spending is projected to increase 9·1% after 2021, after a decrease of 9·3% in 2020 due to the economic impact of the pandemic. Price increase across product categories will offset the impact of rising raw material prices, along with volume growth and resurgence of demand for discretionary items.

3 The FMCG sector has received good investments and support from the Government in the recent past. The sector witnessed healthy FDI inflows from April 2000 – March 2022. Furthermore, as per the Union Budget 2022 – 23, a substantial amount has been allocated to the Department of Consumer Affairs, an increased amount has been allocated to the Department of Food and Public Distribution. In 2021 – 22, the Government approved Production-Linked Incentive Scheme for Food Processing Industry (PLISFPI) with an outlay of a larger amount to help Indian brands of food products in the international markets.

4 The Government's Production-Linked Incentive (PLI) Scheme gives companies a major opportunity to boost exports. The future outlook of the FMCG rural sector looks on track now. Rural consumption has increased, led by a combination of increasing income and higher aspiration levels. There is an increased demand for branded products in rural India. The growth of organised sector in FMCG is expected to rise with an increased level of brand consciousness, augmented by the growth in modern retail.

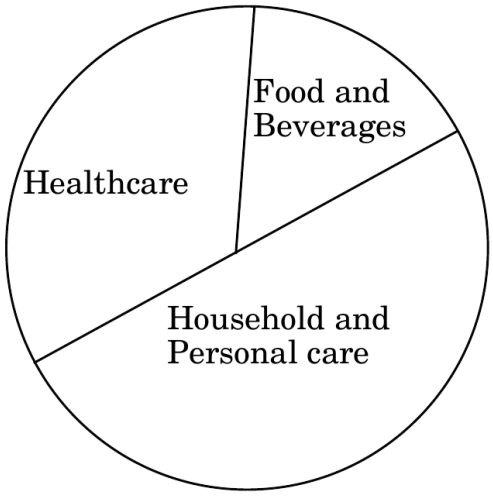

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Table I. FMCG Products
1. Processed foods : Cheese products, cereals
2. Prepared meals : Ready-to-eat meals
3. Beverages : Bottled water, aerated drinks, and juices
4. Baked goods : Biscuits, bread
5. Fresh foods, frozen foods, and dry goods : Fruits, vegetables, milk, butter, frozen food, and nuts
6. Medicines : Aspirin, pain relievers, and over-the-counter medication that can be purchased without a prescription
7. Cleaning products : Baking soda, washing powder
8. Cosmetics and toiletries : Beauty products, soaps, toothpastes
9. Office supplies : Pens, pencils

Based on your understanding of the passage, answer the questions given below : (10×1=10)
(i) Does the following statement agree with the information given in para 1 ? Food and beverages segment dominates the Global FMCG market and is expected to retain its dominance. Select from the following : I. True – If the statement agrees with the information II. False – If the statement contradicts the information III. Not Given – If there is no information on this
(ii) What do you think gives opportunities to boost exports ?
(iii) Select the option that displays the most likely reason for FMCG rural sector being on track. (a) FMCG sector has been unable to get investments from the Government. (b) PLI scheme don't reach the rural sector. (c) Gross Merchandise Value (GMV) of the online grocery segment in India is expected to double in the next five years. (d) There is a desire to buy branded products in the villages too.
(iv) Complete the sentence based on the following statement : The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because _____.
(v) From the given pie chart, which segment of FMCG accounts for the maximum percentage of the sector ?
OR For the Visually Impaired Candidates only in lieu of Q.No. 2(v) : (v) Select the option that identifies the categories of food and beverages from the given table. (a) 1, 3, 5, 7, 9 (b) 1, 2, 4, 6, 8 (c) 1, 2, 3, 4, 5 (d) 1, 6, 7, 8, 9
(vi) Complete the given sentence by selecting the most appropriate option : The combination of increasing income and higher aspiration levels in the rural areas has led to _____. (a) the Government taking a direct interest (b) the demand for branded products (c) price increases across product categories (d) the fall of supply in urban areas
(vii) How is the Government trying to help Indian brands of food products in the international markets ?
(viii) Complete the given sentence by selecting the most appropriate option : The concluding paragraph of the passage makes a clear case _____. (a) that the rural people also want branded products (b) that the FMCG industry will not focus on brand consciousness (c) for the role of data analytics in the FMCG industry (d) for the Government's role by providing incentives
(ix) What will be the impact of increased level of brand consciousness ?
(x) Based on the reading of the passage, correct the following statement : The urban segment contributes to about 45% of the revenue share, while the rural segment accounts for 55%.

Solution

(i) II. False. The statement contradicts the passage: food and beverages is only 19% of the FMCG sector, the smallest of the three segments (and the passage speaks of India, not the global

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market).
(ii) The Government's **Production-Linked Incentive (PLI) Scheme**.
(iii) (d) There is a desire to buy branded products in the villages too.
(iv) ...it was supported by **consumption-led growth** and **value expansion from higher product prices**, particularly for staples.
(v) **Household and personal care** (50% of the sector, the largest segment in the pie chart). For visually impaired candidates: (c) 1, 2, 3, 4, 5 (processed foods, prepared meals, beverages, baked goods and fresh/frozen foods are the food and beverage categories).
(vi) (b) the demand for branded products.
(vii) By giving the **Production-Linked Incentive Scheme for Food Processing Industry (PLISFPI)** with a larger outlay.
(viii) (a) that the rural people also want branded products.
(ix) The **growth of the organised sector in FMCG** is expected to rise.
(x) The **urban segment contributes about 55%** of the revenue share, while the **rural segment accounts for 45%**.

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CBSE 2023 · 1/2/1 · Q1 | CBSE 2023 · 1/2/2 · Q1 | CBSE 2023 · 1/2/3 · Q1 asked 3 times 10 marks

Read the passage given below :

(1) When we think of the game of cricket, we come to the conclusion that it is primarily a game that depends on outstanding physical activities, good hand-eye co-ordination, speed, skill and strength. It provides entertainment and generates strong feelings of excitement. A good match of cricket or of any other game neither adds to the existing stock of human knowledge nor reveals any secret of existence. It does not carry any deep meaning but most people, particularly the lover of sports attach deep emotions and numerous meanings to it. Games are thought of as a metaphor for life. They are supposed to teach many lessons. In fact, more is said and written about a cricket match than about scientific findings or great philosophy.

(2) This is because games, like a morality play, in which settings and rules are made by us, can easily make people test their fair and foul conduct, principles of reward and punishment, and emotions of joy and disappointment. They can make us experience the thrill of war without exposing us to its dangers. A man watching a cricket match on T.V. and munching popcorn is like a surrogate warrior. In fact, games provide us with a safe outlet for our aggressiveness. If games become aggressive, they lose the very purpose of providing entertainment and purging us of our aggressiveness. They can calm our impatience without creating any conflict.

(3) Commentators, journalists, politicians and analysts can do a great favour to the competing teams by keeping the excitement within limits. The teams should play without being dominated by feelings of national honour and shame. Excellent performance of the players of both teams should be enjoyed and appreciated. Winning or losing in a game should not be taken seriously. A game is fun if it is played with true spirit of sportsmanship.

Based on your understanding of the passage, answer the questions given below : (10×1=10)

(i) Complete the sentence by choosing an appropriate option : Most people conclude that cricket is primarily a game because _____. (a) it is played as a match (b) it requires two teams (c) it includes physical activity (d) it depends only on skill and strength

(ii) Comment on the writer's reference to that cricket does not reveal any secret of existence.

(iii) List two responses which watching a game of cricket gives rise to.

(iv) Select the option that conveys the opposite of 'destroy' from words used in the passage. (a) reveals (b) experience (c) generate (d) purging

(v) The writer would not agree with the given statements based on paragraph 2, EXCEPT (a) Rules of any game are made by people. (b) Watching a cricket match makes the viewer believe that he is fighting a battle ? (c) It is necessary for a game to be aggressive in order to build excitement. (d) A game can test people's sense of fair judgement.

(vi) With reference to the passage, a spectator is compared to a 'surrogate warrior'. Choose the option that best describes this phrase : (a) a spectator who is paid to watch. (b) a spectator who is in pain while watching the match. (c) a spectator who enjoys the match as an armchair soldier. (d) a spectator who makes judgement about reward and punishment.

(vii) Why does the writer compare games to a morality play ?

(viii) Complete the given sentence with an appropriate inference with respect to the following : The writer says that games can calm our impatience without creating any conflict by _____.

(ix) The writer advises the players that games should not become aggressive because _____.

(x) Select the most suitable title for the above passage. (a) Excellent Performance by Cricketers (b) The Benefits of Playing Cricket (c) Cricket – The King of Games (d) The True Spirit of Playing Games

Solution

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(i) (c) it includes physical activity.
(ii) Any one: a game of cricket carries no deep meaning of its own; it is only a physical activity and entertainment, and the deep meanings are attached to it by sports lovers; so winning or losing should not be taken seriously and the game should be played in the spirit of a game.
(iii) Any two: thrill; entertainment; excitement; joy; disappointment.
(iv) (c) generate (to destroy is the opposite of to generate).
(v) The question is faulty: the 'EXCEPT' wording cannot be answered with one option, because (a) and (d) are both in agreement with para 2 (the rules are made by us, and games test fair and foul conduct) while (c) contradicts it. **The CBSE scheme awards the mark for any attempt.** The best choice on content is (a) (or (d)).
(vi) (c) a spectator who enjoys the match as an armchair soldier.
(vii) Any one: like a morality play, in games the settings and rules are made by us; they test fair and foul conduct, apply principles of reward and punishment, and bring joy and disappointment.
(viii) ...**purging us of our aggressiveness** (providing a safe outlet for our aggressiveness).
(ix) ...**they lose the very purpose of providing entertainment** (and the spirit of sportsmanship).
(x) (d) The True Spirit of Playing Games.

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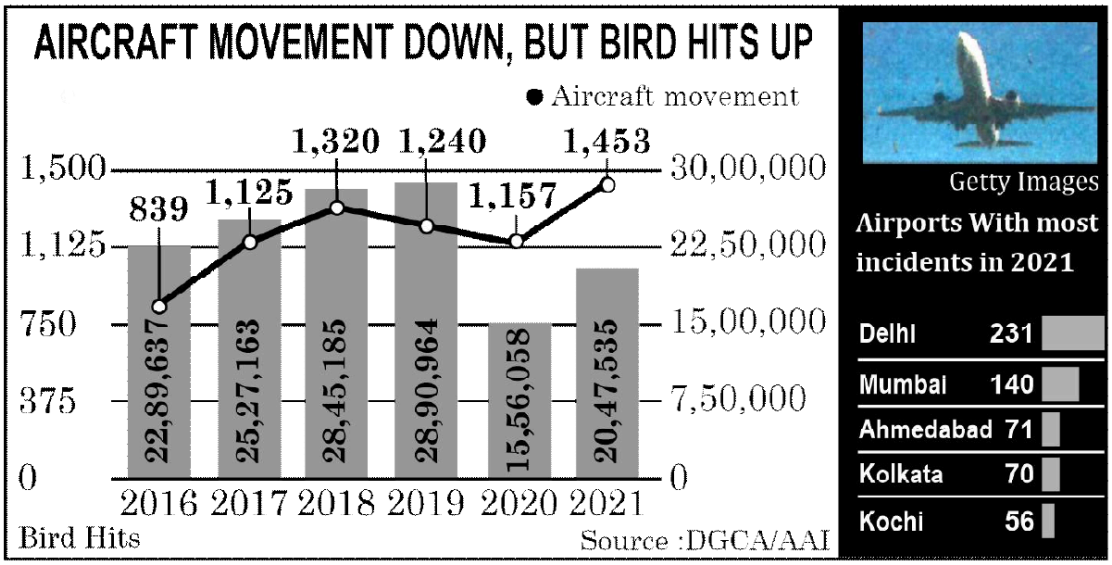
CBSE 2023 · 1/2/1 · Q2 | CBSE 2023 · 1/2/2 · Q2 | CBSE 2023 · 1/2/3 · Q2 asked 3 times 10 marks

Read the following report and answer the questions by choosing the correct/most appropriate option :



*(1) **How bird hits happen, why they are a concern ?***

New Delhi June 20

At least two bird strike incidents happened on Sunday. Both aircrafts returned to their airports of origin and were grounded for maintenance. An ABC aircraft, which took off from Guwahati towards Delhi, suffered damage to its left engine following a bird hit at 1600 feet. The pilots returned to Guwahati. The other strike happened on another flight from Patna to Delhi. The pilots of the aircraft suspected a bird strike during the take-off roll but continued to climb. Following the take off rotation, they were informed by the cabin crew of sparks emanating from the left engine. Subsequently, the pilots were also informed by air traffic control of smoke coming out of one of the engines. The pilots declared an emergency and returned to Patna.

*(2) **Why are bird strikes a concern ?***

Bird strikes are among the most common threats to aircraft safety, and they typically occur during take-off or landing. Dozens of bird-strikes happen each day but some can be more dangerous than others. Typically, when birds collide with an aircraft's airframe, it is unlikely to cause significant problems for the pilots flying. But there are instances when the aircraft engine ingests the birds. This can lead to a loss of thrust for the engine and cause maneuverability problems for the crew. In these cases, where a jet engine ingests a bird, procedures would generally call for pilots to land the plane at the closest airport. While most airframe bird strikes are not considered critical to air safety, if a collision cracks a window or a wind screen, pilots will look to land as early as possible.

*(3) **How critical are bird strikes to air safety ?***

Smaller planes would generally be more susceptible to the dangers of bird strikes than larger ones. However, given that bird strikes mostly happen during take-off and landing, these incidents could distract the pilots during what are highly critical phases of flights that demand the complete attention of the crew.

*(4) **What causes bird-strikes ?***

The presence of birds around an aircraft increases the chances of a bird strike. In the monsoon, as water puddles emerge on open grounds attracting insects to breed, the presence of birds increases. In some cases, bird hits also happen at higher altitudes when a plane is cruising. These are more dangerous

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than the low-altitude hits, given that they can cause rapid depressurization of cabins. Other reasons for bird activity around the air field could be presence of landfills or waste disposal sites that can attract a large number of birds.

(10×1=10)

(i) Does the following statement agree with the information given in paragraph 1. When an airplane is hit by a bird or is suspected to have been hit, the passengers must be asked to get down at once. Select from the following : True : If the statement agrees with the information. False : If the statement contradicts the information. Not Given : If there is no information on this.

(ii) Select the option that displays the most likely reason for Bird hits. (a) when the aircraft is overloaded (b) at the time of landing or taking off (c) when the crew become negligent (d) when the passengers become panicky

(iii) Complete the sentence appropriately with one word. Smaller planes are generally more _____ than the larger ones.

(iv) Complete the sentence by selecting the most appropriate option : When the window or the windscreen of the air plane is cracked due to a bird hit _____. (a) the crew must rush to the cockpit. (b) the pilot must land at the earliest airport. (c) the pilot must inform the maintenance engineer. (d) the pilot must get instructions from the aviation wing what should do in emergency.

(v) Based on the reading of the text, state a point to further the statement. Dozens of bird hits take place every day _____. (a) but only a few are dangerous. (b) all of them are fatal. (c) but after every bird hit it is imperative to land the aircraft. (d) the pilot should ignore them.

(vi) Complete the sentence based on the following statement : Complete attention of the crew is demanded during take off and landing. We can say this because _____.

(vii) Complete the sentence appropriately with one/two words. In cases where the aircraft engine infests the bird, it leads to the loss of thrust and causes problems in _____.

(viii) Which are the areas more prone to bird hits ?

(ix) Based on the reading of the text, state a point to challenge the given statement : The area around air fields should be clear of any waste disposal sites.

(x) Look at the graph. It shows that between 2016 and 2021, whereas air flights have come down, the bird-hits have gone up. This implies that the incidence of bird hits has _____. (a) decreased (b) increased (c) remained constant (d) been alarming

FOR THE VISUALLY IMPAIRED CANDIDATES. In lieu of Q. 2 (x)

(x) In order to save the lives of the passengers the pilots should (a) be instructed not to cruise at high altitudes. (b) should not rotate engines. (c) not permit the passengers to open windows. (d) vigilance should be beefed up.

Solution

(i) **Not Given**. Paragraph 1 says nothing about asking passengers to get down; it says only that the pilots declared an emergency and returned to the airport.

(ii) (b) at the time of landing or taking off.

(iii) **susceptible** (or 'at risk', 'vulnerable').

(iv) (b) the pilot must land at the earliest airport.

(v) (a) but only a few are dangerous.

(vi) Any one: most bird strikes happen at these times; the incidents may distract the pilots; take-off and landing are highly critical phases of flight.

(vii) **manoeuvrability** (of the aircraft).

(viii) Any one: landfills or waste disposal sites near the airfield; areas with water puddles in the monsoon (insects attract birds); also high altitudes during cruising.

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(ix) Any point from the passage is accepted. For example: waste sites are only one reason; birds are also attracted by water puddles and insects in the monsoon, and strikes also happen at high altitudes when the plane is cruising, so clearing waste sites alone will not remove the problem.
(x) (b) increased (the scheme also accepts (d) been alarming). Bird hits rose from 839 in 2016 to 1,453 in 2021 while aircraft movement fell from 22,89,637 to 20,47,535. For the visually impaired candidates: (a) be instructed not to cruise at high altitudes.

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CBSE 2023 · 1/3/1 · Q1 | CBSE 2023 · 1/3/2 · Q1 | CBSE 2023 · 1/3/3 · Q1 asked 3 times 10 marks

Read the passage given below :

1 As a form of expression, graffiti is famously characterized by outlaw values; the creation and display of graffiti countered societal rules and was considered by some as vandalism. Not only was it symbolic of rebel values but was also linked to destruction of property. These links between graffiti culture and rebellion were age-old and some say, were popularized by hip-hop culture.

2 Imagine waking up one morning, to see your walls smeared with black paint — names, symbols, messages. The most interesting bit is that these wall artists were never caught red-handed. It was all done stealthily. It was almost as though people were marking their territory using painted symbols and slogans. The change was creeping in. Mobile numbers and captivating phrases gradually became marketing tools for free advertising. Catchy phrases tickled the curiosity and calls were made to those numbers.

3 Over a period of time, there was a shift in perception. Blank walls beckoned invitingly and artists saw whitewashed walls as an opportunity to display their work in free and open settings. The city became one large canvas; the illegal 'gang activity' became an art form on display in walking galleries. Graffiti was gradually being replaced and the stigma of illegality was being dropped. There was a move to embrace rather than condemn.

4 The colours, shapes, and subjects became cultural themes. What was once rebellious expression is artistic talent at its vibrant best, rich in images of plants, animals and unspoiled landscapes. The painted walls encouraged by residents and governments have created their own ecosystem — a reconciliation of nature with man-made forces.

5 The monotony and uniformity of urban life is today infused with human vitality and beauty. Cities speak proudly about the painted walls and clamour to be the first to preserve culture and history through these. Graphic displays of social awareness issues effectively and economically reach out to the common man. Silent art speaks volumes. Be it hygiene, conservation, education, or rights and duties — the message is conveyed in an animated, colourful manner without being an imposition.

Based on your understanding of the passage, answer the questions given below : (10×1=10)

(i) Complete the sentence by choosing an appropriate option. Graffiti in the earlier years was (a) considered a valuable legacy. (b) done by prominent artists. (c) an expression of rebellion. (d) supported by society.

(ii) Comment on the writer's statement, 'It was all done stealthily'.

(iii) List two reasons why graffiti was not popular among people.

(iv) Select the word from para 2 of the passage that conveys the opposite of 'boring'.

(v) The writer would agree with all of the following *EXCEPT* : (a) Graffiti art was a paid activity. (b) Wall art was an age-old tradition. (c) Graffiti became popular as a marketing tool. (d) People were curious by what was scribbled on walls.

(vi) Which word from the following most nearly means 'reconciliation' with reference to the given context ? (para 4) (a) cease fire (b) resolution (c) combination (d) reunion

(vii) Why does the writer say that the stigma of 'illegality' was dropped ?

(viii) Complete the following sentence with reference to the passage : The city became one large canvas because _____.

(ix) The passage states a shift in attitude. Identify the best option that indicates this shift. (a) rejection to dismissal (b) confusion to clarity (c) imposition to acceptance (d) dislike to acceptance

(x) List two ways in which wall art is beneficial to society.

Solution

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(i) (c) an expression of rebellion.
(ii) Any one: it was done secretly, without being noticed; the wall artists were never caught red-handed; it was done quietly, probably at night.
(iii) Any two: it was an act of rebellion; it was linked to destruction of property; it countered societal rules; it was considered vandalism; it was characterised by outlaw values.
(iv) **interesting** (or 'captivating'), from para 2.
(v) (a) Graffiti art was a paid activity. (The passage nowhere says that it was paid.)
(vi) (c) combination (or (d) reunion, both accepted by the scheme): nature and man-made forces are brought together.
(vii) Any one: it came to be seen as an art form; there was a shift in perception; the art showed cultural themes and social awareness issues; it showed nature and man-made forces together; it helped to preserve culture and history; it was embraced rather than condemned.
(viii) Any one: ...**graffiti became an opportunity for artists to display their work in free and open settings**; the illegal 'gang activity' became an art form on display in walking galleries.
(ix) (d) dislike to acceptance.
(x) Any two: it helps to preserve culture and history; it creates social awareness; it conveys messages (hygiene, conservation, education, rights and duties) to the common man in an animated, colourful manner without imposition; it brightens the monotony of urban life.

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CBSE 2023 · 1/3/1 · Q2 | CBSE 2023 · 1/3/2 · Q2 | CBSE 2023 · 1/3/3 · Q2 asked 3 times 10 marks

Read the passage given below :

1 Educational technology is the combined use of computer hardware, software, educational theory, and practice to facilitate learning. When referred to with its abbreviation EdTech, it points to the industry of companies that create educational technology. With education growing online, India's EdTech market size is expected to grow 3·7 times in the next five years.

2 Education in both rural and urban India is expected to be supported by technology in the near future.

3 As per a 2019 – 2020 report, only 22·3 percent of schools had an internet connection. Moreover, 61 percent of schools in the country didn't even have computers.

4 With the internet rate estimated to reach above 55 percent by the end of 2025 in India, digitisation of education will impact the country's development and become one of the topmost priorities for the government.

5 Budget 2021 – 22 allocated ₹ 93,224·31 crore to the Ministry of Education. It was an increase of over ₹ 8,100 crore from the revised estimates for the current fiscal year and the Department of Higher Education was allocated ₹ 38,350·65 crore.

6 The role of technology in education is more critical now than ever in addressing educational disparity. It has already made learning affordable and accessible. In particular, the use of technology in education in rural India is one of the biggest boons of recent times.

7 With help from apps and software, teachers can enhance their teaching ability and provide information about the most recent developments. Students can enjoy an interactive learning experience. Teachers can employ animation, powerpoint slides and graphs to catch the interest of their pupils. Gamification lends interest in the subject.

8 The online education system is a sector in which growth and development will work for the betterment of many sectors which include educating learners and increasing job opportunities for educators and technical teams.

Use of Technology in Education

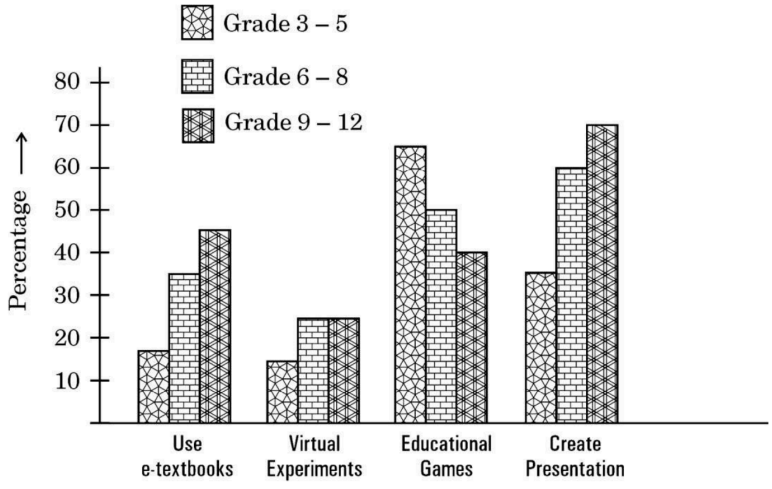

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TABLE I. REASONS FOR BOOM IN EDTECH
1. Lower cost involved in the dissemination of online education
2. Convenient, flexible and affordable
3. Initiatives by the Government which include programmes like SWAYAM and DIKSHA
4. Increasing number of education-based startups
5. Increment in the internet user base
6. Increasing penetration of mobile devices
7. Inflow of investments and acquisitions in this sector
8. It overcomes the geographical barriers

Based on your understanding of the passage, answer the questions given below : (10×1=10)
(i) Does the following statement agree with the information given in para 1 ? Education technology is the practice of introducing information and communication technology tools into the classroom. Select from the following : True – If the statement agrees with the information; False – If the statement contradicts the information; Not Given – If there is no information on this
(ii) What are the two essentials for digitisation of education ?
(iii) Select the option which displays that use of technology in education in rural India is one of the biggest boons of recent times. (a) Frees up the teacher to be able to concentrate on farming. (b) Teachers can enhance their teaching ability and provide more value to the students. (c) It understands what is needed and technology is subsequently developed effectively. (d) Simplifies assignment management with user-friendly methods.
(iv) Complete the sentence based on the following statement : The role of EdTech is more critical now _____.
(v) The word 'critical' in para 6 most nearly means (a) difficult (b) crucial (c) complementary (d) causative
(vi) Complete the given sentence by selecting the most appropriate option : Technology in education works for the betterment of many sectors such as _____. (a) farmers, educators and businessmen (b) educating learners, job opportunities for educators and technical teams (c) doctors, engineers and technocrats (d) banking, construction workers and software technicians
(vii) Digital education will become a top priority for the government because _____.
(viii) Complete the given sentence by selecting the most appropriate option : The concluding sentence of the passage makes a clear case that _____ . (a) the growth of educational technology and online education will take some time (b) nobody imagined a growth as exponential as in the last two years (c) development of EdTech will work for the betterment of many other sectors as well (d) the private sector has to play a decisive role
(ix) Based on the graph, state the items which have the highest percentage of technology used by students of grades 9 – 12 and by students of grades 3 – 5.
OR *For the Visually Impaired Candidates only in lieu of Q.No. 2 (ix) :* (ix) Complete the sentence approximately in two-three words. With the help of technology, students enjoy _____.
(x) Based on the reading of the passage, state a point to challenge the given statement : India's EdTech market size is expected to double in the next five years.

Solution

(i) **True**. Para 1 says that educational technology is the combined use of hardware, software, educational theory and practice to facilitate learning, which fits the statement.
(ii) Any two: a computer (hardware and software); an internet connection; budget allocation.

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(iii) (b) Teachers can enhance their teaching ability and provide more value to the students.
(iv) ...**than ever in addressing educational disparity**.
(v) (b) crucial.
(vi) (b) educating learners, job opportunities for educators and technical teams.
(vii) ...it will **impact the country's development** (internet use is expected to cross 55 per cent by the end of 2025).
(viii) (c) development of EdTech will work for the betterment of many other sectors as well.
(ix) Grades 9–12: **create presentation** (about 70 per cent); grades 3–5: **educational games** (about 65 per cent). For the visually impaired: an **interactive learning experience** (or learning through games).
(x) The passage says that India's EdTech market size is expected to grow **3·7 times** in the next five years, not just double.

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CBSE 2023 · 1/4/1 · Q1 | CBSE 2023 · 1/4/2 · Q1 | CBSE 2023 · 1/4/3 · Q1 asked 3 times 10 marks

Read the passage given below:

1 World Conservation Day is celebrated internationally to increase awareness about the best practices needed to protect our natural resources. The Earth is supplied with a limited amount of resources that we all rely upon, like water, air, soil and trees. The World Nature Conservation Movement is a great opportunity to celebrate the progress we've made and determine to take action, wherever needed. It is time to remind ourselves that we need to give back to nature instead of just using resources without thinking about conservation. There is a need to replenish and recycle the resources we consume from nature.

2 Our forests, rivers, oceans and soils provide us with the food we eat, the air we breathe, the water we irrigate our crops with. We also rely on them for numerous other goods and services. We depend on them for our health, happiness and prosperity. We have a cycle of biodiversity which needs proper conservation.

3 The population explosion remains one of the major reasons why natural resources are getting depleted at a very fast rate. Technological advancement and luxurious lifestyles have led to several environmental problems like global warming, ozone layer depletion, river water pollution and deforestation, which threaten the planet's future.

4 Humans, animals, marine creatures and the environment, all need to be protected and conserved for the planet's future well-being. There are many examples of conservation. One is a programme to try to preserve wetlands, or a programme to try and save old buildings. Another example is of an attempt to minimise the amount of electricity used by turning off lights when leaving a room, or an attempt to turn off the running tap to avoid wastage of water. There are lots of examples like these which need implementation.

5 Following these small steps in our daily lives we can help to maintain the balance of nature, thereby saving humankind from the kinds of natural disasters we may face in the near future.

6 Nature also has a profound impact on our minds and our behaviour, helping reduce anxiety, brooding, and stress and increase our attention, capacity, creativity and ability to connect with other people. So there is a need to save nature if we want to save life as the two are interconnected and need each other. If we hurt or destroy the environment, surely we will be ruined. We must create awareness among family members, and try and practise a sustainable lifestyle to protect and conserve nature.

Based on your understanding of the passage, answer the questions given below: (10×1=10)

(i) Complete the sentence by choosing the appropriate option. There is an urgent need to conserve our natural resources because (a) we are aimlessly using the natural resources and not replenishing them. (b) they will be replaced by man-made resources. (c) serious efforts are needed to cut down the consumption of these resources. (d) we must become alert before it is too late.

(ii) In the opinion of the writer, which are the primary natural resources without which our life is not possible?

(iii) In paragraph 1, the writer talks about 'celebrating the progress'. Explain in context.

(iv) The writer would not agree with the given statements based on paragraph 6, *EXCEPT* (a) Stress can be relieved by working overtime. (b) Nature can affect man's emotional well-being. (c) Lifestyle cannot be changed permanently. (d) Destruction of the environment is a temporary measure undertaken by man.

(v) In the context of the given passage, what is the synonym of 'replenish' (para 1)? Choose the correct option. (a) scarcity (b) restore (c) reconcile (d) minimize

(vi) List two ways in which forests and rivers help mankind.

(vii) How can the solutions suggested in paragraph 4 be best described? (a) unrealistic (b) short

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term (c) practical (d) challenging
(viii) Why is it fair to say that population explosion remains one of the major reasons why natural resources are getting depleted rapidly?
(ix) Complete the given sentence with an appropriate reference with respect to the following: The writer quotes the example of family awareness in order to _____ (Paragraph 6).
(x) Select the most suitable title for the above passage (a) Ways to Save the Environment (b) Save Nature Save Life (c) Nature – A Pharmacy (d) Nature – A Food Factory

Solution

(i) (a) we are aimlessly using the natural resources and not replenishing them.
(ii) Any two: forests, rivers, oceans, soil, water, air, trees (wetlands). These give us food, air and water.
(iii) The writer means that we should appreciate the steps already taken to conserve the environment and give back to nature (the World Nature Conservation Movement), and then decide to take action wherever it is still needed.
(iv) (b) Nature can affect man's emotional well-being. (Paragraph 6 says nature helps reduce anxiety and stress; the other statements are ones the writer would not agree with.)
(v) (b) restore.
(vi) Any two: they give us the food we eat; the water to irrigate our crops; the air we breathe; many other goods and services; and they support our health, happiness and prosperity.
(vii) (c) practical (they are small, simple steps like saving electricity and water that anyone can follow every day).
(viii) Natural resources are limited. A growing population increases needs and the exploitation of resources, and with technological advancement and luxurious lifestyles it causes global warming, ozone layer depletion, river water pollution and deforestation.
(ix) ...promote/practise a sustainable lifestyle and so protect and conserve nature.
(x) (b) Save Nature Save Life.

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CBSE 2023 · 1/4/1 · Q2 | CBSE 2023 · 1/4/2 · Q2 | CBSE 2023 · 1/4/3 · Q2 asked 3 times 10 marks

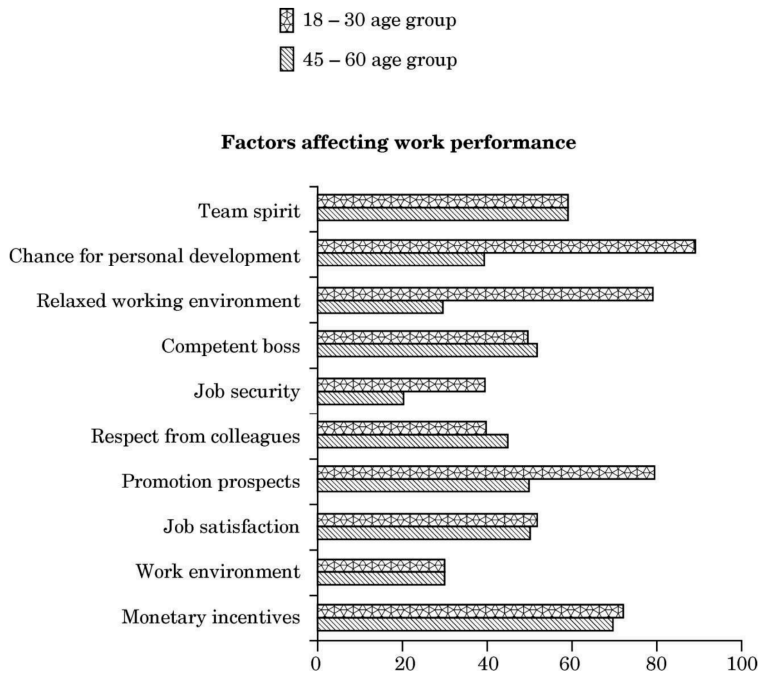
Read the passage given below:

1 Nowadays companies demand an outstanding job performance by every single employee to be better than that of their competitors because there is competition among enterprises. The employers make efforts to motivate the employees and optimise performance.

2 There are numerous factors affecting job performance. These can be divided into external and internal factors. The internal factors are team spirit, competent boss, respect from colleagues and job satisfaction. The external factors are chance for personal development, job security, promotion prospects and monetary incentives. The decisive determinant is that the employees remain highly motivated. One possible method to increase motivation is the salary. Employees are willing to stay longer hours in the office and perform better, when they have the chance to get financial rewards, for instance, a higher salary or bonuses.

3 The bar graph (given below) shows the result of a survey conducted among workers in a company to analyse their work performance across ten different factors that contribute to make their work environment pleasant. The workers are grouped into two categories — those between the ages of 18 – 30 and those between 45 – 60. Interestingly, in six out of the ten factors surveyed, the 18 – 30 age group is shown to be more affected than the 45 – 60 age group. Factors, besides the salary, which affect the work performance of the two different age groups are interesting. These factors are the chance for personal development, relaxed working environment, promotion prospects, job satisfaction and monetary incentives. Furthermore, two out of the remaining four factors namely, team spirit and work environment have been equally influential among the two groups. The 45 – 60 years workers are impacted a lot by 'respect from colleagues' whereas the prospect of a promotion is an important reason that drives younger employees to work better.

4 Job performance of happy employees is 31% more productive and they show three times more creativity than their unhappy counterparts. They are more resilient and more likely to stay in the same company for a longer period. Consequently they drive the company towards long-term goals by being more productive and efficient.



Based on your understanding of the passage, answer the questions given below: (10×1=10)

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(i) Does the following statement agree with the information given in para 1? When the company has a lot of competitors, it tries to invent the most efficient technology to stay ahead. Select from the following: **True** – If the statement agrees with the information; **False** – If the statement contradicts the information; **Not Given** – If there is no information on this
(ii) Why do you think the companies demand exemplary performance from their employees? Support your answer with reference to the passage.
(iii) Select the option that displays the most likely reason for employees to perform better. (a) companies demand an outstanding performance (b) if the company grows, their growth is assured (c) when there are chances to get financial gratification (d) to drive the company towards long-term goals
(iv) Select two factors that display that work performance of both the categories of workers remains the same.
(v) Based on the bar graph, complete the following statement: The 18 – 30 age group is shown to be more affected than the 45 – 60 age group in most factors. We can say this because _____ .
OR
For the Visually Impaired Candidates only in lieu of Q.No. 2 (v):
(v) How does salary increase impact employees?
(vi) Complete the given sentence by selecting the most appropriate option: Loyalty as an attribute is there in employees who are (a) senior (b) healthy (c) motivated (d) happy
(vii) The 45 – 60 age group workers are motivated by _____ .
(viii) Based on the reading of the passage, state a point to challenge the given statement. Increase in salary is the only motivation for better job performance.
(ix) Complete the sentence. The internal factors affecting work performance are _____ .
(x) Complete the given sentence by selecting the most appropriate option: The concluding sentence of the passage makes a clear case for _____ by listing it as a core component of steering the company towards long-term goals. (a) collaboration (b) flexibility (c) happiness (d) adaptability

Solution

(i) **Not Given** (para 1 says nothing about inventing technology to stay ahead of competitors).
(ii) Any one: they want to be better than their competitors, because there is competition among enterprises.
(iii) (c) when there are chances to get financial gratification (para 2: employees stay longer and perform better when they can get a higher salary or bonuses).
(iv) **Team spirit** and **work environment** (the two bars are equal for both age groups).
(v) Any one: ...they are more affected in 6 out of 10 factors surveyed; they score higher in most factors, e.g. chance for personal development, relaxed working environment, promotion prospects, job security and monetary incentives.
OR (visually impaired) (v) Employees are motivated to stay longer in the office, are more productive and perform better.
(vi) (d) happy (para 4: happy employees are more likely to stay in the same company for a longer period).
(vii) ...**respect from colleagues**.
(viii) Any one: there are numerous factors affecting job performance; salary is only one possible method of increasing motivation; the passage and the graph show that other factors (personal development, promotion prospects, team spirit, respect from colleagues, a relaxed environment) also affect performance.

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(ix) Any two: **team spirit**, **competent boss**, **respect from colleagues**, **job satisfaction**.
(x) (c) happiness (the last paragraph shows that happy employees are more productive, creative and loyal).

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CBSE 2023 · 1/5/1 · Q1 | CBSE 2023 · 1/5/2 · Q1 | CBSE 2023 · 1/5/3 · Q1 asked 3 times 10 marks

Read the passage given below:

(1) I know many friends of mine who drink coffee regularly but do not know that coffee exists in different forms other than instant coffee. There are many who swear by Flora café classic or Coco gold, which they consider premium coffee. I may sound offensive but instant coffee is not the only way; in fact it's a very bad way of making coffee ! Instant coffee cannot match up to brewed coffee's flavour nor does it have Arabica beans. It uses Robusta beans that are lower in flavour. Don't know the difference ? ! Read on ...

(2) That plant might be a genius ! It created a chemical that would keep pests away. Fortunately for us and unfortunately for the plant – that plan did not work the way it was intended to. The chemical might have averted a few pest attacks, but attracted a far greater threat – human beings. The plant I am talking about is coffee and the chemical is caffeine.

(3) To begin from the beginning – coffee is from a more mature part of the tree – the seed – unlike other stimulants. The ripe berry is picked and de-pulped leaving us with a seed called 'green bean' or 'green coffee'. Green bean is uncharacteristically bland with a taste nowhere close to that of coffee, but it is valued for its higher antioxidant levels.

(4) It's an interesting phenomenon to see how this bland green bean turns to a flavourful coffee bean. Coffee bean is a seed and like any other seed is rich in proteins, fats and all necessary ingredients for giving birth to a new plant. When exposed to heat, the fats and carbohydrates in the bean turn into essential oils, which give the characteristic taste and aroma to the coffee bean. The degree of roasting depends on the need or purpose of use.

(5) These beans are ground so that the surface area of the bean is increased, which makes extraction easier. The bean can be ground or crushed but making the particles uniform will ensure equal extraction, or else the smaller particle will get over extracted and the larger one under extracted. Hence, the burr grinder is used to ensure that the coffee bean gets ground in a uniform way in which all particles are of similar sizes.

(6) Does under extraction give a lighter coffee and over extraction a stronger one ? No. For a lighter or stronger coffee less or more coffee powder has to be used. Why ? Under extraction will not get all the flavours of the coffee as the water runs too quickly. It will not get what you want – it will taste sour. Over-extraction will bring out all unnecessary flavours rendering the taste bitter.

On the basis of your understanding of the above passage, answer the questions given below: (10 × 1 = 10)

(i) Complete the sentence by choosing an appropriate option. The author complained that his friends _____. (a) consumed only Flora classics. (b) were not aware of different forms of coffee. (c) were severely addicted to drinking coffee. (d) considered Coco gold as premium coffee.

(ii) Comment on the writer's reference to the unique feature of coffee plant. (paragraph 2)

(iii) List the reason why the author refers to humans as 'great threat to coffee' plants.

(iv) Select an option that conveys the same meaning as 'energiser' from words used in paragraph 3. (a) bland (b) mature (c) antioxidant (d) stimulants

(v) Complete the given sentence with an appropriate inference with respect to the following: Fats and carbohydrates turn into essential oils leading to _____.

(vi) Comment on the writer's reference to the interesting phenomenon in paragraph 4.

(vii) Over extraction does not give a stronger coffee. Based on your understanding of paragraph 6, list one method to get stronger coffee.

(viii) The writer would not agree with the given statements based on paragraph five EXCEPT (a) The burr grinder grinds coffee beans uniformly. (b) Less surface area makes extraction easier. (c)

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Grinding gives stronger aroma. (d) Good coffee is a mix of smaller and bigger particles.
(ix) Why is it fair to say that the right degree of extraction of coffee is important?
(x) Select the most suitable title of the above passage. (a) The Art of Coffee Making (b) Benefits of Consuming Coffee (c) Green Coffee – The perfect antioxidant (d) The Coffee Addict

Solution

(i) (b) were not aware of different forms of coffee.
(ii) Any one: the coffee plant is not only a beverage; it created a chemical (caffeine) to keep pests away, but this attracted a far greater threat, human beings, who became addicted to caffeine.
(iii) Any one: humans are the largest consumers of coffee; they drink it regularly; they value it as a stimulant (caffeine), so they grow and harvest it in huge amounts.
(iv) (d) stimulants.
(v) ...the characteristic taste and aroma of the coffee bean.
(vi) The writer is pointing to how a bland green bean turns into a flavourful coffee bean when it is exposed to heat, because its fats and carbohydrates turn into essential oils.
(vii) Add more coffee powder (for a stronger coffee more powder has to be used, not more extraction).
(viii) (a) The burr grinder grinds coffee beans uniformly. (Paragraph 5 says so; the other statements contradict the passage.)
(ix) Under-extraction does not bring out all the flavours and makes the coffee sour, and over-extraction brings out unnecessary flavours and makes it bitter. So the right degree is needed for a good coffee.
(x) (a) The Art of Coffee Making.

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CBSE 2023 · 1/5/1 · Q2 | CBSE 2023 · 1/5/2 · Q2 | CBSE 2023 · 1/5/3 · Q2 asked 3 times 10 marks

Read the passage given below:

(1) News – If you can't remember the last time, you saw a teenager reading a book, newspaper or magazine, you're not alone. In recent years, less than 20 percent of teens report reading a book, magazine or newspaper daily for pleasure. More than 80 percent say they use social media every day, according to research published by the World Psychological Association.

(2) "Compared with previous generations, teens in the 2010s spent more time online and less time with traditional media, such as books, magazines and television," said lead author of the book yGen and professor of psychology at ABC University. "Time on digital media has displaced time once spent enjoying a book or watching TV."

(3) Swaner and her colleagues analysed data concluded from an ongoing study of a nationally representative sample of approximately 50,000 eighth, tenth and twelfth grade students annually. They looked at survey results from 1976 to 2016, representing more than 1 million teenagers. While the study started with only twelfth-graders in the 1970s, eighth- and tenth-graders were added in 1991.

(4) Use of digital media increased substantially from 2006 to 2016. Among twelfth-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for tenth-graders and 68 percent for eighth-graders.

(5) "In the mid-2010s, the average twelfth-grader reported spending approximately two hours a day texting, just over two hours a day on the internet – which included gaming – and just under two hours a day on social media," said Swaner. That's a total of about six hours per day on just three digital media activities during their leisure time."

(6) In comparison, tenth-graders reported a total of five hours per day and eighth-graders reported four hours per day on those three digital activities. Consequently the spent time in the digital world is seriously degrading the time they spend on more traditional media such as print book and newspapers.

(7) The decline in reading print media was especially steep. In the early 1990s, 33 percent of tenth-graders said they read a newspaper almost every day. By 2016, that number was only 2 percent. In the late 1970s, 60 percent of twelfth-graders said they read a book or a magazine almost every day; by 2016, only 16 percent did. Twelfth-graders also reported reading fewer books each year in 2016 compared to how much they read in 1976, and approximately one-third did not read a book (including e-books) for pleasure in the year prior to the 2016 survey.

(8) There's no lack of intelligence among young people. However due to over dependence on digital media they find it difficult to focus for long periods of time and to read long-form text. Subsequently they find it challenging to understand complex issues and develop critical thinking skills.

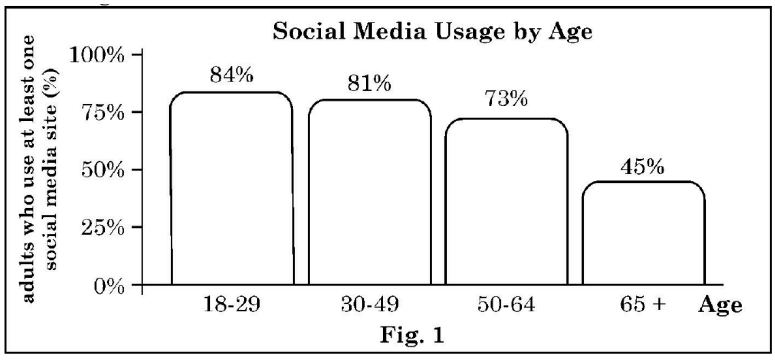

Fig. 1

On the basis of your understanding of the passage, answer the questions given below: (10 × 1 = 10)

(i) Does the following statement agree with the information given in paragraph 1? The writer

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believes that very few teens indulge in reading as a pleasurable activity. Select from the following: **True**: if the statement agrees with the information. **False**: if the statement contradicts the information. **Not given**: if there is no information on this.

(ii) Select the option that displays the most likely reason for this research. In order to find out ..... (a) reading choices of teenagers. (b) digital competency of teenagers. (c) speed of reading text. (d) the decline of time spent on traditional media.

(iii) Complete the statement based on the following statement: Traditional media has been replaced by digital media, we can say this because _____.

(iv) Do you think that the researchers of study added tenth and eighth graders to the survey deliberately? Support your answer with reference to the text.

(v) Complete the given sentence by selecting the most appropriate option: The concluding sentence of the text makes a clear case for _____ by listing it as a core competency for analysis and application. (a) following social media (b) reading long texts (c) building focus and concentration (d) developing constructive habits

(vi) Complete the given sentence by selecting the most appropriate option: The digital activities that the twelfth-graders indulge in are _____. (a) texting, gaming, television (b) texting, gaming, social media (c) newspaper, books, magazine (d) television, books, gaming

(vii) Complete the sentence appropriately with one/two words: Teens today hardly read print media for _____.

(viii) Based on the reading of the text, state a point to challenge the given statement: "Time on digital media has displaced time once spent enjoying a book or watching T.V."

(ix) What does the author mean by 'degrading the time' in para 6? (a) spending less time (b) waste of time (c) consuming more time (d) saving time

(x) As per Fig. 1, the percentage of people above 50 yrs is _____ the percentage of teenagers using social media. (a) greater than (b) less than (c) equal to (d) negligible to

FOR VISUALLY IMPAIRED CANDIDATES. In lieu of Q. 2 (x)

(x) The decline in reading print media was especially steep. What does 'steep' mean in the above sentence? (a) slow (b) sharp (c) steady (d) gradual

Solution

(i) **True** (para 1: less than 20 percent of teens read a book, magazine or newspaper daily for pleasure).

(ii) (d) the decline of time spent on traditional media.

(iii) ...time on digital media has displaced the time once spent on reading or watching TV (teens now spend more time online and less on books, magazines and television).

(iv) Any one: Yes. 75% of tenth-graders and 68% of eighth-graders also spent more leisure time on digital media, and the decline in reading print media was steep among them, so the researchers added them in 1991 to widen the scope of the research.

(v) (b) reading long texts. (The scheme also accepts (c) building focus and concentration.)

(vi) (b) texting, gaming, social media.

(vii) ...**pleasure**.

(viii) Any one: the time spent on digital media has reduced reading and viewing but has not completely displaced it; some teens still read books and watch TV.

(ix) (a) spending less time. (The scheme also accepts (b) waste of time.)

(x) (b) less than. (Fig. 1 shows 73% for ages 50–64 and 45% for 65+, but the passage says that more than 80 percent of teens use social media; so the share of people above 50 is less than the share

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of teenagers. Answer as per the CBSE marking scheme.)
For visually impaired candidates (x): (b) sharp.

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CBSE 2023 · 1/C/1 · Q1 | CBSE 2023 · 1/C/2 · Q1 | CBSE 2023 · 1/C/3 · Q1 **asked 3 times** **10 marks**

Read the passage given below:

1 The art of conversation, like any art, is a skill of elegance, nuance and creative execution. I happen to believe that there is an art to everything we do, and why not ? Without flair and panache most things become a drudgery. Why settle for drudgery when you can have art ?

2 When it comes to the art of conversation, we've all met people who seem to have the knack for it. They can talk to anybody about anything and they seem to do it with complete ease. And while it's true that there are those who are born with the gift of the gab, luckily for the rest of us, conversation skills can be developed and mastered.

3 Conversation is a form of communication; however, it is usually more spontaneous and less formal. We enter into conversations for purposes of pleasant engagement in order to meet new people, to find out information and to enjoy social interactions. As far as types of conversation, they vary anywhere from intellectual conversations and information exchanges to friendly debates and witty banter.

4 While there is more to having good conversation skills than being a comedian, a dramatic actor, or a great story teller, it is not necessary to become more gregarious, animated, or outgoing.

5 Instead, you can develop the ability to listen attentively, ask fitting questions, and pay attention to the answers — all qualities essential to the art of conversation. With diligent practice and several good pointers, anyone can improve his or her conversation skills.

6 People who are genuinely interested in others are usually interesting themselves. Why ? Because they are more open to learning about and understanding new things. Showing interest also encourages the other person to be relaxed and share information more freely. Display attentiveness by keeping good eye contact and listening actively.

7 If you happen to be shy and need time to warm up before you share your own views, you can ask open-ended questions or encourage the other person to elaborate on their insights. This kick-starts the conversation and before you know it you are engaged in a good conversational flow.

8 To start a conversation, go up to someone and introduce yourself. It is both polite and necessary to start off things smoothly.

9 When the occasion calls for it, you can offer a handshake and then smile and make eye contact. Being friendly puts the other person at ease and opens the door for him or her to introduce themselves.

10 The art of conversation, like any skill, takes practice. Period. Do not expect to be adept after your first few attempts. It will take practice as well as exposure to many different social situations.

Based on your understanding of the passage, answer the questions given below. (10×1=10)

(i) Complete the sentence by choosing an appropriate option: The art of conversation is a skill of _____. (a) uniformity and compatibility (b) friendliness and consensus (c) assertion and ease (d) sophistication and creativity

(ii) Comment on the writer's reference to conversation skills as something you are 'born' with.

(iii) List two reasons why people enter into conversation.

(iv) Select the option that conveys the opposite of 'witty', as used in paragraph 3. (a) educated (b) creative (c) ignorant (d) boring

(v) The writer would *not* agree with the given statements based on paragraphs 3 to 5, *except* (a) Conversations are meant only for purposes of research. (b) It is important to be outgoing to be a good conversationist. (c) Conversational skills can be improved with regular practice. (d) Attentive listening is important only while debating.

(vi) According to the author, showing interest in others leads to interesting conversation. Based on your understanding of paragraphs 5 and 6, list one way how a good listener can make the other person speak more freely.

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(vii) How can one warm up before one shares one's views?
(viii) Complete the given sentence with an appropriate inference, with respect to the following: The writer gives an example of going up to someone and introducing oneself in order to _____.
(ix) How can the ways to start a conversation, as suggested in the passage, be best described? (a) challenging (b) practical (c) exhausting (d) humbling
(x) Select the most suitable title for the above passage. (a) Conversation – A Challenging Pursuit (b) Conversation vs Communication (c) Effective Listening (d) Mastering the Art of Conversation

Solution

(i) (d) sophistication and creativity (elegance, nuance and creative execution).
(ii) The writer says that some people are born with the gift of the gab, but this skill is not only innate: it can also be developed and mastered by anyone.
(iii) Any two: for pleasant engagement; to meet new people; to find out information; to enjoy social interactions.
(iv) (c) ignorant (as per the CBSE marking scheme; 'witty' means clever and amusing, and 'ignorant' is taken as its opposite).
(v) (c) Conversational skills can be improved with regular practice.
(vi) Any one: by asking fitting questions; by paying attention to the answers; by keeping good eye contact; by listening actively (showing interest encourages the other person to relax and share more freely).
(vii) Any one: by asking open-ended questions; by encouraging the other person to elaborate on their insights; by going up to someone and introducing oneself politely.
(viii) ...put the other person at ease, be polite and start off things smoothly.
(ix) (b) practical.
(x) (d) Mastering the Art of Conversation.

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CBSE 2023 · 1/C/1 · Q2 | CBSE 2023 · 1/C/2 · Q2 | CBSE 2023 · 1/C/3 · Q2 **asked 3 times** **10 marks**

Read the passage given below:

1 Travel today, whether for purposes of business or leisure, takes up 25 – 30% of the annual budget of a family, according to a survey conducted in 2021.

2 Today, it is trending to spend money on experiences rather than consumables. Travel is no longer looked at as just visiting a new place. It underlines an ethos, a culture, a pandora's box full of surprises. People who love to travel enjoy relaxation, new cultures, foreign food or incredible landscapes different from their normal surroundings. Some people enjoy the motion of travelling, being on a boat, plane, train or bus. The list is endless and the reasons range from simple to complex. The study further revealed changing trends in travel tourism. While some are serious travellers who fall under the category of medical tourism, a large percentage are splurging on pleasure travel. When questioned on why, what are the benefits or purpose, the responses can be categorized under a few common headings.

3 Those who do it for fun, for a sense of adventure, to take on risks and challenges are the 18 – 30 year-olds. While the 30 – 40 years bracket couple fun with education, a thirst for knowledge and experience — to see beautiful places, explore cultures and cuisines. They believe that an ever-changing environment is stimulating, refreshing and brings endless learning opportunities. Those between the 40 – 50 years travelled to expand their minds and challenge perspectives. They want a break from their soul-destroying lifestyles. The 60 years and above were the NOW travellers — they feel they might drop dead the day before they retire or be too old and unfit to travel, or take on, physical challenges. The in-between 50 – 60 years adopt the best of both worlds.

4 The survey concluded that travel has become an integral part of people's lives, and it provides us our greatest stories, our most cherished moments and countless learnings that broaden our horizons and above all teach us about ourselves and others.

Age-wise distribution of holiday-goers in percentages

Age	Adventure	Education	Relaxation	Now Travellers
Below 20	39	38	6	17
20 – 30	44	28	12	16
30 – 50	25	24	30	21
Above 50	8	10	40	42

Based on your understanding of the passage, answer the questions given below: (10×1=10)

(i) Does the following statement agree with the information given in paragraph 1? 25 – 30% of people have adopted a long term travel lifestyle and have accordingly prioritised their budgets. Select from the following: I. True – If the statement agrees with the information. II. False – If the statement contradicts the information. III. Not Given – If there is no information on this.

(ii) Do you think the researchers of the survey aimed to popularise a particular type of tourism? Support your answer with reference to the text.

(iii) Select the option that displays the most likely reason for people to make travel budgets. (a) In order to gain relief from work pressure. (b) Learn about new people and their language. (c) Buy the latest designs in the market. (d) Undertake journeys that give relaxation, adventure, or knowledge.

(iv) Complete the sentence based on the following statement: Travel today, underlines an ethos, a culture, a Pandora's box full of surprises. We can say this because _____.

(v) Select the option from the table that displays the most popular reason for travelling for the 30 – 50 year-olds.

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(vi) Complete the given sentence by selecting the most appropriate option: The 2021 survey aims to identify (a) the most popular tourist travel destination. (b) the age group that travels the most. (c) the different reasons why people travel. (d) the challenges of the travel tourism industry.
(vii) The reasons why people travel led to individual responses. List one way in which 18 – 30 year-olds satisfy their yearning for adventure.
(viii) Complete the given sentence by selecting the most appropriate option: The concluding sentence of the text makes a clear case for _____ by listing it as the underlying feature of all forms of travel. (a) competency (b) universality (c) expenditure (d) acceptability
(ix) Complete the sentence appropriately with one/two words: In the context of 'Education' in the given table, the _____ year-olds are least interested in it.
(x) Based on the reading of the text, state a point to challenge the given statement. People feel they can travel whenever they want, at any time in their lives.

Solution

(i) **II. False** (para 1 says that travel takes up 25–30% of a family's annual budget, not that 25–30% of people have adopted a long-term travel lifestyle).
(ii) No. The survey shows changing trends and many kinds of tourism, such as relaxation, new cultures, foreign food, incredible landscapes, medical tourism and pleasure travel; it does not aim to promote any one type.
(iii) (d) Undertake journeys that give relaxation, adventure, or knowledge.
(iv) Any one: ...it is trending to spend money on experiences rather than consumables; people travel for new places, relaxation, new cultures, foreign food, incredible landscapes, medical tourism and pleasure.
(v) **Relaxation** (30%, the highest figure in the 30 – 50 row).
(vi) (c) the different reasons why people travel.
(vii) Any one: by taking on risks and challenges; by going on adventurous trips.
(viii) (b) universality (travel has become an integral part of people's lives everywhere).
(ix) ...**above 50** (only 10% of them travel for education, the lowest figure in that column).
(x) Any one: the 'NOW' travellers feel that they might drop dead the day before they retire, or be too old and unfit to travel or take on physical challenges, so they travel now, not at any time they like.

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CBSE 2018 · 1/1 · Q2 | CBSE 2018 · 1/2 · Q2 | CBSE 2018 · 1/3 · Q1 asked 3 times 10 marks

Read the passage given below :

1 Every morning Ravi gives his brain an extra boost. We're not talking about drinking strong cups of coffee or playing one of those mind-training video games advertised all over Facebook. "I jump onto my stationary bike and cycle for 45 minutes to work," says Ravi. "When I get to my desk, my brain is at peak activity for a few hours." After his mental focus comes to a halt later in the day, he starts it with another short spell of cycling to be able to run errands.

2 Ride, work, ride, repeat. It's a scientifically proven system that describes some unexpected benefits of cycling. In a recent study in the Journal of Clinical and Diagnostic Research, scientists found that people scored higher on tests of memory, reasoning, and planning after 30 minutes of spinning on a stationary bike than they did before they rode the bike. They also completed the tests faster after pedalling.

3 Exercise is like fertilizer for your brain. All those hours spent on exercising your muscles, create rich capillary beds not only in leg and hip muscles, but also in your brain. More blood vessels in your brain and muscles mean more oxygen and nutrients to help them work. When you pedal, you also force more nerve cells to fire. The result : you double or triple the production of these cells — literally building your brain. You also release neurotransmitters (the messengers between your brain cells) so all those cells, new and old, can communicate with each other for better, faster functioning. That's a pretty profound benefit to cyclists.

4 This kind of growth is especially important with each passing birthday, because as we age, our brains shrink and those connections weaken. Exercise restores and protects the brain cells. Neuroscientists say, "Adults who exercise display sharper memory skills, higher concentration levels, more fluid thinking, and greater problem-solving ability than those who are sedentary."

5 Cycling also elevates your mood, relieves anxiety, increases stress resistance, and even banishes the blues. "Exercise works in the same way as psychotherapy and antidepressants in the treatment of depression, maybe better," says Dr. Manjari. A recent study analyzing 26 years of research finds that even some exercise — as little as 20 to 30 minutes a day — can prevent depression over the long term.

6 Remember: although it's healthy, exercise itself is a stress, especially when you're just getting started or getting back into riding. When you first begin to exert yourself, your body releases a particular hormone to raise your heart rate, blood pressure, and blood glucose levels, says Meher Ahluwalia, PhD, a professor of integrative physiology. As you get fitter, it takes a longer, harder ride to trigger that same response.

On the basis of your understanding of the passage, complete the statements given below with the help of the options that follow : (1×2=2)

(a) Ravi gets his brain to work at peak level by

(i) drinking three cups of coffee.
(ii) playing games that need brain activity.
(iii) cycling on a stationary bike.
(iv) taking tablets to pump up his brain.

(b) When nerve cells work during exercise then

(i) the body experiences stress.
(ii) the bran is strengthened by multiplying them.
(iii) you start to lose your temper.
(iv) your stationary cycle starts to beep.

Answer the following questions briefly : (1×6=6)

(c) How does exercise help the brain ?

(d) Why does Ravi do a circuit of 'ride, work, ride' ?

(e) What is the work of neurotransmitters ?

(f) What benefits other than greater brain activity does one get from cycling ?

(g) Why is exercise so important for adults ?

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(h) How is exercise itself a stress ?
(i) Find words from the passage which mean the same as the following : (1×2=2)
(i) manure (para 3)
(ii) inactive (para 4)

Solution

(a) (iii) cycling on a stationary bike. Ravi rejects coffee and brain games; he cycles for 45 minutes and his brain is then at peak activity (para 1).
(b) (ii) the bran [brain] is strengthened by multiplying them. Pedalling makes more nerve cells fire, so their production doubles or triples, "literally building your brain" (para 3). (The paper prints "bran" for "brain"; the scheme gives (ii).)
(c) Exercise acts like fertilizer for the brain. It creates rich capillary beds in the brain, so more oxygen and nutrients reach it; it multiplies nerve cells and releases neurotransmitters, so the cells communicate for better and faster functioning.
(d) Cycling gives his brain an extra boost. After the morning ride his brain is at peak activity for a few hours; when his focus fails later in the day, another short ride restores it. He can also score higher in tests of memory, reasoning and planning and finish them faster after pedalling.
(e) Neurotransmitters are the messengers between brain cells; they let all the cells, new and old, communicate with each other for better, faster functioning.
(f) Cycling lifts the mood, relieves anxiety, increases resistance to stress and banishes the blues; even 20 to 30 minutes of exercise a day can prevent depression in the long term.
(g) With age the brain shrinks and its connections weaken. Exercise restores and protects the brain cells, so adults who exercise have sharper memory, higher concentration, more fluid thinking and better problem-solving ability than those who are sedentary.
(h) When a person first begins to exert himself, the body releases a hormone that raises the heart rate, blood pressure and blood glucose levels. Exercise is therefore itself a stress, especially for a beginner.
(i) (i) fertilizer
(ii) sedentary

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CBSE 2017 · 1/1/1 · Q2 | CBSE 2017 · 1/1/2 · Q2 | CBSE 2017 · 1/1/3 · Q2 asked 3 times 10 marks

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

1. Thackeray reached Kittur along with a small British army force and a few of his officers. He thought that the very presence of the British on the outskirts of Kittur would terrorise the rulers and people of Kittur and that they would lay down their arms. He was quite confident that he would be able to crush the revolt in no time. He ordered that tents be erected on the eastern side for the fighting forces and a little away on the western slopes tents be put up for the family members of the officers who had accompanied them. During the afternoon and evening of 20th October, the British soldiers were busy making arrangements for these camps.

2. On the 21st morning, Thackeray sent his political assistants to Kittur fort to obtain a written assurance from all the important officers of Kittur rendering them answerable for the security of the treasury of Kittur. They, accordingly, met Sardar Gurusiddappa and other officers of Kittur and asked them to comply with the orders of Thackeray. They did not know that the people were in a defiant mood. The commanders of Kittur dismissed the agent's orders as no documents could be signed without sanction from Rani Chennamma.

3. Thackeray was enraged and sent for his commander of the Horse Artillery, which was about 100 strong, ordered him to rush his artillery into the fort and capture the commanders of the Desai's army. When the Horse Artillery stormed into the fort, Sardar Gurusiddappa, who had kept his men on full alert, promptly commanded his men to repel and chase them away. The Kittur forces made a bold front and overpowered the British soldiers.

4. In the meanwhile, the Desai's guards had shut the gates of the fort and the British Horse Artillery men, being completely overrun and routed, had to get out through the escape window. Rani's soldiers chased them out of the fort, killing a few of them until they retreated to their camps on the outskirts.

5. A few of the British had found refuge in some private residences, while some were hiding in their tents. The Kittur soldiers captured about forty persons and brought them to the palace. These included twelve children and a few women from the British officers' camp. When they were brought in the presence of the Rani, she ordered the soldiers to be imprisoned. For the women and children she had only gentleness, and admonished her soldiers for taking them into custody. At her orders, these women and children were taken inside the palace and given food and shelter. Rani came down from her throne, patted the children lovingly and told them that no harm would come to them.

6. She, then, sent word through a messenger to Thackeray that the British women and children were safe and could be taken back any time. Seeing this noble gesture of the Rani, he was moved. He wanted to meet this gracious lady and talk to her. He even thought of trying to persuade her to enter into an agreement with the British to stop all hostilities in lieu of an inam (prize) of eleven villages. His offer was dismissed with a gesture of contempt. She had no wish to meet Thackeray. That night she called Sardar Gurusiddappa and other leading Sardars and after discussing all the issues came to the conclusion that there was no point in meeting Thackeray who had come with an army to threaten Kittur into submission to British sovereignty.

On the basis of your understanding of the above passage complete the statements given below with the help of options that follow : (1 × 2 = 2)

(a) Thackeray was a/an :

(i) British tourist
(ii) army officer
(iii) adviser to Rani of Kittur
(iv) treasury officer

(b) British women and children came to Kittur to :

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(i) visit Kittur
(ii) enjoy life in tents
(iii) stay in the palace
(iv) give company to officers

Answer the following questions briefly : (1 × 6 = 6)
(c) Why did Thackeray come to Kittur ?
(d) Why did the Kittur officials refuse to give the desired assurance to Thackeray ?
(e) What happened to the Horse Artillery ?
(f) How do we know that the Rani was a noble queen ?
(g) How in your opinion would the British women have felt after meeting the Rani ?
(h) Why did the Rani refuse to meet Thackeray ?
(i) Find words from the passage which mean the same as the following : (1 × 2 = 2)
i. entered forcibly (para 3)
ii. aggressive / refusing to obey (para 2)

Solution

(a) **(ii) army officer.** He came with a British army force to crush the revolt.
(b) **(iv) give company to officers.** They were the families of the officers who had accompanied Thackeray; their tents were put up on the western slopes.
(c) To crush the revolt and to terrorise the rulers and people of Kittur into laying down their arms.
(d) No document could be signed without the sanction of Rani Chennamma, and the people were in a defiant mood.
(e) The Horse Artillery stormed into the fort but was repelled, overpowered and completely routed by the Kittur forces; some were killed and the rest escaped through the escape window and retreated to their camps.
(f) She treated the captured British women and children gently: she scolded her soldiers for taking them into custody, gave them food and shelter in the palace, patted the children lovingly, assured them of safety and sent word to Thackeray that they could be taken back.
(g) They would have felt grateful, relieved, pleased and impressed by her kindness and courage (any relevant answer).
(h) It was pointless to meet Thackeray, who had come with an army to threaten Kittur into submission to British sovereignty.
(i) i. stormed ii. defiant

CBSE 2017 · 1/1 · Q2 | CBSE 2017 · 1/2/1 · Q2 | CBSE 2017 · 1/2/2 · Q2 | CBSE 2017 · 1/2/3 · Q2 | CBSE 2017 · 1/2 · Q2 | CBSE 2017 · 1/3 · Q2

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asked 6 times

10 marks

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

1 Thackeray reached Kittur along with a small British army force and a few of his officers. He thought that the very presence of the British on the outskirts of Kittur would terrorise the rulers and people of Kittur, and that they would lay down their arms. He was quite confident that he would be able to crush the revolt in no time. He ordered that tents be erected on the eastern side for the fighting forces, and a little away on the western slopes tents be put up for the family members of the officers who had accompanied them. During the afternoon and evening of 20th October, the British soldiers were busy making arrangements for these camps.

2 On the 21st morning, Thackeray sent his political assistants to Kittur fort to obtain a written assurance from all the important officers of Kittur rendering them answerable for the security of the treasury of Kittur. They, accordingly, met Sardar Gurusiddappa and other officers of Kittur and asked them to comply with the orders of Thackeray. They did not know that the people were in a defiant mood. The commanders of Kittur dismissed the agent's orders as no documents could be signed without sanction from Rani Chennamma.

3 Thackeray was enraged and sent for the commander of the Horse Artillery, which was about 100 strong, and ordered him to rush his artillery into the Fort and capture the commanders of the Desai's army. When the Horse Artillery stormed into the fort, Sardar Gurusiddappa, who had kept his men on full alert, promptly commanded his men to repel and chase them away. The Kittur forces made a bold front and overpowered the British soldiers.

4 In the meanwhile, the Desai's guards had shut the gates of the fort and the British Horse Artillery men, being completely overrun and routed, had to get out through the escape window. Rani's soldiers chased them out of the fort, killing a few of them until they retreated to their camps on the outskirts.

5 A few of the British had found refuge in some private residences, while some were hiding in their tents. The Kittur soldiers captured about forty persons and brought them to the palace. These included twelve children and a few women from the British officers' camp. When they were brought in the presence of the Rani, she ordered the soldiers to be imprisoned. For the women and children she had only gentleness, and admonished her soldiers for taking them into custody. At her orders, these women and children were taken inside the palace and given food and shelter. Rani came down from her throne, patted the children lovingly and told them that no harm would come to them.

6 She, then, sent word through a messenger to Thackeray that the British women and children were safe and could be taken back any time. Seeing this noble gesture of the Rani, he was moved. He wanted to meet this gracious lady and talk to her. He even thought of trying to persuade her to enter into an agreement with the British to stop all hostilities in lieu of an inam (prize) of eleven villages. His offer was dismissed with a gesture of contempt. She had no wish to meet Thackeray. That night she called Sardar Gurusiddappa and other leading Sardars, and after discussing all the issues came to the conclusion that there was no point in meeting Thackeray who had come with an army to threaten Kittur into submission to British sovereignty.

On the basis of your understanding of the above passage, complete the statements given below with the help of the options that follow : 1 × 2 = 2

(a) Thackeray was a/an

(i) British tourist.

(ii) army officer.

(iii) advisor to the Rani of Kittur.

(iv) treasury officer.

(b) British women and children came to Kittur to

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(i) visit Kittur.
(ii) enjoy life in tents.
(iii) stay in the palace.
(iv) give company to the army officers.

Answer the following questions briefly : 1 × 6 = 6

(c) Why did Thackeray come to Kittur ?
(d) Why did Kittur officials refuse to give the desired assurance to Thackeray ?
(e) What happened to the Horse Artillery ?
(f) How do we know that the Rani was a noble soul ?
(g) How, in your opinion, would the British women have felt after meeting the Rani ?
(h) Why did the Rani refuse to meet Thackeray ?
(i) Find words from the passage which mean the same as the following : 1 × 2 = 2
(i) aggressive/refusing to obey (Para 2)
(ii) entered forcibly (Para 3)

Solution

(a) **(ii) army officer.** He came with a British army force to crush the revolt.
(b) **(iv) give company to the army officers.** They were the families of the officers who had accompanied Thackeray; their tents were put up on the western slopes.
(c) To crush the revolt and to terrorise the rulers and people of Kittur into laying down their arms.
(d) No document could be signed without the sanction of Rani Chennamma, and the people were in a defiant mood.
(e) The Horse Artillery stormed into the fort but was repelled, overpowered and completely routed by the Kittur forces; some were killed and the rest escaped through the escape window and retreated to their camps.
(f) She treated the captured British women and children gently: she scolded her soldiers for taking them into custody, gave them food and shelter in the palace, patted the children lovingly, assured them of safety and sent word to Thackeray that they could be taken back.
(g) They would have felt grateful, relieved, pleased and impressed by her kindness and courage (any relevant answer).
(h) It was pointless to meet Thackeray, who had come with an army to threaten Kittur into submission to British sovereignty.
(i) defiant; (ii) stormed

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CBSE 2016 · 1/1/1 · Q2 | CBSE 2016 · 1/1/2 · Q2 | CBSE 2016 · 1/1/3 · Q2 asked 3 times 10 marks

Read the passage given below :

1. To ensure its perpetuity, the ground is well held by the panther both in space *and in* time*. It enjoys a much wider distribution over the globe than its bigger cousins, and procreates sufficiently profusely to ensure its continuity for all time to come.*

2. There seems to be no particular breeding season of the panther, although its sawing and caterwauling is more frequently heard during winter and summer. The gestation period is about ninety to hundred days (Whipsnade, ninety-two days). The litter normally consists of four cubs, rarely five. Of these, generally two survive and not more than one reaches maturity. I have never come across more than two cubs at the heels of the mother. Likewise, graziers in the forest have generally found only two cubs hidden away among rocks, hollows of trees, and other impossible places.

3. Panther cubs are generally in evidence in March. They are born blind. This is a provision of Nature against their drifting away from the place of safety in which they are lodged by their mother, and exposing themselves to the danger of their being devoured by hyenas, jackals, and other predators. They generally open their eyes in about three to four weeks.

4. The mother alone rears its cubs in seclusion. It keeps them out of the reach of the impulsive and impatient male. As a matter of fact the mother separates from the male soon after mating and forgets all about their tumultuous union. The story that the male often looks in to find out how the mother is progressing with her cubs has no foundation except in what we wish it should do at least.

5. The mother carries its cubs about by holding them by the scruff of their neck in its mouth. It trains them to stalk, and teaches them how to deliver the bite of death to the prey. The cubs learn to treat all and sundry with suspicion at their mother's heels. Instinctively the cubs seek seclusion, keep to cover and protect their flanks by walking along the edge of the forest.

6. I have never had an opportunity to watch mother panther train its cubs. But in Pilibhit forests, I once saw a tigress giving some lessons to its little ones. I was sitting over its kill at Mala. As the sun set, the tigress materialized in the twilight behind my machan*. For about an hour, it scanned and surveyed the entire area looking and listening with the gravest concern. It even went to the road where my elephant was awaiting my signal. The* mahout *spotted it from a distance and drove the elephant away.*

7. When darkness descended upon the scene and all was well and safe, the tigress called its cubs by emitting a low haa-oon*. The cubs, two in number and bigger than a full-grown cat, soon responded. They came trotting up to their mother and hurried straight to the kill in indecent haste. The mother spitted at them so furiously that they doubled back to its heels immediately. Thereafter, the mother and its cubs sat under cover about 50 feet (15 m) away from the kill to watch, wait, look, and listen. After about half an hour's patient and fidgetless vigil the mother seemed to say 'paid for'. At this signal, the cubs cautiously advanced, covering their flanks, towards the kill. No longer did they make a beeline for it, as they had done before.*

8. The mother sat watching its cubs eat, and mounted guard on them. She did not partake of the meal.

On the basis of your understanding of the above passage complete the statements given below with the help of options that follow : (1 × 2 = 2)

(a) To protect its cubs the mother panther hides them :

(i) among rocks
(ii) in the branches of the trees
(iii) behind the tree trunks
(iv) at its heels

(b) The male panther :

(i) is protective of its cubs
(ii) trains its cubs
(iii) watches the progress of the mother
(iv) is impulsive and impatient

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Answer the following questions briefly : (1 × 6 = 6)

(c) How many cubs does the mother panther rarely deliver ?

(d) What may happen if the panther cubs are not born blind ?

(e) Why did the *mahout* drive his elephant away ?

(f) Why did the tigress spit at its cubs ?

(g) From the narrator's observation, what do we learn about the nature of the tigress ?

(h) Why does the panther not face the risk of extinction ?

(i) Find words from the passage which mean the same as each of the following : (1 × 2 = 2)

(i) moving aimlessly (para 3)

(ii) came down / fell (para 7)

Solution

(a) (i) among rocks. Para 2: graziers have found the cubs "hidden away among rocks, hollows of trees, and other impossible places".

(b) (iv) is impulsive and impatient. Para 4: the mother keeps the cubs "out of the reach of the impulsive and impatient male".

(c) Five (the litter is normally four cubs, rarely five).

(d) They might drift away from the safe place where the mother has lodged them and expose themselves to the danger of being devoured by hyenas, jackals and other predators.

(e) So that he would not disturb the tigress (the elephant must be kept out of her sight); she had come near the road where the elephant was waiting.

(f) The cubs rushed to the kill in "indecent haste", without waiting for her signal. She spat at them furiously to make them return to her heels and to teach them discipline and caution.

(g) The tigress is patient, vigilant and careful, a strict and caring mother who trains her cubs, keeps watch over them and eats only after they have eaten.

(h) Because the panther is widely distributed over the globe and procreates profusely (a litter of four or five cubs), which ensures the continuity of the species.

(i) (i) drifting **(ii)** descended

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CBSE 2016 · 1/1 · Q2 | CBSE 2016 · 1/2 · Q2 | CBSE 2016 · 1/3 · Q2 **asked 3 times** **10 marks**

Read the passage given below :

1. To ensure its perpetuity, the ground is well held by the panther both in space *and in* time*. It enjoys a much wider distribution over the globe than its bigger cousins, and procreates sufficiently profusely to ensure its continuity for all time to come.*

2. There seems to be no particular breeding season of the panther, although its sawing and caterwauling is more frequently heard during winter and summer. The gestation period is about ninety to hundred days (Whipsnade, ninety-two days). The litter normally consists of four cubs, rarely five. Of these, generally two survive and not more than one reaches maturity. I have never come across more than two cubs at the heels of the mother. Likewise, graziers in the forest have generally found only two cubs hidden away among rocks, hollows of trees, and other impossible places.

3. Panther cubs are generally in evidence in March. They are born blind. This is a provision of Nature against their drifting away from the place of safety in which they are lodged by their mother, and exposing themselves to the danger of their being devoured by hyenas, jackals, and other predators. They generally open their eyes in about three to four weeks.

4. The mother alone rears its cubs in seclusion. It keeps them out of the reach of the impulsive and impatient male. As a matter of fact the mother separates from the male soon after mating and forgets all about their tumultuous union. The story that the male often looks in to find out how the mother is progressing with her cubs has no foundation except in what we wish it should do at least.

5. The mother carries its cubs about by holding them by the scruff of their neck in its mouth. It trains them to stalk, and teaches them how to deliver the bite of death to the prey. The cubs learn to treat all and sundry with suspicion at their mother's heels. Instinctively the cubs seek seclusion, keep to cover and protect their flanks by walking along the edge of the forest.

6. I have never had an opportunity to watch mother panther train its cubs. But in Pilibhit forests, I once saw a tigress giving some lessons to its little ones. I was sitting over its kill at Mala. As the sun set, the tigress materialised in the twilight behind my machan*. For about an hour, it scanned and surveyed the entire area looking and listening with the gravest concern. It even went to the road where my elephant was awaiting my signal. The* mahout *spotted it from a distance and drove the elephant away.*

7. When darkness descended upon the scene and all was well and safe, the tigress called its cubs by emitting a low haa-oon*. The cubs, two in number and bigger than a full-grown cat, soon responded. They came trotting up to their mother and hurried straight to the kill in indecent haste. The mother spitted at them so furiously that they doubled back to its heels immediately. Thereafter, the mother and its cubs sat under cover about 50 feet (15 m) away from the kill to watch, wait, look, and listen. After about half an hour's patient and fidgetless vigil the mother seemed to say 'paid for'. At this signal, the cubs cautiously advanced, covering their flanks, towards the kill. No longer did they make a beeline for it, as they had done before.*

8. The mother sat watching its cubs eat, and mounted guard on them. She did not partake of the meal.

On the basis of your understanding of the passage complete the statements given below with the help of options that follow : 1x2=2

(a) To protect its cubs the mother panther hides them :

(i) among rocks
(ii) in the branches of the trees
(iii) behind the tree trunks
(iv) at its heels

(b) The male panther :

(i) is protective of its cubs
(ii) trains its cubs
(iii) watches the progress of the mother
(iv) is impulsive and impatient

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Answer the following questions briefly : 1x6=6

(c) How many cubs does the mother panther rarely deliver ?

(d) What may happen if the panther cubs are not born blind ?

(e) Why did the mahaut drive his elephant away ?

(f) Why did the tigress spit at its cubs ?

(g) From the narrator's observation what do we learn about the nature of the tigress ?

(h) Why does the panther not face the risk of extinction ?

(i) Find words from the passage which mean the same as each of the following : 1x2=2

(i) moving aimlessly (para 3)

(ii) came down/fell (para 7)

Solution

(a) (i) among rocks. Para 2: graziers have found the cubs "hidden away among rocks, hollows of trees, and other impossible places".

(b) (iv) is impulsive and impatient. Para 4: the mother keeps the cubs "out of the reach of the impulsive and impatient male".

(c) Five (the litter is normally four cubs, rarely five).

(d) They might drift away from the safe place where the mother has lodged them and expose themselves to the danger of being devoured by hyenas, jackals and other predators.

(e) So that he would not disturb the tigress (the elephant must be kept out of her sight); she had come near the road where the elephant was waiting.

(f) The cubs rushed to the kill in "indecent haste", without waiting for her signal. She spat at them furiously to make them return to her heels and to teach them discipline and caution.

(g) The tigress is patient, vigilant and careful, a strict and caring mother who trains her cubs, keeps watch over them and eats only after they have eaten.

(h) Because the panther is widely distributed over the globe and procreates profusely (a litter of four or five cubs), which ensures the continuity of the species.

(i) (i) drifting **(ii)** descended

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CBSE 2016 · 1/2/1 · Q2 | CBSE 2016 · 1/2/2 · Q2 | CBSE 2016 · 1/2/3 · Q2 **asked 3 times** **10 marks**

Read the passage given below :

1. To ensure its perpetuity, the ground is well held by the panther both in space *and in* time*. It enjoys a much wider distribution over the globe than its bigger cousins, and procreates sufficiently profusely to ensure its continuity for all time to come.*

2. There seems to be no particular breeding season of the panther, although its sawing and caterwauling is more frequently heard during winter and summer. The gestation period is about ninety to hundred days (Whipsnade, ninety-two days). The litter normally consists of four cubs, rarely five. Of these, generally two survive and not more than one reaches maturity. I have never come across more than two cubs at the heels of the mother. Likewise, graziers in the forest have generally found only two cubs hidden away among rocks, hollows of trees, and other impossible places.

3. Panther cubs are generally in evidence in March. They are born blind. This is a provision of Nature against their drifting away from the place of safety in which they are lodged by their mother, and exposing themselves to the danger of their being devoured by hyenas, jackals and other predators. They generally open their eyes in about three to four weeks.

4. The mother alone rears its cubs in seclusion. It keeps them out of the reach of the impulsive and impatient male. As a matter of fact the mother separates from the male soon after mating and forgets all about their tumultuous union. The story that the male often looks in to find out how the mother is progressing with her cubs has no foundation except in what we wish it should do at least.

5. The mother carries its cubs about by holding them by the scruff of their neck in its mouth. It trains them to stalk, and teaches them how to deliver the bite of death to the prey. The cubs learn to treat all and sundry with suspicion at their mother's heels. Instinctively the cubs seek seclusion, keep to cover and protect their flanks by walking along the edge of the forest.

6. I have never had an opportunity to watch mother panther train its cubs. But in Pilibhit forests, I once saw a tigress giving some lessons to its little ones. I was sitting over its kill at Mala. As the sun set, the tigress materialized in the twilight behind my machan*. For about an hour, it scanned and surveyed the entire area looking and listening with the gravest concern. It even went to the road where my elephant was awaiting my signal. The* mahout *spotted it from a distance and drove the elephant away.*

7. When darkness descended upon the scene and all was well and safe, the tigress called its cubs by emitting a low haa-oon*. The cubs, two in number and bigger than a full-grown cat, soon responded. They came trotting up to their mother and hurried straight to the kill in indecent haste. The mother spitted at them so furiously that they doubled back to its heels immediately. Thereafter, the mother and its cubs sat under cover about 50 feet (15 m) away from the kill to watch, wait, look, and listen. After about half an hour's patient and fidgetless vigil the mother seemed to say 'paid for'. At this signal, the cubs cautiously advanced, covering their flanks, towards the kill. No longer did they make a beeline for it, as they had done before.*

8. The mother sat watching its cubs eat, and mounted guard on them. She did not partake of the meal.

On the basis of your understanding of the above passage answer the questions given below with the help of options that follow : (1 × 2 = 2)

(a) To protect its cubs the mother panther hides them :

(i) among rocks
(ii) in the branches of the trees
(iii) behind the tree trunks
(iv) at its heels

(b) The male panther :

(i) is protective of its cubs
(ii) trains its cubs
(iii) watches the progress of the mother
(iv) is impulsive and impatient

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Answer the following questions briefly : (1 × 6 = 6)
(c) How many cubs does the mother panther rarely deliver ?
(d) What may happen if the panther cubs are not born blind ?
(e) Why did the mahout drive his elephant away ?
(f) Why did the tigress spit at its cubs ?
(g) From the narrator's observation, what do we learn about the nature of the tigress ?
(h) Why does the panther not face the risk of extinction ?
(i) Find words from the passage which mean the same as each of the following : (1 × 2 = 2)
(i) moving aimlessly (para 3)
(ii) came down / fell (para 7)

Solution

(a) (i) among rocks. Para 2: graziers have found the cubs "hidden away among rocks, hollows of trees, and other impossible places".
(b) (iv) is impulsive and impatient. Para 4: the mother keeps the cubs "out of the reach of the impulsive and impatient male".
(c) Five (the litter is normally four cubs, rarely five).
(d) They might drift away from the safe place where the mother has lodged them and expose themselves to the danger of being devoured by hyenas, jackals and other predators.
(e) So that he would not disturb the tigress (the elephant must be kept out of her sight); she had come near the road where the elephant was waiting.
(f) The cubs rushed to the kill in "indecent haste", without waiting for her signal. She spat at them furiously to make them return to her heels and to teach them discipline and caution.
(g) The tigress is patient, vigilant and careful, a strict and caring mother who trains her cubs, keeps watch over them and eats only after they have eaten.
(h) Because the panther is widely distributed over the globe and procreates profusely (a litter of four or five cubs), which ensures the continuity of the species.
(i) (i) drifting **(ii)** descended

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12 marks: discursive passage

CBSE 2026 · 1/1/1 · Q1 | CBSE 2026 · 1/1/2 · Q1 | CBSE 2026 · 1/1/3 · Q1 **asked 3 times** **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

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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.

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CBSE 2026 · 1/2/1 · Q1 | CBSE 2026 · 1/2/2 · Q1 | CBSE 2026 · 1/2/3 · Q1 asked 3 times 12 marks

Read the passage carefully:

Chronobiology : The Science of Time is within Us.

(1) Beneath the conscious rhythm of our waking lives lies a subtler, deeply embedded tempo of our body's internal clock, orchestrated by the field of chronobiology. This clock doesn't tick with mechanical precision but rather responds to cues from nature: the rising sun, the fading light, or the temperature of the wind. Governed by the suprachiasmatic nucleus in the brain, this circadian rhythm aligns our sleep, metabolism, hormone release, and even mood with the 24-hour cycle.

(2) Scientists have discovered that disrupting this internal clock whether through jet lag, night shifts, or excessive exposure to screens can lead to a biological desynchronization that affects everything from digestion to memory. A study from the University of Colorado found that just one week of camping away from artificial light, resets participants' circadian rhythm entirely. The body, it seems, remembers the sun even when the mind forgets.

(3) What's striking is the clock's inflexible loyalty to nature. Artificial attempts to override it such as caffeine-induced wakefulness or screen-induced sleeplessness may work temporarily but often has a hidden cost : chronic fatigue, hormonal imbalance, and weakened immunity. Its not just sleep we lose, it's the invisible equilibrium that our biology depends on.

(4) Modern life, with its blurring of day and night, has birthed what experts call 'social jet lag' a state where our societal obligations pull us in one temporal direction, while our biology tugs us in another. Adolescents are particularly vulnerable, as their natural clocks shift later during puberty, clashing with early school timings. The result ? A generation persistently deprived of meaningful rest.

(5) What is the way forward – we need to understand that sleep deficiency and chronic fatigue are considered major risk factors for diseases, depression, and accidents. People must take care of sleep hygiene at regular time, avoid screen time before bed time, and ensure comfortable conditions. Taking short breaks for stretching, breathing, or a few hours of exercise reduces tension. When body demands rest, it should not be ignored. One must respond to it rather than ignoring it.

(6) Chronobiologists argue that respecting internal time could transform public health. Adjusting school hours, designing light-conscious architecture or aligning work shifts with biological peaks could reduce stress and enhance productivity. As we continue racing against time, perhaps the most radical act is to slow down and listen to the timekeepers within us quiet, persistent and wise.

Answer the following questions based on the above passage :

(i) According to paragraph 1, what role does the suprachiasmatic nucleus play in our daily lives ? (1)

(ii) How does the author use the metaphor 'the body remembers the sun even when the mind forgets' in paragraph 1 ? (1)

(iii) Read and complete the following sentence suitably (Para 2). The phrase biological desynchronization refers to the state in which the : Choose the correct response from the two options to complete the sentence. (A) body's natural rhythms no longer align with external time cues. (B) brain stops producing hormones due to stress. (1)

(iv) Complete the following suitably with ONE advantage with reference to Para 2. Designating specific hours/days for screen free activity can help _____. (1)

(v) Why does the writer refer to the circadian clock's loyalty to nature as inflexible ? (Para 3) (A) operates independently of external environments. (B) resists manipulation through artificial means. (C) helps regulate heart rate very quickly. (D) is governed generally by only genetics. (1)

(vi) Provide ONE textual evidence to support 'The body pays a hidden price for tampering with its natural rhythms'. (Para 3) (1)

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(vii) In the line '... societal obligations pull us in one temporal direction, while our biology tugs us in another', what does this contrast reveal about modern life ? (Para 4) (1)
(viii) Scientists use the term 'social jet lag' in paragraph 4 to describe the modern sleep crisis to _____. (A) compare how schedules disrupt our internal clock, similar to time zone travel confusion. (B) show that digital tools help improve sleep and daily performance in modern life. (C) suggest that regular travel is needed to maintain focus and healthy body rhythms. (D) points out that teenagers stay awake late at night without valid biological reasons. (1)
(ix) Explain why adolescents may be at risk of internal time disruption. (Para 4-5) (2)
(x) Based on paragraph 6, identify possible obstacles to applying chronobiological principles in everyday life. (2)

Solution

(i) It **governs the body's circadian rhythm**: it aligns our sleep, metabolism, hormone release and mood with the 24-hour cycle.
(ii) The author uses the metaphor to show that the body's internal clock does not work like a machine but stays sensitive to natural cues such as sunlight, fading light and the temperature of the wind, even when our conscious mind ignores them.
(iii) (A) body's natural rhythms no longer align with external time cues. (Desynchronization means the body's rhythm goes out of step with the outside 24-hour cycle.)
(iv) ...keep the body's internal clock aligned with natural rhythm, prevent biological desynchronization and so protect digestion and memory.
(v) (B) resists manipulation through artificial means. (Caffeine or screens work only for a while and the clock goes back to nature's cycle.)
(vi) Any one: the hidden cost is **chronic fatigue, hormonal imbalance and weakened immunity** (or the loss of the body's "invisible equilibrium").
(vii) It reveals a **conflict between modern social demands and our biological needs**: because day and night are blurred, people are pulled in two directions and are persistently deprived of meaningful rest.
(viii) (A) compare how schedules disrupt our internal clock, similar to time zone travel confusion.
(ix) During puberty the natural body clock of adolescents shifts later, which clashes with early school timings, so they do not get enough sleep. Sleep deficiency, chronic fatigue, screen time before bed and poor sleep hygiene add to the risk. (Any two points.)
(x) Any two: **school hours** that start early and cannot be changed; **architecture** and buildings not designed for natural light; **work shifts** that do not match biological rhythms; and our fast-paced, race-against-time lifestyle.

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CBSE 2026 · 1/3/1 · Q1 | CBSE 2026 · 1/3/2 · Q1 | CBSE 2026 · 1/3/3 · Q1 asked 3 times 12 marks

Read the following passage carefully :

(1) Science fiction, often abbreviated as sci-fi, is a genre of literature and film that explores imaginative and futuristic concepts such as advanced technology, space exploration, time travel, and extra-terrestrial life. While sci-fi has long captivated audiences in western countries, its growth in India has been comparatively slower. However, the genre is gradually gaining popularity among Indian readers and writers.

(2) One of the major advantages of science fiction is its ability to stimulate imagination and curiosity. It encourages readers to think beyond the present and explore possibilities that lie in the future. For students and young readers, sci-fi can act as a bridge between literature and science, making learning more engaging. Books like Isaac Asimov's Foundation or Indian writer Samit Basu's Turbulence have introduced scientific ideas in exciting narratives.

(3) Science fiction also reflects social and ethical concerns. In a rapidly changing world, sci-fi allows authors to speculate on how technology might shape society, for better or worse. In India, where issues like climate change, overpopulation, and digital surveillance are becoming more relevant, science fiction provides a creative lens through which these problems can be examined.

(4) Despite its potential, science fiction remains a niche genre in India. One of the key disadvantages is the lack of access to quality sci-fi literature in Indian languages. Most of the well-known works are written in English, which limits their reach. Moreover, there is a lack of mainstream platforms that promote Indian sci-fi writers. Many readers are unaware of homegrown authors contributing meaningfully to the genre.

(5) To enhance the science fiction reading experience in India, several steps can be taken. Schools and colleges can include sci-fi stories in their curriculum to expose students to the genre early on. Indian authors should be encouraged to write in regional languages to broaden the audience base. Libraries and online platforms can host reading clubs and discussions to make science fiction more interactive and engaging.

(6) In conclusion, science fiction has immense potential to grow in India. With the right support and exposure, it can become a powerful tool to inspire imagination, promote scientific thinking, and spark conversations about the future.

Answer the following questions, based on the above passage :

(i) According to paragraph 1, how did the western countries react to science fiction ? (1)

(ii) Complete the following suitably. In paragraph 1, the author uses the word 'comparatively' to highlight _____ . (1)

(iii) Identify one advantage of science fiction with reference to paragraph 2. (1)

(iv) Why does the writer refer to science fiction as a 'bridge' ? (Paragraph 2) Because : (A) it connects youth to adults. (B) it makes learning more interactive. (C) it supports introduction to reading among early readers. (D) it helps build better engineers and doctors. (1)

(v) '...science fiction provides a creative lens through which these problems can be examined.' (Paragraph 3) In the given line, what does the phrase 'creative lens' refer to ? (2)

(vi) Complete the analogy with one word from paragraph 4. possibility : potential :: unique : _____ (A) mainstream (B) access (C) homegrown (D) niche (1)

(vii) Why is science fiction still not very popular in India ? (Paragraph 4) (1)

(viii) Provide one textual evidence with reference to paragraph 4 to prove that there is a lack of mainstream platforms. (1)

(ix) In what context does the author use the phrase 'broaden the audience base' in paragraph 5 ?

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(1)
(x) Assess the feasibility of steps suggested to promote science fiction in India. (Paragraph 5) (2)

Solution

(i) They were **captivated** by it: sci-fi has long captivated audiences in western countries.
(ii) ...the **difference (gap) in the growth** of sci-fi in India as compared with western countries: it has grown more slowly in India.
(iii) Any one: it **stimulates imagination and curiosity**; it encourages readers to think beyond the present and explore the possibilities of the future.
(iv) (B) it makes learning more interactive. (It links literature and science and makes learning more engaging.)
(v) The phrase 'creative lens' refers to an **imaginative, innovative way of looking at problems**, a fresh and interesting perspective. Through stories, authors can imagine how technology may shape society and so examine issues like climate change, overpopulation and digital surveillance.
(vi) (D) niche. (Possibility and potential are near-synonyms; so are unique and niche, a genre for a small, special group.)
(vii) Because there is a **lack of access to quality sci-fi in Indian languages**; most well-known works are in English, there are few mainstream platforms for Indian sci-fi writers and many readers are unaware of homegrown authors.
(viii) "Most of the well-known works are written in English" or "Many readers are unaware of homegrown authors" (any one).
(ix) It is used in the context of the steps to promote sci-fi: including sci-fi in school and college curricula, encouraging Indian authors to write in regional languages, and having libraries and online platforms host reading clubs and discussions, so that more people read the genre.
(x) The steps are largely feasible. **Including sci-fi stories in the curriculum** is practical because schools can easily add them to existing reading lists. **Encouraging authors to write in regional languages** is feasible but slower, since it needs publishers' support and translators. **Reading clubs and discussions** in libraries and online are cheap and easy to start. (Any two steps with a reason for feasibility.)

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CBSE 2026 · 1/4/1 · Q1 | CBSE 2026 · 1/4/2 · Q1 | CBSE 2026 · 1/4/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) Looking at his pile of unpaid bills always makes Ramesh feel uneasy. More often than not, Ramesh leaves his paperwork undone and sweeps the floor or watches TV instead, waiting until the last moment to write the monthly cheques. Sometimes he incurs late fees because of his habit of putting things off, but in many ways the emotional toll is worse. "The longer the bills go unpaid," says Ramesh, 58, "the more my anxiety soars."

(2) Everyone procrastinates. "It's part of the human condition," says Suresh Kumar, a psychology professor at Universal University. "One of the ways we cope is avoidance, and that's what procrastination comes down to. We want to feel good at that moment. The way to do that is avoid the task."

(3) You can procrastinate on nearly anything, even enjoyable tasks such as planning a vacation. "Some people procrastinate cleaning. Some people procrastinate by cleaning," says Dr. B.V. Rao, a management professor. Research has shown that the top tasks people delay are cleaning, advancing their careers, taking care of their health, and planning their finances.

(4) One big factor for them is fear of failure, of not living up to expectations. Arti Singh, a 57-year-old functional health coach, procrastinated about looking for a new job for years. That inability to take action only confirmed her belief that she would never do any better. Some people embrace procrastination, believing that they thrive under pressure. But researchers have debunked that notion. "I did an experiment several years ago, putting procrastinators under restriction of time," says John Brown, a psychology professor. "They did worse than non-procrastinators, but they thought they did better. They made more errors. They took longer."

(5) "Procrastinators experience higher levels of stress, both from leaving things to the last minute and from their own negative and self-critical feelings about their procrastination," says Farah Ahmed, a psychology lecturer. "Some of the research has shown that this stress increases their vulnerability for catching colds and experiencing digestion issues, insomnia, migraines, and muscle tension."

(6) Bedtime procrastination can lead to sleep deprivation, which in turn can bring about obesity, heart disease and many other health issues. There's one bit of good news: People tend to procrastinate less as they age.

(7) For those of us in need of motivation, the best advice might be to think small. Next, try sending yourself signals to prompt action. For instance, you might put your lights on a timed dimmer switch to encourage a consistent bedtime. Finally, reward yourself for each step you take towards your goal. After you've gone to the gym, take a relaxing bath. After you've paid the bills, watch your favourite TV show.

Answer the following questions, based on the above passage:

(i) How, according to paragraph 1, is Ramesh penalised for his habit of procrastinating? (1)

(ii) Explain with two suitable reasons, man's tendency to procrastinate. (2)

(iii) In paragraph 3, what does "Some people procrastinate cleaning. Some people procrastinate by cleaning." convey? (1)

(iv) How does John Brown, the professor of psychology, prove the claim of procrastinators wrong? (Paragraph 4) (1)

(v) Complete the analogy with one word from paragraph 4: incompetency : inability :: discredit : _____ (A) failure (B) debunk (C) embrace (D) confirm (1)

(vi) What lesson do you learn from Arti Singh's experience? (Paragraph 4) (A) Procrastination offers job security. (B) People work better under pressure. (C) Procrastination saves one from failure. (D)

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Procrastination leads one to underestimate his or her own ability. (1)
(vii) Give textual evidence to bring out the adverse impact of bedtime procrastination. (Paragraph 6) (2)
(viii) 'There's one bit of good news.' (Paragraph 6) 'good news' here, refers to: (A) procrastination safeguards one's comfort. (B) nothing to feel bad about procrastination as everyone does it. (C) tendency to procrastinate reduces with age. (D) procrastinators experience less stress. (1)
(ix) What inference do you get from the expression 'to think small' in paragraph 7? (A) narrow thinking (B) breaking down larger tasks (C) to avoid bigger tasks (D) taking small breaks (1)
(x) How can rewarding oneself help procrastinators? (Paragraph 7) (1)

Solution

(i) He **had to pay late fees** on the bills he put off; he also suffered an **emotional toll** (his anxiety soars). (Any one.)
(ii) Any two: (a) procrastination is **part of the human condition**: we cope by avoidance, because we want to **feel good at the moment** and avoiding the task does that; (b) people have a **fear of failure**, of not living up to expectations; (c) some people **believe they work better under pressure**.
(iii) Some people avoid an important task (cleaning) altogether, while others do the cleaning itself to avoid some other, more important task. In other words, people may procrastinate on anything, and there is no clear rule about what or why.
(iv) In his experiment, he put procrastinators under a time restriction. They **did worse than the non-procrastinators** (they made more errors and took longer), though they thought they had done better. (Any one.)
(v) (B) debunk. (Incompetency and inability are synonyms; discredit and debunk are synonyms.)
(vi) (D) Procrastination leads one to underestimate his or her own ability. (Her inaction only confirmed her belief that she would never do any better.)
(vii) Any two: bedtime procrastination leads to **sleep deprivation**, which can bring about **obesity**, **heart disease** and many other health issues.
(viii) (C) tendency to procrastinate reduces with age. ("People tend to procrastinate less as they age.")
(ix) (B) breaking down larger tasks. (To "think small" is to divide a big task into small steps.)
(x) Rewarding oneself for every step taken towards the goal **motivates** people to complete the task in time, since each small step then brings a pleasure to look forward to (a relaxing bath after the gym, a favourite TV show after paying the bills).

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CBSE 2026 · 1/5/1 · Q1 | CBSE 2026 · 1/5/2 · Q1 | CBSE 2026 · 1/5/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) Robotics is transforming the healthcare landscape by revolutionizing the way medical procedures are executed, patients are managed and hospital operations are streamlined. The seamless integration of artificial intelligence (AI), engineering and automation has catalysed the emergence of cutting-edge robotic technologies that are making healthcare more precise, efficient and accessible than ever before. From surgical theatres to outpatient clinics, robotics is enhancing workflow efficiency and significantly improving clinical outcomes.

(2) Among its most notable applications is robot-assisted surgery. Advanced systems such as the 'Da Vinci Surgical Robot' empower surgeons with superior visualization, refined control and pinpoint accuracy. These minimally invasive techniques reduce surgical trauma, minimize complications and shorten recovery periods. Robotic surgery has proven especially transformative in intricate disciplines like cardiothoracic, gynaecological and neurosurgical procedures where precision is paramount.

(3) In the realm of rehabilitation therapy, robotics play a crucial role in helping patients regain motor functions following strokes, spinal cord injuries or orthopaedic surgeries. Devices like robotic exoskeletons and motion-guided therapy systems provide consistent, repetitive movements that are vital for neuro-muscular recovery — often surpassing the capabilities of manual therapy. These systems also enable real-time monitoring and adaptive treatment planning, offering a more individualized and effective rehabilitation process.

(4) Hospital automation is another rapidly expanding frontier. Robots are increasingly being deployed to perform routine yet essential functions such as medicine delivery, room disinfection and food distribution. During the COVID-19 pandemic, their use in contactless service delivery proved invaluable in reducing exposure risks and maintaining stringent hygiene protocols. The advent of diagnostic robotics further underscores the transformative power of AI in medicine. These intelligent systems analyse medical data and imagery with exceptional accuracy, facilitating early detection of conditions such as cancer, cardio-vascular disease and diabetes. By enhancing diagnostic speed and reliability, they significantly contribute to timely and effective intervention.

(5) In the field of geriatric care, assistive robots are being developed to support elderly individuals with medication reminders, vital sign monitoring and social engagement. These robots offer not only physical assistance but also emotional support, helping combat loneliness and cognitive decline — especially for those living alone or with limited human interaction.

(6) While the integration of robotics into healthcare does pose challenges — such as substantial implementation costs, the need for specialized training and concerns about diminished human connection — the long-term advantages far outweigh these limitations.

(7) As healthcare systems worldwide strive for greater accuracy, efficiency and inclusivity, robotics stands out as a catalyst for innovation. Its expanding role — from surgical precision to hospital automation and personalized patient care — heralds a future where technology and empathy coalesce to create a more advanced and humane healthcare ecosystem. (427 words)

Answer the following questions, based on the above passage:

(i) According to paragraph 1, what impact has robotics had on healthcare operations? Mention any two. (1)

(ii) What does the use of the phrase 'from surgical theatres to outpatient clinics' convey about the scope of robotics in healthcare? (Paragraph 1). (1)

(iii) The phrase 'superior visualization, refined control and pinpoint accuracy' emphasizes the advanced capabilities of robotic systems in surgery. (Paragraph 2) Choose the correct response

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from the two options (A) or (B) to complete the following sentence. This highlights that robotic-assisted surgery primarily enhances _____. (A) the mechanical speed of operations with minimal supervision. (B) the precision and safety of complex surgical procedures. (1)

(iv) How does the writer emphasize the benefits of robotic-assisted surgery? (Paragraph 2) (A) highlights how robotics can replace surgeons in all types of procedures (B) shows how advanced systems improve accuracy and reduce patient trauma (C) suggests robotic surgeries are faster but less reliable than traditional ones (D) claims that robotics will eliminate the need for doctors in the future (1)

(v) Complete the following suitably with one reason, with reference to paragraph 3. Today, rehabilitation therapy is a more individualized and effective process because _____. (1)

(vi) Complete the analogy with one word from paragraph 4. necessary : essential :: emergence : _____ (A) advent (B) automation (C) detection (D) intervention (1)

(vii) Support with evidence from paragraph 4, how robotics are being deployed to help maintain strict sanitation protocol. (2)

(viii) Why is there a need to develop assistive robots? (Paragraph 5) (2)

(ix) The integration of robotics into healthcare according to the given text is ironic because _____. (A) very few patients register for robotics-assisted therapy (B) the country is not equipped to provide robots in villages (C) it has resulted in an increase in human isolation (D) human interaction has been enhanced with the use of AI (1)

(x) Which of the following best explains why robotics is considered a catalyst for innovation in healthcare despite its challenges? (Para 7) (A) Robotics merges technological precision with patient-centred care, improving both efficiency and empathy in healthcare delivery. (B) It eliminates human involvement in healthcare, making systems fully automated and cost-effective. (C) Although robotics comprises emotional connection, it is not favoured in spite of being faster than traditional care. (D) The high cost and complexity of robotics are outweighed by its ability to make healthcare impersonal but scalable. (1)

Solution

(i) Any two: robotics is **revolutionising the way medical procedures are executed, patients are managed and hospital operations are streamlined**; it makes healthcare more **precise, efficient and accessible**; it enhances **workflow efficiency** and improves **clinical outcomes**.

(ii) It conveys the **wide scope** of robotics: robots are used across all kinds of healthcare settings, from operation theatres to clinics, and their role is expanding from surgical precision to hospital automation and personalised patient care.

(iii) (B) the precision and safety of complex surgical procedures.

(iv) (B) shows how advanced systems improve accuracy and reduce patient trauma.

(v) ...**robotic exoskeletons and motion-guided therapy systems** enable **real-time monitoring and adaptive treatment planning**, tailoring the therapy to each patient. (Any one.)

(vi) (A) advent. (Emergence and advent are synonyms, as necessary and essential are.)

(vii) Any two: robots are used for **room disinfection**; for **contactless delivery** of medicines and food; during COVID-19 this **reduced exposure risks** and helped maintain **stringent hygiene protocols**.

(viii) Any two: to give elderly people **medication reminders**, **vital-sign monitoring** and **social engagement**; to offer **physical and emotional support**; and to combat **loneliness and cognitive decline**, especially in those living alone.

(ix) (C) it has resulted in an increase in human isolation (answer as per the CBSE marking scheme; the passage itself mentions only "concerns about diminished human connection").

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(x) (A) Robotics merges technological precision with patient-centred care, improving both efficiency and empathy in healthcare delivery.

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CBSE 2026 · 1/7/1 · Q1 | CBSE 2026 · 1/7/2 · Q1 | CBSE 2026 · 1/7/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) Almost everyone engages with social media in some form. Whether it is updating a status, sharing photos of a family gathering, or scrolling through friends' vacation highlights, it is inevitable that most individuals use online social platforms.

(2) People tend to view social media as synonymous with shallow interactions, digital obsession, or the carefully curated presentation of an idealised life. But researchers often define it as "an extension of human social connection", says a professor of digital anthropology. "It is something that fulfils the fundamental human need for belonging" as it is an integral part of modern communication, relationship maintenance and even identity formation.

(3) "It is not inherently harmful", adds a social psychologist. "It can be positive or neutral." Some researchers argue that social media helped us adapt to an increasingly mobile world. Digital sociologists pioneered this perspective, comparing social media usage to the community gatherings our ancestors valued as a means of maintaining social bonds.

(4) People are usually resistant to thinking about social media as anything but problematic. It is true that there are some types of engagement that should be avoided, such as social media use that fosters unhealthy comparisons or contributes to a poor self-image. In such scenarios, no one benefits. Social media engagement can also be both active and passive. Active engagement refers to directly creating and sharing content, commenting on others' posts or initiating online conversations. An active user contributes original material and drives discussions. Passive consumption, on the other hand, involves more observational behaviour like scrolling without interacting, watching without commenting or reading updates without acknowledging them, while still allowing content algorithms to shape one's feed through these subtle interactions.

(5) It is interesting to note that social media usage also reveals something about the relationships people have with themselves and others. The type of content someone shares often reflects their values and self-perception, which are key aspects of personal identity.

(6) Research has found that mindful social media use can enhance connection, while other studies have found it can serve as a platform for self-expression and creativity. So, approach your feed thoughtfully, remembering that some benefit can come from it when used with the right intentions.

Answer the following questions, based on the above passage:

(i) Why does the author say that social media usage is a reflection of relationships? (1)

(ii) Mention any two benefits of 'social media'. (2)

(iii) Complete the following sentence suitably with one difference between the author's opinion and that of people about social media. Generally, people do not readily accept _____. (1)

(iv) There is also a behavioural distinction to be drawn between active and passive engagement in social media. (Paragraph 4) Based on the above statement, classify the following sentences as active or passive engagement. Sentence 1 : Meera posted photos of her art exhibition and responded to every comment. Sentence 2 : Aditya spent two hours scrolling through his feed without liking or commenting on anything. (1)

(v) Choose the correct option: ..... mindful social media use can 'enhance connection' (Paragraph 6) The above statement is true because: (A) We can maintain relationships despite physical distance. (B) We always enjoy seeing what others are doing. (C) We believe everything that we see posted online. (D) To connect, one needs to follow many accounts. (1)

(vi) Complete the following suitably: The author puts forth the fact that people can never _____ (avoid/appreciate) social media. (1)

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(vii) Complete the analogy with one word from paragraph 2. genuine : authentic :: _____ : fabricated (A) idealised (B) curated (C) shallow (D) extension (1)
(viii) In the line 'People tend to view social media as synonymous with shallow interactions, digital obsession .....' (Paragraph 2) By the phrase 'digital obsession', the writer means _____. (1)
(ix) What type of social media usage does the author disapprove of and why? (2)
(x) The phrase – 'It is something that fulfils the fundamental human need for belonging' suggests that social media should not merely be associated with shallow interactions. Choose the correct response (A) or (B) which confirms that the concern this phrase points towards is about: (A) Some types of social media engagement should be avoided. (B) Social media can be viewed as part of our need for social connection. (1)

Solution

(i) Because the **type of content someone shares often reflects their values and self-perception**, which are key aspects of personal identity, so what a person posts shows how he or she relates to self and others.
(ii) Any two: it is **an extension of human social connection** and helps maintain relationships and social bonds; it **fulfils the human need for belonging**; it is an integral part of **modern communication** and **identity formation**; it helps us adapt to an increasingly mobile world; it is a platform for **self-expression and creativity**.
(iii) ...that social media can be **positive or neutral** rather than problematic (or: that it fulfils the fundamental human need for belonging).
(iv) Sentence 1 : **active** engagement (she created and shared content and responded to comments). Sentence 2 : **passive** engagement (he only scrolled without interacting).
(v) (A) We can maintain relationships despite physical distance.
(vi) ...can never **avoid** social media.
(vii) (B) curated. (Genuine and authentic are synonyms; curated and fabricated are synonyms.)
(viii) ...**uncontrolled or excessive use** of digital devices and platforms, i.e. addiction to them and spending too much time on them.
(ix) The author disapproves of social media use that **fosters unhealthy comparisons or contributes to a poor self-image**, because **no one benefits** from it.
(x) (B) Social media can be viewed as part of our need for social connection.

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CBSE 2025 · 1/1/1 · Q1 | CBSE 2025 · 1/1/2 · Q1 | CBSE 2025 · 1/1/3 · Q1 asked 3 times 12 marks

1. Read the following passage carefully :

(1) Marketing is all about creativity and expression, so it must be an art, right? Not necessarily. While marketers once relied purely on instinct, they now rely on data-driven insights. On top of that, cutting-edge technologies and analytics have shifted the focus of marketing farther toward the science side of the spectrum. Armed with so much data, marketers can now track the impact of money spent on their bottom line.

(2) In today's world, the best approach to marketing combines both disciplines. And there's a distinct balance to the craft – a strategic mix of interpersonal empathy and tactical analysis. Neither side of the mix can be isolated or ignored, or the results will not be encouraging. Psychologists believe the brain is separated into two distinct functions : the left-brain and the right-brain. The right side of the brain is responsible for creative thinking and artistic intuition.

(3) As an art, marketing is all about understanding the nuances of human behaviour and determining how to make an emotional connection with the customer. More importantly, some level of art is needed to create brand standards for your company, including the logo, messaging, and overall visual identity for a brand.

(4) Right-brained marketers focus on the creative – the copy, graphics and emotions tied to the message. The science side of marketing tells us to let the data guide what strategies will be most effective. Marketers are now reporting the need for digital-first expertise including digital proficiency, data analysis, and data science. With science, marketers adopt an outcome-centric mindset that helps them curate smarter campaigns. Over the past few years, there has been an evolving prioritization on data-savvy talent. In 2020 and beyond, brands will need to focus on recruiting talent that can understand the complexities of AI and machine technologies.

(5) But when we reflect on earlier times, marketing was defined as the predominance of traditional advertising, like television, newspaper, and direct mail. Today, it ropes in digital channels, social media, mobile devices, and integrated, complex campaigns. And just as consumers today are more tech-savvy, employees should be able to match – and exceed – their expertise. It's important that brands continue to prioritize creative, engaging campaign messages while also focusing on key insights and performance metrics for optimal results.

Answer the following questions, based on the passage above :

(i) According to paragraph 1, how does the author describe the evolution of marketing ? (2)

(ii) Choose ONE of the following statements that aptly reflects the point of view of the writer. (1)

(a) In the field of marketing, there is a conflict between Art and Science.

(b) Art and Science should work in tandem to do effective marketing.

(iii) Provide ONE textual evidence with reference to paragraph 3 to support that marketing is an art. (1)

(iv) Based on the passage, assess the way data and digital platforms have transformed the field of marketing and employment. (2)

(v) ..... cutting-edge technologies and analytics have shifted the focus of marketing. (Para 1)

By 'cutting-edge technologies', the writer refers to _____. (1)

(vi) Complete the analogy with ONE word from paragraph 2 : (1)

included : incorporated : : secluded : _____

(A) approach

(B) empathy

(C) isolated

(D) intuition

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(vii) 'Marketing is all about understanding the nuances of human behaviour.' (Para 3)
The writer uses the word 'nuances' to denote (1)
(A) man's appreciation for art.
(B) man's preference for branded clothes.
(C) the complexities of human character.
(D) human inclination for analytical approach.
(viii) Complete the following based on your understanding of the above passage : (1)
According to the writer, modern marketing is built on both _____ and _____.
(ix) '..... exceed their expertise'. (Para 5)
With reference to paragraph 5, what skills do you think the employees should possess to match the demand of the consumers ? (1)
(x) What fascinating fact about the human brain is revealed by the writer in the above passage. (1)

Solution

(i) Marketing has **evolved from relying purely on instinct (creativity and expression) to being data-driven**. Cutting-edge technologies and analytics have pushed it towards the science side, so marketers can now track the impact of the money they spend. (Marketing today is a combination of art and science.)
(ii) **(b)** Art and Science should work in tandem to do effective marketing. (The writer says the best approach combines both disciplines; neither can be ignored.)
(iii) Any one: marketing as an art is "all about understanding the nuances of human behaviour and determining how to make an emotional connection with the customer"; or some art is needed to create brand standards such as the logo, messaging and visual identity.
(iv) Any two: data helps marketers **track the impact of money spent** and choose the most effective strategies; marketing is now done through **digital channels, social media and mobile devices**; employers now need **digital-first expertise** (digital proficiency, data analysis, data science) and data-savvy talent that understands AI and machine technologies.
(v) ...the **latest, state-of-the-art technologies** such as AI and machine technologies.
(vi) **(C) isolated** (included and incorporated are synonyms; secluded and isolated are synonyms).
(vii) **(C) the complexities of human character.** 'Nuances' means the fine shades and subtle differences in how people behave and feel.
(viii) ...**science (data) and art (creativity)**. (Also acceptable: interpersonal empathy and tactical analysis.)
(ix) Employees should have **technical expertise and digital proficiency** (data analysis), and the creativity to draft engaging campaign messages while focusing on key insights and performance metrics.
(x) The human brain is **separated into two distinct functions**, the left brain and the right brain, and the right side is responsible for creative thinking and artistic intuition.

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CBSE 2025 · 1/2/1 · Q1 | CBSE 2025 · 1/2/2 · Q1 | CBSE 2025 · 1/2/3 · Q1 asked 3 times 12 marks

1. Read the following passage carefully :

(1) Having a sense of humour might mean having the ability to entertain other people by making them laugh, but it can also mean having a quick wit that is frequently employed to criticize other people with snide comments. Some might define the sense of humour as the ability to see humour in everyday life or as appreciating the cleverness of puns and other wordplay, and may think it entirely possible to possess a good sense of humour without ever having those around them become aware of it.

(2) In any case, a sense of humour is a socially valued trait that almost all of us would prefer to have more, rather than less, of – akin to the way that we think about intelligence or good looks. A person with an undeveloped sense of humour lacks a social skill that puts him or her at a severe disadvantage in the hurly-burly of everyday social life.

(3) Freud thought of humour as an outlet for forbidden impulses, and philosophers ranging from Aristotle to Descartes believed that we are amused by something when it makes us feel superior to other people.

(4) Evolutionary psychologists believe that humour, along with other creative abilities, such as art and music, evolved as an honest signal of intelligence and genetic quality. The value of such a skill in defusing tense, aggressive situations and in managing alliances and friendships should not be underestimated either.

(5) Schmoozing with a bunch of new people at a cocktail party is an opportunity to engage in light hearted banter, and other people are grateful when someone is skillful enough to turn a stiff and awkward situation into fun. Cracking jokes, making witty remarks, and engaging in tongue-in-cheek observations about the social world can be like fishing for other minds that connect naturally with one's own. In other words, humour can be a device for connecting people who are operating on the same wavelength.

(6) Observing the performance of other people in such situations tips you off as to who you might like to get to know better – and who might be best left behind, wallowing in indignation and blank stares. In short, a sense of humour is the Swiss Army Knife of social skills. Perhaps it is indeed a single instrument, but it contains an arsenal of tools – each exquisitely designed for a unique social purpose.

Answer the following questions, based on the given passage above :

(i) How does the author prove in paragraph 1 that sense of humour is a double edged sword ? (1)

(ii) Cite evidences from the passage to prove that sense of humour is a valuable tool to make someone's life better. (2)

(iii) Complete the following sentence suitably with reference to paragraph 3. (1)

One significant advantage of humour is that it helps one _____.

(iv) Provide ONE textual evidence with reference to paragraph 5, how a good sense of humour can be a great ice breaker. (1)

(v) Select the correct option from those given in brackets to fill in the blank : (1)

According to evolutionary psychologists, people with a sense of humour can _____ (trigger / lighten) tense situation.

(vi) Choose the correct option : (1)

"... humour can be a device for connecting people who are operating on the same wavelength."

By the phrase 'same wavelength' the author refers to

(A) people of age group

(B) people who belong to same line of profession.

(C) people having similar interests and attitudes.

(D) people who are working in the same organisation.

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(vii) Complete the analogy with one word from paragraph 6 : (1)
advantage : benefit : _____ : anger
(A) situation
(B) stare
(C) indignation
(D) arsenal
(viii) In the line perhaps 'it is indeed a single instrument, but it contains an arsenal of tools .....' What does the phrase 'arsenal of tools' refer to ? (2)
(ix) Provide ONE textual evidence from the text which states lack of sense of humour may prove to be a handicap in one's life. (1)
(x) An undeveloped sense of humour shows lack of a social skill that puts him or her at a disadvantage.
Choose the correct option (A) or (B) which reaffirms the idea conveyed in the above extract. (1)
(A) Sense of humour elevates the status of a person in the social circle.
(B) People with sense of humour are not taken seriously in the society.

Solution

(i) A sense of humour can mean the **ability to entertain others by making them laugh**, but it can also mean a **quick wit that is used to criticize others with snide comments**. So it can both please and hurt, like a double-edged sword.
(ii) Any two: humour is a **socially valued trait**; it is an outlet for forbidden impulses; it helps in **defusing tense, aggressive situations** and in managing alliances and friendships; it turns stiff, awkward situations into fun; it connects people on the same wavelength; it is the Swiss Army Knife of social skills.
(iii) ...give an **outlet (vent) to one's forbidden impulses** (or feel superior to other people).
(iv) At a party with new people, humour gives **an opportunity for light-hearted banter**, and a person skilful enough to turn a stiff and awkward situation into fun is welcomed. (Any one.)
(v) **lighten** (humour defuses tense situations).
(vi) **(C) people having similar interests and attitudes.**
(vii) **(C) indignation** (advantage and benefit are synonyms; indignation and anger are synonyms).
(viii) The 'arsenal of tools' refers to the **collection of different social skills** that a sense of humour contains, each designed for a unique social purpose: it is the Swiss Army Knife of social skills.
(ix) "A person with an undeveloped sense of humour lacks a social skill that puts him or her at a severe disadvantage in the hurly-burly of everyday social life."
(x) **(A)** Sense of humour elevates the status of a person in the social circle.

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CBSE 2025 · 1/4/1 · Q1 | CBSE 2025 · 1/4/2 · Q1 | CBSE 2025 · 1/4/3 · Q1 asked 3 times 12 marks

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)

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(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.

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CBSE 2025 · 1/5/1 · Q1 | CBSE 2025 · 1/5/2 · Q1 | CBSE 2025 · 1/5/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) In recent years, air pollution has emerged as one of the most pressing environmental and public health issues in India. Cities like Delhi, Mumbai and Bengaluru often record Air Quality Indices (AQI) that fall into the 'hazardous' category, posing several health risks to their inhabitants. The thick blanket of smog that shrouds these urban areas is composed of harmful pollutants such as particulate material (PM 2·5 and PM 10), nitrogen dioxide (NO_2) and sulphur dioxide (SO_2). These pollutants originate from various sources including vehicular emissions, industrial activities and construction dust.

(2) The constant emission of pollutants from vehicles, industrial activities and construction works exacerbate the problem. Residents of these cities are often seen wearing masks and using air purifiers in a desperate attempt to mitigate the effects of polluted air. The 'urban haze' not only affects physical health but also impacts mental well-being. Studies indicate that prolonged exposure to high pollution levels can lead to respiratory issues, such as cardiovascular diseases and even cognitive decline.

(3) Furthermore, children and the elderly are the most vulnerable groups. Children, with their developing respiratory systems, and the elderly, often with pre-existing health conditions face the brunt of this environmental crisis. Schools frequently shut down during peak pollution periods, disrupting education and daily life. The economic cost of air pollution is staggering, with increased healthcare expenses and lost labour productivity. Businesses also suffer as employees' health issues lead to increased absenteeism and decreased efficiency.

(4) Government initiatives, such as the National Clean Air Programme (NCAP) aim at reducing air pollution levels across the country. However, these measures require robust implementation and public cooperation to be effective. Simple actions like reducing vehicle use, promoting public transportation and adopting cleaner technologies can significantly alleviate the situation. Additionally, the enforcement of stricter emission norms for industries and vehicles is crucial. Public awareness campaigns can play a pivotal role in encouraging others to adopt environmentally friendly practices.

(5) The role of technology in combating air pollution is also noteworthy. Innovative solutions such as air quality monitoring systems, green buildings and electric vehicles are gaining attraction. These technologies not only help in reducing pollution but also promote sustainable development. Urban planning that incorporates green spaces can also mitigate the effects of pollution by improving air quality and providing residents with a healthier living environment.

(6) As we navigate this challenge, it is imperative to remember that the solution lies not just in policy changes but also in the behavioural shifts of individuals. Embracing a lifestyle that prioritizes environmental health will pave the way for a cleaner, healthier India. Collective efforts and sustained commitments are crucial for ensuring breathable air for future generations. It is a shared responsibility that requires action from every segment of society from policy makers to ordinary citizens.

Answer the following questions, based on the above passage:

(i) According to paragraph (1), what components make up the 'urban haze' that envelops Indian cities? (1)

(ii) The writer refers to air pollution as a 'public health issue' in paragraph (1) because: (A) it is a threat to the physical well-being of the people. (B) it disrupts the daily activities of urban inhabitants. (C) it leads to the closure of schools during peak pollution periods. (D) it disrupts industrial activities and construction works. (1)

(iii) Complete the analogy with one word from paragraph (2). blanket : cover : : extended : _____ (A) composed (B) attempted (C) declined (D) prolonged (1)

(iv) Complete the following sentence suitably (Paragraph (2)) : 'The prolonged exposure to high pollution levels leads to cognitive decline' indicates that it impacts _____. (A) mental health (B)

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economic development (C) respiratory functions (D) mobility (1)
(v) Provide one textual evidence with reference to paragraph (3), to prove the following : "Children and the elderly are the most vulnerable groups affected by air pollution." (1)
(vi) Complete the following suitably with one advantage with reference to paragraph (4) : Implementing stricter emission norms for vehicles can help to _____. (1)
(vii) Assess the potential challenges and benefits of promoting public transportation as a solution to air pollution, as outlined in paragraph (4). (2)
(viii) What is the significance of urban planning in mitigating air pollution according to paragraph (5) ? (1)
(ix) How does technology help in resolving the problem of air pollution ? (1)
(x) Why does the author say that just the policy change is not the solution ? (2)

Solution

(i) The 'urban haze' is made up of harmful pollutants: **particulate matter (PM 2.5 and PM 10), nitrogen dioxide (NO_2) and sulphur dioxide (SO_2)**.
(ii) (A) it is a threat to the physical well-being of the people. (Paragraph (1) speaks of the 'health risks' to the inhabitants.)
(iii) (D) prolonged. (blanket and cover are synonyms; extended and prolonged are synonyms)
(iv) (A) mental health. (cognitive decline is a decline of mental ability)
(v) Any one: "Children, with their developing respiratory systems, and the elderly, often with pre-existing health conditions, face the brunt of this environmental crisis."
(vi) ...**reduce / alleviate air pollution levels**.
(vii) **Challenges**: robust implementation of the plan and public cooperation are needed. **Benefits**: fewer vehicles on the road, so reduced vehicular emissions and lower air pollution levels. (1 + 1)
(viii) Urban planning that includes **green spaces** improves air quality and gives residents a healthier living environment.
(ix) Technology (air quality monitoring systems, green buildings, electric vehicles) **helps in reducing pollution and promotes sustainable development**.
(x) Any two: because **behavioural shifts** on the part of individuals are also required; a lifestyle that prioritises environmental health is needed; **collective efforts and sustained commitments** are crucial; it is a shared responsibility that needs action from every segment of society, from policy makers to ordinary citizens; policies need robust implementation and public cooperation.

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CBSE 2025 · 1/6/1 · Q1 | CBSE 2025 · 1/6/2 · Q1 | CBSE 2025 · 1/6/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) In recent years, the rise of digital education has revolutionized the way students in India learn. With the advent of high speed internet and widespread smartphone use, online learning platforms have become increasingly popular. These platforms offer a wide range of courses, from academic subjects to vocational skills, enabling students to learn at their own pace and convenience. The flexibility of digital education is beneficial where traditional classroom learning cannot take place. Many students and educators have now embraced this new mode of learning, recognizing its potential.

(2) However, this shift to digital learning is not without its challenges. One major issue is the digital divide, which refers to the gap between those who have access to the internet and those who do not. In rural areas and among economically disadvantaged communities, many students lack the necessary devices or reliable internet connections to participate in online classes. This has led to concerns about unequal access to education and the potential for widening educational disparities. For instance, a study by the National Sample Survey Office revealed that only 24% of Indian households have internet access, highlighting the extent of the digital divide.

(3) Another significant challenge is the effectiveness of digital learning. While some students thrive in an online environment, others struggle with the lack of face-to-face interaction and the self-discipline required to stay on track. Teachers also face difficulties in both engaging students as well as providing personalized feedback in a virtual setting. The absence of a structured classroom environment can lead to distractions and reduced motivation among students. Furthermore, the lack of direct social interaction impacts social skills and emotional development.

(4) To address these issues, various initiatives have been launched. Government programmes aim to provide digital devices and improve internet connectivity in far-off areas. Educational platforms are developing more interactive and engaging content to enhance the online learning experience. Blended learning models, which combine online and offline methods, are being explored to offer a more balanced approach. The government's Digital India campaign has also made strides in promoting digital literacy and bridging the technological gap.

(5) The potential of digital education extends beyond formal schooling. Online platforms provide opportunities for lifelong learning, allowing individuals to acquire new skills and knowledge throughout their lives. This is particularly relevant in a rapidly changing job market, where continuous upskilling and reskilling are essential. Digital education empowers individuals to take control of this learning journey, breaking down traditional barriers to education. Moreover, it offers flexibility for working professionals and homemakers, who can access educational resources without disrupting their daily schedules.

(6) As we navigate this digital revolution in education, it is crucial to ensure that no one is left behind. Bridging the digital divide, supporting teachers and students, and fostering an inclusive and effective online learning environment are essential to realizing the full potential of digital education in India. Policy-makers, educators, and the private sector must collaborate to create sustainable solutions that address the diverse needs of the population. Only then can we harness the power of digital education.

Answer the following questions, based on the above passage:

(i) According to paragraph (1), what advantages do online learning platforms offer to students ? (1)

(ii) How does the author describe the 'digital divide' in the context of education ? (1)

(iii) Read the following sentence. 'In rural areas and among economically disadvantaged communities, many students lack the necessary devices or reliable internet connections.' The concern the above statement points towards is _____. Choose the correct response from the two options to complete the sentence. A. an increasing gap between those living in cities and those

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living in villages B. a growing divide in the educational opportunities for children (1)
(iv) How does the lack of social interaction in digital learning affect students' overall development ? (1)
(v) Provide one textual evidence with reference to paragraph (3), to prove the following : The absence of a structured classroom environment can lead to distractions among students. (1)
(vi) Complete the analogy with one word from paragraph (4) : flexibility : adaptability : : integrated : _____. (A) paced (B) blended (C) balanced (D) created (1)
(vii) Give one benefit of continuous upskilling and reskilling. (1)
(viii) Assess the potential challenges or benefits of lifelong learning through digital platforms, as outlined in paragraph (5). (2)
(ix) To realize the full potential of digital India, it is important to _____ an environment that provides education for all. (A) refrain (B) replicate (C) nurture (D) commemorate (2)
(x) We can harness the power of digital education if (A) educators and policy-makers help create sustainable solutions. (B) we shift back to traditional classrooms. (C) we further extend the digital divide. (D) we control the internet connections. (1)

Solution

(i) Any one: they offer a **wide range of courses**, from academic subjects to vocational skills; students can **learn at their own pace and convenience**; they give flexibility where traditional classroom learning cannot take place.
(ii) The author describes the digital divide as **the gap between those who have access to the internet and those who do not**.
(iii) B. a growing divide in the educational opportunities for children. (The statement is about students lacking devices and connections, so the real concern is unequal educational opportunity, not just a city-village gap.)
(iv) Any one: it affects their **social skills and emotional development**; they get distracted easily and their concentration is reduced.
(v) Any one: "the lack of face-to-face interaction and the self-discipline required to stay on track" or "the lack of direct social interaction impacts social skills and emotional development".
(vi) (B) blended. (flexibility and adaptability go together; integrated means combined, as in 'blended' learning)
(vii) It helps a person **meet the needs of a rapidly changing job market**.
(viii) Any two. **Benefits**: it empowers individuals to take control of their learning journey; it offers flexibility to working professionals and homemakers. **Challenges**: ensuring access to digital education for all, and keeping learners engaged and motivated over a long period. (1 + 1)
(ix) (C) nurture.
(x) (A) educators and policy-makers help create sustainable solutions. (Paragraph (6): policy-makers, educators and the private sector must collaborate.)

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CBSE 2025 · 1/7/1 · Q1 | CBSE 2025 · 1/7/2 · Q1 | CBSE 2025 · 1/7/3 · Q1 asked 3 times 12 marks

Read the following passage carefully:

(1) In the heart of a bustling city, amidst the cacophony of traffic and the incessant buzz of urban life, there lies a sanctuary of tranquility — a sprawling public park that offers a respite from the daily grind. This park, with its verdant lawns and serene water features, attracts visitors from all walks of life, seeking solace and rejuvenation.

(2) A public park is an area of open space owned and maintained by the local government, providing recreational opportunities for citizens. Public parks are places of leisure integrated into the community and are generally considered safe places. They provide essential environmental, aesthetic, and recreational benefits to our cities.

(3) As the sun rises, joggers and fitness enthusiasts can be seen navigating the winding paths, their faces set with determination. Meanwhile, yoga practitioners find their own quiet corners, their movements graceful and meditative. The air is filled with the chirping of birds and the rustling of leaves, creating a natural symphony that soothes the soul.

(4) By midday, the park transforms into a lively gathering spot. Families spread out picnic blankets, sharing meals and laughter, while children chase each other across the grass, their joyous shouts echoing through the trees. Elderly couples sit on benches, reminiscing about days gone by as they watch the world go by.

(5) As dusk approaches, the park takes on a magical quality. The setting sun casts a golden hue over the landscape, and the water features glisten in the fading light. Street performers and musicians add to the enchantment, drawing crowds with their captivating acts. The park, now aglow with lanterns, becomes a haven for stargazers and dreamers alike.

(6) In this urban oasis, people find a connection with nature and one another, a reminder that amidst the chaos of modern life, moments of peace and tranquility are still within reach. Especially in cities, parks encourage native flora and fauna to thrive.

Answer the following questions, based on the above passage :

(i) Why does the writer refer to the park as a 'sanctuary of tranquility' in paragraph (1) ? (1)

(ii) Why is it important for governments to set up public parks ? (1)

(iii) According to the passage, what activities can be observed in the park during the early morning hours ? (1)

(iv) Describe the transformation of the park by midday. (1)

(v) Complete the following suitably. The park at dusk is described as taking on a magical quality because of _____. (A) the setting sun casting a golden hue and water features glistening (B) the bustling activities of joggers and fitness enthusiasts (C) the lively gathering of families and children playing (D) the quiet solitude and meditation of yoga practitioners (1)

(vi) Provide one textual evidence with reference to paragraph (4) to prove the following : Elderly couples feel a sense of nostalgia. (1)

(vii) In the line "The park, now aglow with lanterns, becomes a haven for stargazers and dreamers alike," what does the phrase 'haven for stargazers and dreamers' refer to ? (Paragraph 5) (2)

(viii) Complete the analogy with one word from paragraph (6). urban life : chaos : : park : _____ (A) connection (B) reminder (C) tranquility (D) oasis (1)

(ix) Why is it fair to say that the statement "In this urban oasis, people find a connection with nature and one another" from paragraph (6) is significant ? (A) It highlights the park's role in promoting physical activities. (B) It emphasizes the park's importance as a social and natural retreat. (C) It mocks the idea of nature within a bustling city. (D) It underplays the park's

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significance in modern life. (1)
(x) Assess the potential benefits of an urban park. (2)

Solution

(i) Because it is **a respite from the daily grind** in the heart of a bustling city; it offers serenity amidst the cacophony of traffic and the incessant buzz of urban life.
(ii) Any one: public parks provide **recreational opportunities** for citizens; they are places of leisure integrated into the community and generally safe; they give essential environmental, aesthetic and recreational benefits to cities.
(iii) Any one: **joggers and fitness enthusiasts** navigate the winding paths; yoga practitioners find quiet corners and perform graceful, meditative movements; birds chirp.
(iv) By midday the park becomes **a lively gathering spot**: families spread picnic blankets and share meals and laughter, children chase each other across the grass, and elderly couples sit on benches (any one point).
(v) (A) the setting sun casting a golden hue and water features glistening.
(vi) "Elderly couples sit on benches, reminiscing about days gone by as they watch the world go by."
(vii) Any two: at dusk the park gets a **magical quality**, with a golden hue over the landscape and glistening water, and performers adding enchantment; it is a peaceful, inspiring place of leisure where people can watch the stars and contemplate their thoughts. (1 + 1)
(viii) (C) tranquility. (urban life is chaos; the park is tranquility)
(ix) (B) It emphasizes the park's importance as a social and natural retreat.
(x) Any two: it is a **sanctuary of tranquility** and a respite from the daily grind; it provides solace and rejuvenation; it promotes physical and mental well-being through jogging, yoga and meditation; it is a safe place; it gives environmental, aesthetic and recreational benefits and is a social and natural retreat. (1 + 1)

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CBSE 2025 · 1/S/1 · Q1 | CBSE 2025 · 1/S/2 · Q1 | CBSE 2025 · 1/S/3 · Q1 asked 3 times 12 marks

Read the following passage carefully :

(1) Travel, they say, broadens the mind, but who exactly are 'they' ? These mysterious sages seem to know a thing or two about the transformative power of packing a suitcase and jetting off to distant lands. As Mark Twain wisely put it, "Travel is fatal to prejudice, bigotry and narrow-mindedness." Indeed, leaving behind your familiar surroundings and completely involving yourself in a new culture is like enrolling in a crash course in the School of Life.

(2) Take, for instance, the confusing world of foreign languages. You might think you know how to navigate a city because you can book a hotel and call a taxi, but try finding your way through a maze of winding streets in an old European town. Suddenly, "Where is the train station ?" seems sadly not enough. It's a humbling experience, much like realising that 'piazza' is Italian for 'square' and not a type of pizza. But therein lies the beauty: each navigational blunder is a lesson, each wrong turn a new entry in your personal map of life.

(3) Then there are the historical landmarks. Visiting the Colosseum isn't just a chance to take an Instagram-worthy selfie; it's a real-life history lesson that textbooks can only dream of. As you stand in the shadow of this ancient arena, you might find yourself daydreaming about gladiators and emperors, only to be jolted back to reality by a selfie stick to the face. Travel has a way of making history real, even if it sometimes includes the odd bruise.

(4) Moreover, travel teaches resilience and adaptability. Missed flights, lost luggage, and questionable hotel rooms can turn even the most meticulously planned vacation into a comedy of errors. Yet, these are the moments that foster growth and creativity. Who knew you could fashion a comb out of a hotel toothbrush and a bit of resourcefulness.

(5) Travel is a passport to a world of knowledge, where every stamp tells a story and every journey is a chapter in the grand, unfinished novel of your life. So, next time you find yourself lost in a foreign city, remember: you're not just a tourist; you're a student of the world, and the curriculum is as vast as your curiosity.

Answer the following questions, based on the above passage :

(i) According to Mark Twain, how does travel influence people ? (1)

(ii) How does the author use the metaphor of 'crash course in the School of Life' to interpret the value of travel ? (1)

(iii) The comparison of 'navigational blunder' to a 'lesson', in the context of travel, primarily highlights : (A) the inevitability of getting lost while travelling. (B) the educational value of travel experiences. (C) the frustration of not knowing a foreign language. (D) the importance of planning every detail of a trip. (1)

(iv) Provide one textual evidence with reference to paragraph (4) to prove that travel promotes creativity. (1)

(v) The significance of historical landmarks in the context of travel, according to the passage, is _____. (1)

(vi) Give two instances of the author's resilience and adaptability during his travels. (2)

(vii) Complete the analogy with one word from paragraph (4) : fragility : weakness : : _____ : strength (A) adaptability (B) ingenuity (C) resilience (D) creativity (1)

(viii) How does the following statement define a traveller ? (paragraph (5)) 'You're not just a tourist; you're a student of the world, and the curriculum is as vast as your curiosity.' (1)

(ix) Reflect on the author's perspective on travel as an educational journey. How does this viewpoint of the author challenge conventional forms of education ? (2)

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(x) Complete the sentence suitably : The author refers to travel as a passport to the world of knowledge because _____. (1)

Solution

(i) According to Mark Twain, travel is **fatal to prejudice, bigotry and narrow-mindedness**; it broadens the mind of the traveller.
(ii) Like a crash course, travel gives **rapid, intense lessons** that formal schooling cannot. By leaving familiar surroundings and involving oneself fully in a new culture, the traveller learns adaptability and cultural understanding at first hand.
(iii) (B) the educational value of travel experiences. (Each blunder and wrong turn teaches something, "a new entry in your personal map of life".)
(iv) "Fashion a comb out of a hotel toothbrush" (using a bit of resourcefulness in a difficult moment).
(v) ...that they provide **real-time (real-life) history lessons** that textbooks can only dream of; they make history real.
(vi) Any two: coping with **missed flights**; coping with **lost luggage**; a carefully planned vacation going wrong; putting up with **questionable hotel rooms** (and still turning these moments into growth and creativity).
(vii) (C) resilience. (Fragility means weakness, in the same way that resilience means strength.)
(viii) A traveller is **a student of the world**, not just a tourist, with no limit to what he can learn: the curriculum is as vast as his curiosity, and every journey is a new chapter of learning.
(ix) The author sees travel as **real-life education**: it teaches adaptability, creativity and problem solving in real situations, and, like a "passport to a world of knowledge", every stamp tells a story. This challenges conventional education, which is confined to textbooks and classrooms, by showing that learning also comes from experience, mistakes and exploring the world.
(x) ...**every trip is a learning experience**: you are not just a tourist but a student of the world, and travel offers lessons in real-life situations.

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CBSE 2024 · 1/1/1 · Q1 | CBSE 2024 · 1/1/2 · Q1 | CBSE 2024 · 1/1/3 · Q1 asked 3 times 12 marks

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

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_____. (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 2024 · 1/2/1 · Q1 | CBSE 2024 · 1/2/2 · Q1 | CBSE 2024 · 1/2/3 · Q1 | CBSE 2024 · 1/3/1 · Q1 | CBSE 2024 · 1/3/2 · Q1 | CBSE 2024 · 1/3/3 · Q1

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asked 6 times

12 marks

Read the following passage carefully:

(1) As a young adult, life can be stressful and overwhelming at times. Juggling among school, work, social life, and other responsibilities, it can be easy to feel alone and disconnected from the world around us. Dogs are the ultimate companions for anyone looking to alleviate stress and loneliness. We'll explore many reasons why dogs make the best companions for young adults.

(2) Unconditional love : Dogs are known for their loyalty and love for their owners, no matter what. They don't judge us, criticize us, or hold grudges against us. No matter how flawed or imperfect we may be, our dogs will always love us unconditionally. This kind of unwavering support and affection can be incredibly comforting for young adults struggling to find their place in the world.

(3) Social connection : Dogs are great ice-breakers and conversation starters. Whether you're walking them in the park, taking them to the dog beach, or simply hanging out at home, dogs have a way of bringing people together. For young adults who may feel isolated or disconnected from their peers, having a dog by their side can be a great way to connect with others and form new friendships.

(4) Increase physical activity : Dogs require regular exercise in order to stay healthy and happy. This means that young adults who own dogs are more likely to engage in physical activity themselves. Whether its going for a run, playing frisbee, or simply taking a leisurely stroll, getting out with your dog can be a great way to boost your mood and energy levels.

(5) Emotional support : Dogs are also great emotional support animals for those struggling with mental health issues such as anxiety and depression. Their presence alone can provide a sense of calm and comfort, and their ability to sense their owner's emotions can be incredibly comforting. For young adults dealing with mental health challenges, having a dog as a companion can be a life-changing experience.

(6) Improve responsibility and self-care : Owning a dog also comes with a great deal of responsibility and self-care. Dogs require regular feeding, grooming, exercise, and attention, which can be a great way for young adults to develop a sense of responsibility and self-discipline. Additionally, having a dog as a companion can encourage young adults to take better care of themselves, such as making sure they get enough sleep, eat healthy, and engage in regular exercise.

(7) For all these reasons and more, dogs make fantastic companions for young adults. Whether you're looking for emotional support, social connection, increased physical activity , or simply someone to love and be loved by, a dog can provide all these things and more. So the next time you're feeling stressed or overwhelmed, consider finding a furry friend to take on the world with you.

Answer the following questions, based on the above passage :

(i) What is the significance of owning a dog for a young adult who is striving for acceptance in society ? (A) It means increased physical activity. (B) It builds a sense of responsibility. (C) It helps young adults get more sleep. (D) It is a source of unconditional love. (1)

(ii) A dog can encourage its owner to lead a healthier life by _____. Complete the above sentence appropriately, in about 40 words, with a characteristic or description. (2)

(iii) Share evidence from the text, in approximately 40 words, to support the view that dogs provide a sense of calm and comfort to those struggling with mental health issues. (2)

(iv) Explain in about 40 words the statement that 'dogs are great ice-breakers'. (2)

(v) Which of the following activities help(s) young adults, owning a dog, build their sense of responsibility and self-discipline ? (A) walking the dog daily (B) feeding it regularly (C) engaging the services of a dog trainer (D) Both (A) and (B) (1)

(vi) What does this article aim to do ? (A) Explain the benefits of owning a dog. (B) Provide advice on how to get a dog. (C) Discuss how to take proper care of a dog. (D) Describe the experiences of dog owners. (1)

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(vii) Select the option that is similar in meaning to the phrase 'take on the world'. (A) travel the world (B) accept a responsibility (C) to be pessimistic (D) have a global outlook (1)
(viii) What does the underlined part (furry friend) in the sentence "consider finding a furry friend to take on the world with you" refer to ? (1)
(ix) What is the tone of the article ? (A) critical but supportive (B) indifferent and bored (C) positive and informative (D) humorous and casual (1)

Solution

(i) (D) It is a source of unconditional love (para 2: dogs love their owners without judging them, which comforts young adults struggling to find their place in the world).
(ii) ...**giving emotional support and keeping the owner happy**. A dog's company reduces anxiety and depression and gives a sense of calm; it also engages the owner in physical activities such as walks, runs and play, which improve health. (Scheme, any two: giving emotional support; keeping him happy; reducing anxiety and depression; helping in mental health issues; giving a sense of calm and comfort; engaging him in physical activities.)
(iii) Para 5 says a dog's **presence alone provides a sense of calm and comfort**, its **ability to sense the owner's emotions is incredibly comforting**, it helps owners deal with **anxiety and depression**, and having a dog as a companion can be a **life-changing experience**. (Any two points.)
(iv) Dogs are ice-breakers because they **have a way of bringing people together**. Walking a dog in the park or at the dog beach starts conversations with strangers, so a young person who feels isolated can connect with others and form new friendships.
(v) (D) Both (A) and (B) (para 6 speaks of regular feeding, grooming and exercise; a dog trainer is not mentioned).
(vi) (A) Explain the benefits of owning a dog (each paragraph gives one benefit).
(vii) (B) accept a responsibility (to 'take on the world' is to face life's challenges and responsibilities with a companion).
(viii) It refers to a **dog / a pet / a companion animal** that gives company.
(ix) (C) positive and informative.

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CBSE 2024 · 1/4/1 · Q1 | CBSE 2024 · 1/4/2 · Q1 | CBSE 2024 · 1/4/3 · Q1 asked 3 times 12 marks

Read the passage given below :

(1) What do we typically do when we find our children doing something we don't approve of ? We become reactive parents. Often, we pepper our reactions with lectures. When it doesn't work and predictably so; we end up screaming and dole out a punishment. And our children react with anger, resentment or 'can't-be-bothered' attitude.

(2) Buddhist Zen Master Thich Nhat Hanh put it beautifully when he described how each child has both negative seeds- of anger, despair, hatred, fear and violence- and wholesome seeds- of love, happiness, compassion and forgiveness. According to him, what will blossom depends on the seeds we nurture.

(3) A parenting and educational approach that's gaining a large following internationally, called the Nurtured Heart Approach (NHA) by Howard Glasser, is very much in keeping with this Zen approach. The three main aspects of this approach are :

• Refuse to energize negativity.

• Relentlessly energize their positives.

• Reset : Do not react negatively and stay calm when the child does something wrong.

Parents following this approach commit to not saying or doing anything that may fuel negativity in the child. But the parent has to make sure she/he does this very calmly, without any anger or resentment.

(4) While on a mission to cut the negative, the parent looks for every opportunity to energize the positive in the child. This is done through persistently appreciating the goodness in the child in the smallest of ways : You were really generous about sharing your pizza with your sister; I appreciate the hard work you have put in your project; It takes courage to stand up to a bully. If you observe, the appreciation is not about saying "excellent", "amazing" or "good", which is really an empty praise and does not speak much to the child. Qualifying a praise, on the other hand, gives the child direction and she/he begins to understand what qualities, values and strengths are appreciated. These are also necessary ingredients of life skills and success.

(5) This approach is not merely about noticing when the child is being good, it is about recognizing the child's worth at every step. It's about aligning his energy in believing that he has great qualities, which are being identified and validated by the parents at every step. He realizes that there is no point choosing negativity, as there are no pay-offs in it. So, start building your child's inner wealth – there is nothing to lose.

Answer the following questions, based on the given passage :

(i) Complete the following sentence with an appropriate word : "– we end up screaming and dole out punishment." In the above sentence, the author criticizes the _____ approach of the parents. (1)

(ii) Explain in about 40 words, when and how do parents become reactive. (2)

(iii) In the line 'what will bloom will depend on the seeds we nurture' – what seeds does the author refer to ? (A) Seasonal seeds (B) Societal news (C) Parental attitude (D) Values and emotions (1)

(iv) Explain in about 40 words why does NHA focus on reforming parents to reform children. (2)

(v) Share evidence from the text, in about 40 words, to support the view that parents appreciate the goodness of the child at every opportunity. (2)

(vi) In paragraph 5, in what way does 'This approach' differ from the earlier approach ? (1)

(vii) Select the option that can be classified as qualifying a praise as explained in the passage : (A) You can be more helpful. (B) You demonstrated patience while teaching your junior. (C) Use your skill to be an excellent sportsman. (D) You have to be amazing in your work. (1)

(viii) The phrase 'to cut the negative' in para 4 most nearly means : (A) to reduce wasteful expenditure (B) to stop criticizing (C) to eliminate challenges (D) to humiliate someone (1)

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(ix) Read the five headlines (a) – (e) given below : (a) New Age Parenting (b) Children – A Rebellious Generation (c) Channelizing Energy (d) Teacher – A Nation Builder (e) Skill Development – Careers Ahead. Identify the option that displays the headline/s that Does/Do not correspond with the occurrences in the text (A) (a) and (e) (B) (c) and (e) (C) (b) only (D) (a) and (c) (1)

Solution

(i) **reactive** (the scheme also accepts aggressive or negative).
(ii) Parents become reactive **when children do something they disapprove of** and their lectures fail to work. They then react by **screaming and doling out punishment**, and the children respond with anger, resentment or a 'can't-be-bothered' attitude.
(iii) (D) Values and emotions (the negative seeds of anger, despair, hatred, fear and violence, and the wholesome seeds of love, happiness, compassion and forgiveness).
(iv) NHA is **in keeping with the Zen approach**: what blossoms in a child depends on the seeds nurtured. When parents **commit to saying or doing nothing that fuels negativity** and respond calmly, the child responds in the same positive way. So changing the parents' approach changes the child.
(v) Parents **look for every opportunity to energize the positive** and **persistently appreciate the goodness** in the child in the smallest ways, e.g. "You were really generous about sharing your pizza with your sister", "I appreciate the hard work you have put in your project", "It takes courage to stand up to a bully".
(vi) It **recognizes the child's worth at every step** and does not merely notice when the child is good; there is no point choosing negativity, so it encourages rather than discourages.
(vii) (B) You demonstrated patience while teaching your junior (it names the quality being appreciated, unlike the empty praise of the other options).
(viii) (B) to stop criticizing.
(ix) (B) (c) and (e), the key given by the scheme (it also accepts (C) (b) only). 'Skill Development – Careers Ahead' has no place in the passage, and the passage is not about a 'rebellious generation'.

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CBSE 2024 · 1/5/1 · Q1 | CBSE 2024 · 1/5/3 · Q1 asked 2 times 12 marks

Read the text given below :

(1) Five enterprises received approval and grants for prototype development of sustainable educational toys.

(2) The government authorities, educational institutions and EdTech start-ups are planning to introduce state-of-the-art, made-in-India educational toys that not only throw light on Indian values and civilisations, but also help in developing children's critical thinking, and decision-making skills.

(3) "One such enterprise is working on different types of projects that can teach children how electromagnets and magnetic fields work. These projects can resolve a lot of issues in many schools in tier two and three cities that don't have proper infrastructure. Another is working on an excavation site to teach children about ancient Indian civilizations. It has implanted a few artifacts at the site, which the children will have to find so that they are able to learn how to preserve and label artifacts. Another start up has proposed to create miniaturized labs for schools in tier 2 and 3 cities where children can learn concepts of Physics. "We will ensure that these prototypes are developed within a year and then the production can be scaled up," says the senior manager of the project talking about the importance of indigenously-built educational toys.

(4) Playtime is vital for the cognitive development of children and toys are an essential component that helps enhance specific cognitive abilities and skill sets. "Well-designed toys ignite students' curiosity, increase focus and can be very beneficial in helping them master a skill and enhance understanding. These can be in the form of visuals, auditory aids, kinesthetic, or a mixture of all three." says HOD, Early Childhood Education.

(5) Toys offer an engaging avenue to teach mathematical, verbal, problem-solving skills. "Toys that engage students in experiential learning enhance their special awareness and fine motor skills. Those designed for two or more players help students develop better social skills as they learn to negotiate, settle differences, etc, with their peers."

(6) Experiential gadgets and toys enable students to learn faster and retain lessons longer. "A child's interest is piqued when he is taught in a contextual framework as opposed to rote learning. The Indian education system has been witnessing several innovations with the development of toys and gadgets that can be used and felt in person or through VR platforms across subjects, be it Science, Technology, Math or Engineering.

Answer the following questions, based on the passage given above :

(i) By tier 2 and tier 3 cities, the author refers to (A) Metro cities (B) Cities with huge population (C) Underdeveloped cities (D) Cities with less population (1)

(ii) Complete the sentence with evidence from the text. The made-in-India educational toys serves dual purpose of _____. (1)

(iii) The author's point of view that can be inferred from the above passage is that _____. (A) educational toys are the booming business. (B) educational toys are meant to entertain children. (C) educational toys will replace teachers. (D) educational toys will make education more pragmatic. (1)

(iv) Complete the following sentence appropriately : Educational toys enhance the personality of children by _____. (1)

(v) Read the five headlines (a) – (e), given below : (a) Sustainable Educational Toys are Developmentally Appropriate. (b) Sustainable Educational Toys Promote Free play. (c) Sustainable Educational Toys – Free and Widespread. (d) Sustainable Educational Toys – Experiential Learning. (e) Sustainable Educational Toys – Hinder Interaction with people. Identify the option that displays the headline that DOES/DO NOT correspond with what the passage highlights. (A) only (e) (B) (a)

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and (b) (C) (c) and (e) (D) only (d) (1)
(vi) What evidences do you gather from the passage to state that educational system is revolutionized by educational toys ? Answer in about 40 words. (2)
(vii) Explain in about 40 words, how education at grassroot level is benefitted by these projects. (2)
(viii) As opposed to learning by heart, experiential toys (A) ignite interest (B) challenge the teachers (C) replace textbooks (D) confuse learners (1)
(ix) Playing is usually considered a distraction. Is it justified on the part of the narrator to assert that playing is an important aspect of education ? Write your answer in about 40 words. (2)

Solution

(i) (C) Underdeveloped cities (schools in these cities lack proper infrastructure).
(ii) ...throwing light on **Indian values and civilisations** and developing children's **critical thinking and decision-making skills** (any two).
(iii) (D) educational toys will make education more pragmatic.
(iv) ...improving their **cognitive skills**, **social skills** and problem-solving ability, helping them master a skill and sharpening their special awareness (any one).
(v) (C) (c) and (e). The passage never calls the toys free or widespread (they are grant-funded prototypes) and it says that multi-player toys *improve* social interaction, not hinder it.
(vi) Educational toys have made learning more interesting and have brought in **experiential learning**. A child's interest is kindled, rote learning stops, and well-designed toys ignite curiosity and increase focus. (Any two points.)
(vii) The projects will **resolve the problem of poor infrastructure** in schools of tier 2 and 3 cities. Miniature labs will let children learn Physics concepts, and visual, auditory and kinesthetic aids will make mathematics, language and problem-solving skills engaging. (Any two points.)
(viii) (A) ignite interest (a child's interest is piqued in a contextual framework, as opposed to rote learning).
(ix) Yes, it is justified. **Playtime is vital for cognitive development**; toys engage students in experiential learning, and games for two or more players teach them to negotiate, settle differences and work as a team. Play is therefore a way of learning, not a distraction. (Any two points.)

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CBSE 2024 · 1/5/2 · Q1 12 marks

Read the text given below :

(1) Five enterprises received approval and grants for prototype development of sustainable educational toys.

(2) The government authorities, educational institutions and EdTech start-ups are planning to introduce state-of-the-art, made-in-India educational toys that not only throw light on Indian values and civilisations, but also help in developing children's critical thinking, and decision-making skills.

(3) "One such enterprise is working on different types of projects that can teach children how electromagnets and magnetic fields work. These projects can resolve a lot of issues in many schools in tier two and three cities, that don't have proper infrastructure. Another is working on an excavation site to teach children about ancient Indian civilizations. It has implanted a few artifacts at the site, which the children will have to find so that they are able to learn how to preserve and label artifacts. Another startup has proposed to create miniaturized labs for schools in tier 2 and 3 cities where children can learn concepts of Physics. "We will ensure that these prototypes are developed within a year and then the production can be scaled up," says the senior manager of the project talking about the importance of indigenously-built educational toys.

(4) Playtime is vital for the cognitive development of children and toys are an essential component that helps enhance specific cognitive abilities and skill sets. "Well-designed toys ignite students' curiosity, increase focus and can be very beneficial in helping them master a skill and enhance understanding. These can be in the form of visuals, auditory aids, kinesthetic, or a mixture of all three." says HOD, Early Childhood Education.

(5) Toys offer an engaging avenue to teach mathematical, verbal, problem-solving skills. "Toys that engage students in experiential learning enhance their special awareness and fine motor skills. Those designed for two or more players help students develop better social skills as they learn to negotiate, settle differences, etc, with their peers."

(6) Experiential gadgets and toys enable students to learn faster and retain lessons longer. "A child's interest is piqued when he is taught in a contextual framework as opposed to rote learning. The Indian education system has been witnessing several innovations with the development of toys and gadgets that can be used and felt in person or through VR platforms across subjects, be it Science, Technology, Math or Engineering.

Answer the following questions, based on the given passage :

(i) By tier 2 and tier 3 cities, the author refers to (A) Metro cities (B) Cities with huge population (C) Underdeveloped cities (D) Cities with less population (1)

(ii) Complete the sentence with evidence from the text. The made-in-India educational toys serves dual purpose of _____. (1)

(iii) The author's point of view that can be inferred from the above passage is that _____. (A) educational toys are the booming business. (B) educational toys are meant to entertain children. (C) educational toys will replace teachers. (D) educational toys will make education more pragmatic. (1)

(iv) Complete the following sentence appropriately : Educational toys enhance the personality of children by _____. (1)

(v) Read the five headlines (a) – (e), given below : (a) Sustainable Educational Toys are Developmentally Appropriate. (b) Sustainable Educational Toys Promote Free play. (c) Sustainable Educational Toys – Free and Widespread. (d) Sustainable Educational Toys – Experiential Learning. (e) Sustainable Educational Toys – Hinder Interaction with people. Identify the option that displays the headline that DOES/DO NOT correspond with what the passage highlights. (A) only (e) (B) (a)

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and (b) (C) (c) and (e) (D) only (d) (1)
(vi) What evidences do you gather from the passage to state that educational system is revolutionized by educational toys ? Answer in about 40 words. (2)
(vii) Explain in about 40 words, how education at grassroot level is benefitted by these projects. (2)
(viii) As opposed to learning by heart, experiential toys (A) ignite interest (B) challenge the teachers (C) replace textbooks (D) confuse learners (1)
(ix) Playing is usually considered a distraction. Is it justified on the part of the narrator to assert that playing is an important aspect of education ? Write your answer in about 40 words. (2)

Solution

(i) (C) Underdeveloped cities (schools in these cities lack proper infrastructure).
(ii) ...throwing light on **Indian values and civilisations** and developing children's **critical thinking and decision-making skills** (any two).
(iii) (D) educational toys will make education more pragmatic.
(iv) ...improving their **cognitive skills**, **social skills** and problem-solving ability, helping them master a skill and sharpening their special awareness (any one).
(v) (C) (c) and (e). The passage never calls the toys free or widespread (they are grant-funded prototypes) and it says that multi-player toys *improve* social interaction, not hinder it.
(vi) Educational toys have made learning more interesting and have brought in **experiential learning**. A child's interest is kindled, rote learning stops, and well-designed toys ignite curiosity and increase focus. (Any two points.)
(vii) The projects will **resolve the problem of poor infrastructure** in schools of tier 2 and 3 cities. Miniature labs will let children learn Physics concepts, and visual, auditory and kinesthetic aids will make mathematics, language and problem-solving skills engaging. (Any two points.)
(viii) (A) ignite interest (a child's interest is piqued in a contextual framework, as opposed to rote learning).
(ix) Yes, it is justified. **Playtime is vital for cognitive development**; toys engage students in experiential learning, and games for two or more players teach them to negotiate, settle differences and work as a team. Play is therefore a way of learning, not a distraction. (Any two points.)

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CBSE 2024 · 1/S/1 · Q1 | CBSE 2024 · 1/S/2 · Q1 | CBSE 2024 · 1/S/3 · Q1 asked 3 times 12 marks

Read the following passage carefully :

(1) Often, people are getting their news online as the convenience and accessibility of online news is difficult to compete with.

(2) Physical newspapers are typically large, need to be folded and aren't always free, making them an overall hassle. With virtual media outlets being available to nearly everybody at the click of a button, it comes as no surprise that it's grown to be a dominant form of news consumption. However, it's important for readers to consider exactly what they're consuming when getting their news through an app versus a paper, namely the influence of an algorithm.

(3) A search algorithm is a set of rules made to put forward content the reader is more likely to engage with and filter out what they will ignore. Based on one's viewing history, an app or service determines what kind of content the user enjoys, then recommends similar content from that point onwards. Algorithms give the viewer what they want, that's undeniable, but it's also the problem.

(4) Digital media experts warn readers to be cautious of how an algorithm processes content. These systems show a reader more of what they want, but in the process, they block out any pieces that aren't in sync with their observed beliefs for the sake of customer service. The result is a person who is always given the same type of content, rarely venturing outside of their own viewpoints.

(5) There is, fortunately, a way for readers to still get their news without risking the entrapment of an algorithm: classic print newspapers which are not limited by any ruleset constantly tailoring the words offered to the reader. News in print needs to satisfy every type of reader with only one copy, allowing it to offer a wide scope of topics. Printed news offers its viewership more freedom over what they choose to read.

(6) While an algorithm purposely chooses and narrows potential news, a physical paper's diversity grants its news a more exploratory nature. Taking the time to engage with every part of a physical paper puts a variety of subjects, views and information on display for readers.

(7) It'd be naive to believe that print newspapers are completely free from bias or a certain degree of filtering. Still, a physical newspaper will almost never be as narrow in scope as the suggestions of a digital media outlet will be.

Answer the following questions, based on the above passage :

(i) Online news is becoming popular because it's (A) economically affordable. (B) readily accessible. (C) less cumbersome. (D) more interesting. (1)

(ii) The phrase 'venturing outside of their own viewpoints' in para 4 most nearly means (A) stepping into someone's shoes. (B) challenging others' opinions. (C) combining traditional beliefs with modern ideology. (D) moving away from one's personal opinions. (1)

(iii) Complete the sentence with evidence from the text. Online readers are unaware that the news they read on a digital platform is ..... (1)

(iv) Share evidence from the text in about 40 words to support the view that though algorithms give the reader what they want to read, they are also the problem. (2)

(v) Why according to the writer is reading news online becoming increasingly popular ? (2)

(vi) State two reasons in support of why a newspaper is a better source of news than online apps. (2)

(vii) From the passage we understand that the writer concedes that newspapers too are ... (1)

(viii) The passage suggests that the reader while reading news online must be (A) focused (B) discerning (C) indifferent (D) attentive (1)

(ix) Read the headlines A – E given below : (A) NEWSPAPERS – FREEDOM OF SPEECH (B) INTERNET – THE NEWS ENTERTAINER (C) ONLINE NEWS – A LIMITED PERCEPTION (D) NEWSPAPER VS ONLINE

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NEWS APPS (E) NEWS – A BIASED PERSPECTIVE. Identify the option that displays the headline that does not correspond with occurrences in the passage. (1)

Solution

(i) (B) readily accessible. The marking scheme accepts any one of (A), (B) or (C), and notes that (B) is the closest answer to the passage; para 1 speaks of the **convenience and accessibility** of online news.
(ii) (D) moving away from one's personal opinions.
(iii) ...**the influence of an algorithm**, which shows them the same type of content, what they already want to see.
(iv) An algorithm processes content and **blocks out any pieces that are not in sync with the reader's beliefs**. The reader is given the same type of content and rarely ventures outside his own viewpoints, so he gets what he wants but a narrow view. (Any two points.)
(v) It is **convenient and accessible** (available at the click of a button), economically affordable, and it provides what the reader likes. (Any two.)
(vi) A newspaper is **not limited by any ruleset** that tailors the content; it offers a **wide scope of topics**, more freedom of choice, a more exploratory nature and a variety of subjects and views. (Any two.)
(vii) ...**not completely free from bias**, and have a certain degree of filtering.
(viii) (B) discerning.
(ix) (E) NEWS – A BIASED PERSPECTIVE (the passage says print newspapers too are not completely free from bias, but does not present all news as biased).

CBSE 2020 · 1/1/1 · Q1 | CBSE 2020 · 1/1/2 · Q1 | CBSE 2020 · 1/1/3 · Q1 | CBSE 2020 · 1/2/1 · Q1 | CBSE 2020 · 1/2/2 · Q1 | CBSE 2020 · 1/2/3 · Q1 | CBSE 2020 · 1/3/1 · Q1 | CBSE 2020 · 1/3/2 · Q1 | CBSE 2020 · 1/3/3 · Q1

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asked 9 times

12 marks

Read the passage given below :

Donated Organs and their Transportation

1 Once an organ donor's family gives its consent and the organs are matched to a recipient, medical professionals are faced with the onerous challenge of transporting organs while ensuring that the harvested organ reaches its destination in the shortest possible time. This is done in order to preserve the harvested organs and involves the police and especially the traffic police department.

2 The traditional method of transporting organs by road is referred to as a 'green corridor'. This process entails police escorting an ambulance, so as to move around traffic — usually a specific traffic lane is chosen and all signals on the route stay green to ensure it reaches its destination in the shortest possible time. A green corridor is a route cleared and cordoned off by the traffic police to ensure the smooth and steady transportation of harvested organs, on most occasions, to those awaiting a life-saving transplant. Organs tend to have a very short preservation time, such as the heart, which has to be harvested and transplanted within four hours or the lungs, which can be preserved for only six hours once they are harvested.

3 The first green corridor in India was created by the Chennai Traffic Police in September 2008 when they accomplished their task of enabling an ambulance to reach its destination within 11 minutes during peak hour traffic. That organ saved a nine-year-old girl whose life depended on the transplant.

4 Similarly, such green corridors have been created by traffic police of various cities such as Pune, Mumbai, Delhi NCR, etc. Personnel are stationed at selected points to divert, control and clear the traffic giving way to the ambulance. Apart from this, a motorcade of police vehicles accompanies the ambulance ensuring that it does not face any problems. Delhi Traffic Police provided a green corridor from IGI Airport to the Institute of Liver and Biliary Sciences in Vasant Kunj for transportation of a liver. The distance of 14 kms was covered in 11 minutes.

5 Experts point out the lack of a robust system to transport organs to super-speciality hospitals in least possible time. The National Organ and Tissue Transplant Organisation (NOTTO), the country's apex organ donation agency, is now framing a proposal to airlift cadaver organs and will send a report to the Union Health Ministry. "Cadaver organs have a short life and so transplant should be done within a few golden hours," Director (NOTTO) expressed. "Therefore, we are preparing a proposal for airlifting organs at any given moment."

6 Most States do not have enough well-trained experts to retrieve or perform transplant procedures. Also, there is an acute shortage of advanced healthcare facilities to carry out a transplant. So, it is referred to other big centres in metropolitan cities. Organs retrieved from Aurangabad, Indore, Surat, Pune are sent to Mumbai as these cities do not have super-specialty healthcare centres, informed officials.

7 "In India, about fifty thousand to one lakh patients are suffering from acute heart failure and need heart transplant at any point of time. In a private set-up, a heart transplant costs ₹ 15 – 20 lakh, which is followed up by post-operative medication of about ₹ 30,000 per month lifelong."

1.1 On the basis of your understanding of the above passage, answer *any five* of the following questions by choosing the most appropriate options : (1×5=5)

(a) The first green corridor in India was created in (i) New Delhi (ii) Chennai (iii) Mumbai (iv) Pune

(b) The organisation which is framing a proposal to airlift cadaver organs is (i) Union Health Ministry (ii) Regional Organ and Tissue Transplant Organisation (iii) National Organ and Tissue Transplant Organisation (iv) State Organ and Tissue Transplant Organisation

(c) The onerous task that the author is talking about in para 1 is (i) finding organ donors. (ii) finding doctors capable of performing transplants. (iii) to carry the harvested organ in the shortest possible time. (iv) to arrange the requisite facilities for the transplant.

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(d) Most of the people do not go for heart transplant as (i) it is very risky. (ii) it is very painful. (iii) it may cause death of the recipient. (iv) the cost is prohibitive.
(e) Most states refer organ transplant cases to big hospitals because (i) they don't have well-trained experts. (ii) the patients don't trust local doctors. (iii) the state hospitals are very crowded. (iv) they don't have a pool of harvested organs.
(f) Heart retrieved from a body is alive only for _____ hours. (i) two (ii) three (iii) four (iv) five

1.2 Answer the following questions briefly : (1×5=5)
(a) What is a 'green corridor' ?
(b) Why is smooth transportation of the retrieved organ necessary ?
(c) What opinion do you form of the Chennai Police with regard to the transportation of a harvested heart ?
(d) What does the author mean by 'a few golden hours' ?
(e) How much does a heart transplant cost a patient in a private hospital ?

1.3 Pick out the words from the passage which mean the same as the following : (1×2=2)
(a) save (para 1)
(b) achieved/carried out (para 3)

Solution

1.1 (a) (ii) Chennai (para 3).
(b) (iii) National Organ and Tissue Transplant Organisation (para 5).
(c) (iii) to carry the harvested organ in the shortest possible time (para 1).
(d) (iv) the cost is prohibitive (para 7: ₹ 15–20 lakh plus about ₹ 30,000 a month for life).
(e) (i) they don't have well-trained experts (para 6).
(f) (iii) four (para 2: the heart must be harvested and transplanted within four hours).

1.2 (a) A green corridor is the traditional method of transporting organs by road: a route cleared and cordoned off by the traffic police, with all signals kept green, so that an ambulance can carry the harvested organ smoothly and quickly to the patient waiting for a transplant.
(b) A harvested organ has a very short life (preservation time), for example four hours for the heart and six hours for the lungs, so it must reach the hospital in the shortest possible time to be of use.
(c) The Chennai Police proved very efficient, quick and responsible: they created India's first green corridor and took the ambulance through peak-hour traffic in 11 minutes, which saved a nine-year-old girl. (Any other relevant opinion such as helpful or caring is accepted.)
(d) 'A few golden hours' means the very short period during which a harvested organ remains alive and must be transported and transplanted.
(e) A heart transplant costs ₹ 15–20 lakh in a private hospital.

1.3 (a) **preserve** (para 1)
(b) **accomplished** (para 3)

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CBSE 2020 · 1/4/1 · Q1 | CBSE 2020 · 1/4/2 · Q1 | CBSE 2020 · 1/4/3 · Q1 asked 3 times 12 marks

Read the passage given below:

Donated Organs and their Transportation

(1) Once an organ donor's family gives its consent and the organs are matched to a recipient, medical professionals are faced with the onerous challenge of transporting organs while ensuring that the harvested organ reaches its destination in the shortest possible time. This is done in order to preserve the harvested organs and involves the police and especially the traffic police department.

(2) The traditional method of transporting organs by road is referred to as a "green corridor". This process entails police escorting an ambulance, so as to move around traffic – usually a specific traffic lane is chosen and all signals on the route stay green to ensure it to reach its destination in the shortest possible time. A 'green corridor' is a route cleared and cordoned off by the traffic police to ensure the smooth and steady transportation of harvested organs, on most occasions, to those awaiting a life-saving transplant. Organs tend to have a very short preservation time, such as the heart which has to be harvested and transplanted within four hours or the lungs which can be preserved for only six hours once they are harvested.

(3) The first green corridor in India was created by Chennai Traffic Police in September 2008 when they accomplished their task of enabling an ambulance to reach its destination within 11 minutes during peak hour traffic. That organ saved a nine-year-old girl whose life depended on the transplant.

(4) Similarly, such green corridors have been created by traffic police of various cities such as Pune, Mumbai, Delhi NCR etc. Personnel are stationed at selected points to divert, control and clear the traffic giving way to the ambulance. Apart from this, a motorcade of police vehicles accompanies the ambulance ensuring that it does not face any problems. Delhi Traffic Police provided a green corridor from IGI Airport to Institute of Liver and Biliary Sciences in Vasant Kunj for transportation of a liver. The distance of 14 kms was covered in 11 minutes.

(5) Experts point out the lack of a robust system to transport organs to super-speciality hospitals in least possible time. National Organ & Tissue Transplant Organisation (NOTTO), the country's apex organ donation agency, is now framing a proposal to airlift cadaver organs and will send a report to the Union Health Ministry. "Cadaver organs have a short life and so transplant should be done within a few golden hours," Director (NOTTO) expressed, "Therefore, we are preparing a proposal for airlifting organs at any given moment."

(6) Most states do not have enough well-trained experts to retrieve or perform transplant procedures. Also, there is an acute shortage of advanced healthcare facilities to carry out a transplant. So, it is referred to other big centres in metropolitan cities. Organs retrieved from Aurangabad, Indore, Surat, Pune are sent to Mumbai as these cities do not have super-specialty healthcare centres, informed officials.

(7) "In India, about fifty thousand to one lakh patients are suffering from acute heart failure and need heart transplant at any point of time. In a private set-up, a heart transplant costs ₹ 15-20 lakhs, which is followed up by postoperative medication of about ₹ 30,000 per month lifelong."

1.1 On the basis of your understanding of the above passage, answer any five of the following questions by choosing the most appropriate options: (1 × 5 = 5)

(a) The first green corridor in India was created in :

(i) New Delhi (ii) Chennai

(iii) Mumbai (iv) Pune

(b) The organization which is framing a proposal to airlift cadaver organs is :

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(i) Union Health Ministry
(ii) Regional Organ and Tissue Transplant Organisation
(iii) National Organ and Tissue Transplant Organisation
(iv) State Organ and Tissue Transplant Organisation

(c) The onerous task the author is talking about in Para 1 is :

(i) finding organ donors.
(ii) finding doctors capable of performing transplants.
(iii) to carry the harvested organ in the shortest possible time.
(iv) to arrange the requisite facilities for the transplant.

(d) Most of the people do not go for the heart transplant as :

(i) it is very risky.
(ii) it is very painful.
(iii) it may cause death of the receipient.
(iv) the cost is prohibitive.

(e) Most states refer organ transplant cases to big hospitals because :

(i) they don't have well trained experts.
(ii) the patients don't trust local doctors.
(iii) the state hospitals are very crowded.
(iv) they don't have a pool of harvested organs.

(f) Heart retrieved from a body is alive only for _____ hours.

(i) two
(ii) three
(iii) four
(iv) five

1.2 Answer the following questions briefly : (1 × 5 = 5)

(a) What is a 'green corridor' ?

(b) Why is smooth transportation of the retrieved organ necessary ?

(c) What opinion do you form of Chennai Police with regard to the transportation of the harvested heart ?

(d) What does the author mean by 'a few golden hours' ?

(e) How much does a heart transplant cost a patient in a private hospital ?

1.3 Pick out the words from the passage which mean the same as the following : (1 × 2 = 2)

(a) save (para 1)

(b) achieved / carried out (para 3)

Solution

1.1 (any five)

(a) **(ii) Chennai** (para 3: the first green corridor was created by Chennai Traffic Police in September 2008).

(b) **(iii) National Organ and Tissue Transplant Organisation** (NOTTO is framing the proposal to airlift cadaver organs).

(c) **(iii) to carry the harvested organ in the shortest possible time** (para 1 calls this the onerous challenge).

(d) **(iv) the cost is prohibitive** (a transplant costs ₹ 15-20 lakhs plus about ₹ 30,000 a month for medicines).

(e) **(i) they don't have well trained experts** (para 6: most states lack well-trained experts and advanced facilities).

(f) **(iii) four** (para 2: the heart must be harvested and transplanted within four hours).

1.2

(a) A green corridor is the traditional method of moving organs by road. The traffic police clear

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and cordon off a route, keep the signals green and escort the ambulance, so that the harvested organ is carried smoothly and steadily to the patient waiting for a transplant.
(b) Smooth and quick transport is necessary because a retrieved organ has a very short life. It has a very short preservation time (for example four hours for the heart and six hours for the lungs).
(c) The Chennai Police proved very efficient, prompt and caring. They helped to save a nine-year-old girl's life by taking the ambulance through peak-hour traffic in just 11 minutes. (Any other relevant opinion is accepted.)
(d) 'A few golden hours' means the very short time, only a few hours, within which a harvested organ is alive and must be transported and transplanted.
(e) A heart transplant costs ₹ 15-20 lakhs in a private hospital (followed by about ₹ 30,000 a month for medicines for life).

1.3

(a) **preserve** (para 1)
(b) **accomplished** (para 3)

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CBSE 2020 · 1/5/1 · Q1 | CBSE 2020 · 1/5/2 · Q1 | CBSE 2020 · 1/5/3 · Q1 asked 3 times 12 marks

Read the passage given below:

Donated Organs and their Transportation

(1) Once an organ donor's family gives its consent and the organs are matched to a recipient, medical professionals are faced with the onerous challenge of transporting organs while ensuring that the harvested organ reaches its destination in the shortest possible time. This is done in order to preserve the harvested organs and involves the police and especially the traffic police department.

(2) The traditional method of transporting organs by road is referred to as a "green corridor". This process entails police escorting an ambulance, so as to move around traffic – usually a specific traffic lane is chosen and all signals on the route stay green to ensure it to reach its destination in the shortest possible time. A 'green corridor' is a route cleared and cordoned off by the traffic police to ensure the smooth and steady transportation of harvested organs, on most occasions, to those awaiting a life-saving transplant. Organs tend to have a very short preservation time, such as the heart which has to be harvested and transplanted within four hours or the lungs which can be preserved for only six hours once they are harvested.

(3) The first green corridor in India was created by Chennai Traffic Police in September 2008 when they accomplished their task of enabling an ambulance to reach its destination within 11 minutes during peak hour traffic. That organ saved a nine-year-old girl whose life depended on the transplant.

(4) Similarly, such green corridors have been created by traffic police of various cities such as Pune, Mumbai, Delhi NCR etc. Personnel are stationed at selected points to divert, control and clear the traffic giving way to the ambulance. Apart from this, a motorcade of police vehicles accompanies the ambulance ensuring that it does not face any problems. Delhi Traffic Police provided a green corridor from IGI Airport to Institute of Liver and Biliary Sciences in Vasant Kunj for transportation of a liver. The distance of 14 kms was covered in 11 minutes.

(5) Experts point out the lack of a robust system to transport organs to super-speciality hospitals in least possible time. National Organ & Tissue Transplant Organisation (NOTTO), the country's apex organ donation agency, is now framing a proposal to airlift cadaver organs and will send a report to the Union Health Ministry. "Cadaver organs have a short life and so transplant should be done within a few golden hours." Director (NOTTO) expressed, "Therefore, we are preparing a proposal for airlifting organs at any given moment."

(6) Most states do not have enough well-trained experts to retrieve or perform transplant procedures. Also, there is an acute shortage of advanced healthcare facilities to carry out a transplant. So, it is referred to other big centres in metropolitan cities. Organs retrieved from Aurangabad, Indore, Surat, Pune are sent to Mumbai as these cities do not have super-speciality healthcare centres, informed officials.

(7) "In India, about fifty thousand to one lakh patients are suffering from acute heart failure and need heart transplant at any point of time. In a private set-up, a heart transplant costs ₹ 15-20 lakhs, which is followed up by postoperative medication of about ₹ 30,000 per month lifelong."

1.1 On the basis of your understanding of the above passage, answer any five of the following questions by choosing the most appropriate options: (1 × 5 = 5)

(a) The first green corridor in India was created in :

(i) New Delhi (ii) Chennai

(iii) Mumbai (iv) Pune

(b) The organization which is framing a proposal to airlift cadaver organs is :

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(i) Union Health Ministry
(ii) Regional Organ and Tissue Transplant Organisation
(iii) National Organ and Tissue Transplant Organisation
(iv) State Organ and Tissue Transplant Organisation

(c) The onerous task the author is talking about in para 1 is :

(i) finding organ donors.
(ii) finding doctors capable of performing transplants.
(iii) to carry the harvested organ in the shortest possible time.
(iv) to arrange the requisite facilities for the transplant.

(d) Most of the people do not go for the heart transplant as :

(i) it is very risky.
(ii) it is very painful.
(iii) it may cause death of the recipient.
(iv) the cost is prohibitive.

(e) Most states refer organ transplant cases to big hospitals because :

(i) they don't have well-trained experts.
(ii) the patients don't trust local doctors.
(iii) the state hospitals are very crowded.
(iv) they don't have a pool of harvested organs.

(f) Heart retrieved from a body is alive only for _____ hours.

(i) two
(ii) three
(iii) four
(iv) five

1.2 Answer the following questions briefly : (1 × 5 = 5)

(a) What is a 'green corridor' ?

(b) Why is smooth transportation of the retrieved organ necessary ?

(c) What opinion do you form of Chennai Police with regard to the transportation of a harvested heart ?

(d) What does the author mean by 'a few golden hours' ?

(e) How much does a heart transplant cost a patient in a private hospital ?

1.3 Pick out the words from the passage which mean the same as the following : (1 × 2 = 2)

(a) save (para 1)

(b) achieved / carried out (para 3)

Solution

1.1 (any five)

(a) **(ii) Chennai** (para 3: the first green corridor was created by Chennai Traffic Police in September 2008).

(b) **(iii) National Organ and Tissue Transplant Organisation** (NOTTO is framing the proposal to airlift cadaver organs).

(c) **(iii) to carry the harvested organ in the shortest possible time** (para 1 calls this the onerous challenge).

(d) **(iv) the cost is prohibitive** (a transplant costs ₹ 15-20 lakhs plus about ₹ 30,000 a month for medicines).

(e) **(i) they don't have well-trained experts** (para 6: most states lack well-trained experts and advanced facilities).

(f) **(iii) four** (para 2: the heart must be harvested and transplanted within four hours).

1.2

(a) A green corridor is the traditional method of moving organs by road. The traffic police clear

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and cordon off a route, keep the signals green and escort the ambulance, so that the harvested organ is carried smoothly and steadily to the patient waiting for a transplant.
(b) Smooth and quick transport is necessary because a retrieved organ has a very short life. It has a very short preservation time (for example four hours for the heart and six hours for the lungs).
(c) The Chennai Police proved very efficient, prompt and caring. They helped to save a nine-year-old girl's life by taking the ambulance through peak-hour traffic in just 11 minutes. (Any other relevant opinion is accepted.)
(d) 'A few golden hours' means the very short time, only a few hours, within which a harvested organ is alive and must be transported and transplanted.
(e) A heart transplant costs ₹ 15-20 lakhs in a private hospital (followed by about ₹ 30,000 a month for medicines for life).

1.3

(a) **preserve** (para 1)
(b) **accomplished** (para 3)

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CBSE 2018 · 1/1 · Q1 | CBSE 2018 · 1/2 · Q1 | CBSE 2018 · 1/3 · Q2 asked 3 times 12 marks

Read the passage given below :

1 When you grow up in a place where it rains five months a year, wise elders help you to get acquainted with the rain early. They teach you that it is ignorant to think that it is the same rain falling every day. Oh no, the rain is always doing different things at different times. There is rain that is gentle, and there is also rain that falls too hard and damages the crops. Hence, the prayer for the sweet rain that helps the crops to grow.

2 The monsoon in the Naga hills goes by the native name, khuthotei (which means the rice-growing season). It lasts from May to early or mid-October. The local residents firmly believe that Durga Puja in October announces the end of rain. After that, one might expect a couple of short winter showers, and the spring showers in March and April. Finally, comes the "big rain" in May; proper rainstorms accompanied by heart-stopping lightning and ear-splitting thunder. I have stood out in storms looking at lightning arc across dark skies, a light-and-sound show that can go on for hours.

3 This is the season when people use the word sezuo or süzu to refer to the week-long rains, when clothes don't dry and smell of mould, when fungus forms on the floor and when you can't see the moon or the stars because of the rainclouds. But you learn not to complain. Rain, after all, is the farmer's friend and brings food to the table. Rituals and festivals centre around the agricultural rhythm of life, which is the occupation of about 70 percent of the population.

4 The wise learn to understand its ways. I grew up hearing my grandfather say, "It's very windy this year. We'll get good rain." If the windy season was short and weak, he worried there might not be enough rain for the crops. I learned the interconnectedness of the seasons from childhood, and marvelled at how the wind could bring rain. Another evening, many rainy seasons ago, my paternal aunt observed the new moon and worried, "Its legs are in the air, we're in for some heavy rain." She was right. That week, a storm cut off power lines and brought down trees and bamboos.

5 Eskimos boast of having a hundred names for snow. Norwegians in the north can describe all kinds of snow by an equal amount of names : pudder, powder snow, wet snow, slaps, extra wet snow, tight snowfall, dry snow, and at least 95 more categories of snow. Likewise, in India we have names and names for rain. Some are common, some are passing into history.

6 The rains are also called after flowering plants and people believe that the blossoming of those plants draws out rain. Once the monsoons set in, field work is carried out in earnest and the work of uprooting and transplanting paddy in flooded terrace fields is done. The months of hard labour are June, July and August. In August, as the phrogü plant begins to bloom, a rain will fall. This August rain, also called phrogü, is a sign that the time for cultivation is over. If any new grain seeds are sown, they may not sprout; even if they do sprout, they are not likely to bear grain. The rain acts as a kind of farmer's almanac.

7 The urban population of school-goers and office-goers naturally dislikes the monsoon and its accompanying problems of landslides, muddy streets and periodic infections. For non-farmers, the month of September can be depressing, when the rainfall is incessant and the awareness persists that the monsoons will last out till October. One needs to have the heart of a farmer to remain grateful for the watery days, and be able to observe — from what seems to the inexperienced as a continuous downpour — the many kinds of rain. Some of the commonly known rain-weeks are named after the plants that alternately bloom in August and September. The native belief is that the flowers draw out the rain.

8 Each rain period has a job to fulfil : October rain helps garlic bulbs to form, while kümünyo rain helps the rice bear grain. Without it, the ears of rice cannot form properly. End October is the most beautiful month in the Naga hills, as the fields turn gold and wild sunflowers bloom over the slopes, all heralding

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the harvest. Prayers go up for protecting the fields from storms, and the rains to retreat because the grain needs to stand in the sun and ripen. The cycle nears completion a few weeks before the harvest, and the rain does retreat so thoroughly from the reaped furrows that the earth quickly turns hard. The months of rain become a distant memory until it starts all over again.

On the basis of your understanding of the above passage, complete the statements given below with the help of options that follow : (1×4=4)

(a) The rains are called after flowering plants because

(i) heavy rains kill plants.
(ii) flowers grow in the rainy season.
(iii) it is believed that the plants bring the rain.
(iv) flowers grow all the year round.

(b) The rain is like a calendar for farmers because

(i) it tells them when to sow and when to harvest.
(ii) it tells them the birthdays of their children.
(iii) each month has a time for plantation.
(iv) different kinds of rain tell different things.

(c) People who live in cities don't like rain because

(i) it brings mud and sickness with it.
(ii) they are not bothered about the farmers.
(iii) they don't like the plants that grow during the rain.
(iv) going shopping becomes difficult.

(d) People pray asking the rain to retreat because

(i) the fungus and mould need to dry.
(ii) children don't get a chance to play.
(iii) the crops need the sun and heat to ripen.
(iv) they like to pray.

Answer the following questions briefly : (1×6=6)

(e) Why do the elders want you to understand the rains in the Naga hills ?
(f) What does Durga Puja mean to the farmers of the Naga hills ?
(g) What kind of rain is called sezuo ?
(h) What is the occupation of more than half the population of the Naga hills ?
(i) How is the heart of the farmer different from that of the city person ?
(j) When does rain become a memory in the minds of the people of the Naga hills ?
(k) Find words from the passage which mean the same as the following : (1×2=2)
(i) flowering (para 6)
(ii) nonstop (para 7)

Solution

(a) (iii) it is believed that the plants bring the rain. Para 6: people believe that the blossoming of the plants draws out the rain.

(b) (i) it tells them when to sow and when to harvest. Para 6 calls the rain "a kind of farmer's almanac": when the phrogü rain falls in August, the time for cultivation is over and seeds sown later will not bear grain.

(c) (i) it brings mud and sickness with it. Para 7: landslides, muddy streets and periodic infections.

(d) (iii) the crops need the sun and heat to ripen. Para 8: the grain needs to stand in the sun and ripen.

(e) Because the rain is not the same rain every day. It is always doing different things at different times: sometimes it is gentle and helps the crops, and sometimes it falls too hard and damages them. The people live by farming, so the elders teach the young to know the rain early.

(f) For the farmers, Durga Puja in October announces the end of the rain.

(g) Sezuo (or süzu) is the week-long rain, when clothes do not dry and smell of mould, fungus

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forms on the floor, and the moon and stars cannot be seen because of the rainclouds.
(h) Agriculture (farming): it is the occupation of about 70 percent of the population.
(i) City people (school-goers and office-goers) dislike the monsoon because of landslides, muddy streets and infections, and find September depressing. The farmer remains grateful for the rainy days because the rain brings food to the table.
(j) A few weeks before the harvest, at the end of October, when the rain retreats from the reaped fields and the earth turns hard; the months of rain then become a distant memory till they start again.
(k) (i) blossoming (also: to bloom)
(ii) incessant (also: continuous)

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CBSE 2017 · 1/1/1 · Q1 | CBSE 2017 · 1/1/2 · Q1 | CBSE 2017 · 1/1/3 · Q1 asked 3 times 12 marks

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

1. We sit in the last row, bumped about but free of stares. The bus rolls out of the dull crossroads of the city, and we are soon in open countryside, with fields of sunflowers as far as the eye can see, their heads all facing us. Where there is no water, the land reverts to desert. While still on level ground we see in the distance the tall range of the Mount Bogda, abrupt like a shining prism laid horizontally on the desert surface. It is over 5,000 metres high, and the peaks are under permanent snow, in powerful contrast to the flat desert all around. Heaven Lake lies part of the way up this range, about 2,000 metres above sea-level, at the foot of one of the higher snow-peaks.

2. As the bus climbs, the sky, brilliant before, grows overcast. I have brought nothing warm to wear: it is all down at the hotel in Urumqi. Rain begins to fall. The man behind me is eating overpoweringly smelly goat's cheese. The bus window leaks inhospitably but reveals a beautiful view. We have passed quickly from desert through arable land to pasture, and the ground is now green with grass, the slopes dark with pine. A few cattle drink at a clear stream flowing past moss-covered stones; it is a Constable landscape. The stream changes into a white torrent, and as we climb higher I wish more and more that I had brought with me something warmer than the pair of shorts that have served me so well in the desert. The stream (which, we are told, rises in Heaven Lake) disappears, and we continue our slow ascent. About noon, we arrive at Heaven Lake, and look for a place to stay at the foot, which is the resort area. We get a room in a small cottage, and I am happy to note that there are thick quilts on the beds.

3. Standing outside the cottage we survey our surroundings. Heaven Lake is long, sardine-shaped and fed by snowmelt from a stream at its head. The lake is an intense blue, surrounded on all sides by green mountain walls, dotted with distant sheep. At the head of the lake, beyond the delta of the inflowing stream, is a massive snow-capped peak which dominates the vista; it is part of a series of peaks that culminate, a little out of view, in Mount Bogda itself.

4. For those who live in the resort there is a small mess-hall by the shore. We eat here sometimes, and sometimes buy food from the vendors outside, who sell kabab and naan until the last buses leave. The kababs, cooked on skewers over charcoal braziers, are particularly good; highly spiced and well-done. Horse's milk is available too from the local Kazakh herdsmen, but I decline this. I am so affected by the cold that Mr. Cao, the relaxed young man who runs the mess, lends me a spare pair of trousers, several sizes too large but more than comfortable. Once I am warm again, I feel a pre-dinner spurt of energy – dinner will be long in coming – and I ask him whether the lake is good for swimming in.

5. "Swimming?" Mr. Cao says. "You aren't thinking of swimming, are you?"

6. "I thought I might," I confess. "What's the water like?"

7. He doesn't answer me immediately, turning instead to examine some receipts with exaggerated interest. Mr. Cao, with great off-handedness, addresses the air. "People are often drowned here," he says. After a pause, he continues. "When was the last one?" This question is directed at the cook, who is preparing a tray of mantou (squat white steamed bread rolls), and who now appears, wiping his doughy hand across his forehead. "Was it the Beijing athlete?" asks Mr. Cao.

On the basis of your understanding of the above passage, complete the statements given below with the help of options that follow : (1 × 4 = 4)

(a) One benefit of sitting in the last row of the bus was that :

(i) the narrator enjoyed the bumps.
(ii) no one stared at him.
(iii) he could see the sunflowers.
(iv) he avoided the dullness of the city.

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(b) The narrator was travelling to :

(i) Mount Bogda (ii) Heaven Lake

(iii) a 2000 metre high snow peak (iv) Urumqi

(c) On reaching the destination the narrator felt relieved because :

(i) he had got away from the desert. (ii) a difficult journey had come to an end.

(iii) he could watch the snow peak. (iv) there were thick quilts on the bed.

(d) Mount Bogda is compared to :

(i) a horizontal desert surface (ii) a shining prism

(iii) a Constable landscape (iv) the overcast sky

Answer the following questions briefly : (1 × 6 = 6)

(e) Which two things in the bus made the narrator feel uncomfortable ?

(f) What made the scene look like a Constable landscape ?

(g) What did he regret as the bus climbed higher ?

(h) Why did the narrator like to buy food from outside ?

(i) What is ironic about the pair of trousers lent by Mr. Cao ?

(j) Why did Mr. Cao not like the narrator to swim in the lake ?

(k) Find words from the passage which mean the same as the following : (1 × 2 = 2)

(i) sellers (para 4)

(ii) increased (para 7)

Solution

(a) **(ii) no one stared at him.** (He sat in the last row, "bumped about but free of stares".)

(b) **(ii) Heaven Lake.** (He was going up the range to Heaven Lake; the marking scheme lists "Heaven Lake / Mount Bogda", so (i) is also accepted by the scheme.)

(c) **(iv) there were thick quilts on the bed.** He had brought nothing warm, so the thick quilts in the cottage made him happy.

(d) **(ii) a shining prism.** Mount Bogda is "abrupt like a shining prism laid horizontally on the desert surface".

(e) The bumpy ride in the last row; the overpoweringly smelly goat's cheese eaten by the man behind him; the leaking bus window (any two).

(f) The grass-green ground, the slopes dark with pine, the cattle drinking at a clear stream flowing past moss-covered stones.

(g) He regretted that he had brought nothing warm to wear, only the pair of shorts that had served him in the desert; his warm clothes were left at the hotel in Urumqi.

(h) The kababs sold outside, cooked on skewers over charcoal braziers, were particularly good: highly spiced and well done.

(i) The trousers were "several sizes too large but more than comfortable": they did not fit, yet they kept him warm and comfortable.

(j) Because people were often drowned in the lake; swimming there was dangerous.

(k) (i) vendors (ii) exaggerated

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CBSE 2017 · 1/1 · Q1 | CBSE 2017 · 1/2 · Q1 | CBSE 2017 · 1/3 · Q1 asked 3 times 12 marks

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

1 We sit in the last row, bumped about but free of stares. The bus rolls out of the dull crossroads of the city, and we are soon in open countryside, with fields of sunflowers as far as the eye can see, their heads all facing us. Where there is no water, the land reverts to desert. While still on level ground, we see in the distance the tall range of the Mount Bogda, abrupt like a shining prism laid horizontally on the desert surface. It is over 5,000 metres high, and the peaks are under permanent snow, in powerful contrast to the flat desert all around. Heaven Lake lies part of the way up this range, about 2,000 metres above sea-level, at the foot of one of the higher snow-peaks.

2 As the bus climbs, the sky, brilliant before, grows overcast. I have brought nothing warm to wear: it is all down at the hotel in Urumqi. Rain begins to fall. The man behind me is eating overpoweringly smelly goats' cheese. The bus window leaks inhospitably but reveals a beautiful view. We have passed quickly from desert through arable land to pasture, and the ground is now green with grass, the slopes dark with pine. A few cattle drink at a clear stream flowing past moss-covered stones; it is a Constable landscape. The stream changes into a white torrent, and as we climb higher I wish more and more that I had brought with me something warmer than the pair of shorts that have served me so well in the desert. The stream (which, we are told, rises in Heaven Lake) disappears, and we continue our slow ascent. About noon, we arrive at Heaven Lake, and look for a place to stay at the foot, which is the resort area. We get a room in a small cottage, and I am happy to note that there are thick quilts on the beds.

3 Standing outside the cottage we survey our surroundings. Heaven Lake is long, sardine-shaped and fed by snowmelt from a stream at its head. The lake is an intense blue, surrounded on all sides by green mountain walls, dotted with distant sheep. At the head of the lake, beyond the delta of the inflowing stream, is a massive snow-capped peak which dominates the vista; it is part of a series of peaks that culminate, a little out of view, in Mount Bogda itself.

4 For those who live in the resort, there is a small mess-hall by the shore. We eat here sometimes, and sometimes buy food from the vendors outside, who sell kabab and naan until the last buses leave. The kababs, cooked on skewers over charcoal braziers, are particularly good; highly spiced and well-done. Horse's milk is available too from the local Kazakh herdsmen, but I decline this. I am so affected by the cold that Mr. Cao, the relaxed young man who runs the mess, lends me a spare pair of trousers, several sizes too large but more than comfortable. Once I am warm again, I feel a pre-dinner spurt of energy — dinner will be long in coming — and I ask him whether the lake is good for swimming in.

5 "Swimming ?" Mr. Cao says. "You aren't thinking of swimming, are you ?"

6 "I thought I might," I confess. "What's the water like ?"

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On the basis of your understanding of the above passage, complete the statements given below with the help of the options that follow : 1 × 4 = 4

(a) One benefit of sitting in the last row of the bus was that

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(iii) he could see the sunflowers.
(iv) he avoided the dullness of the city.

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(b) The narrator was travelling to

(i) Mount Bogda. (ii) Heaven Lake.

(iii) a 2,000-metre high snow-peak. (iv) Urumqi.

(c) On reaching the destination the narrator felt relieved because

(i) he had got away from the desert. (ii) a difficult journey had come to an end.

(iii) he could watch the snow-peak. (iv) there were thick quilts on the beds.

(d) Mount Bogda is compared to

(i) a horizontal desert surface. (ii) a shining prism.

(iii) a Constable landscape. (iv) the overcast sky.

Answer the questions given below briefly : 1 × 6 = 6

(e) Which two things in the bus made the narrator feel uncomfortable ?

(f) What made the scene look like a Constable landscape ?

(g) What did he regret as the bus climbed higher ?

(h) Why did the narrator like to buy food from outside ?

(i) What is ironic about the pair of trousers lent by Mr. Cao ?

(j) Why did Mr. Cao not like the narrator to swim in the lake ?

(k) Find words from the passage which mean the same as the following : 1 × 2 = 2

(i) sellers (Para 4)

(ii) increased (Para 7)

Solution

(a) **(ii) no one stared at him.** (He sat in the last row, "bumped about but free of stares".)

(b) **(ii) Heaven Lake.** (He was going up the range to Heaven Lake; the marking scheme lists "Heaven Lake / Mount Bogda", so (i) is also accepted by the scheme.)

(c) **(iv) there were thick quilts on the beds.** He had brought nothing warm, so the thick quilts in the cottage made him happy.

(d) **(ii) a shining prism.** Mount Bogda is "abrupt like a shining prism laid horizontally on the desert surface".

(e) The bumpy ride in the last row; the overpoweringly smelly goats' cheese eaten by the man behind him; the leaking bus window (any two).

(f) The grass-green ground, the slopes dark with pine, the cattle drinking at a clear stream flowing past moss-covered stones.

(g) He regretted that he had brought nothing warm to wear, only the pair of shorts that had served him in the desert; his warm clothes were left at the hotel in Urumqi.

(h) The kababs sold outside, cooked on skewers over charcoal braziers, were particularly good: highly spiced and well done.

(i) The trousers were "several sizes too large but more than comfortable": they did not fit, yet they kept him warm and comfortable.

(j) Because people were often drowned in the lake; swimming there was dangerous.

(k) (i) vendors (ii) exaggerated

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CBSE 2017 · 1/2/1 · Q1 | CBSE 2017 · 1/2/2 · Q1 | CBSE 2017 · 1/2/3 · Q1 asked 3 times 12 marks

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

1 We sit in the last row, bumped about but free of stares. The bus rolls out of the dull crossroads of the city, and we are soon in open countryside, with fields of sunflowers as far as the eye can see, their heads all facing us. Where there is no water, the land reverts to desert. While still on level ground, we see in the distance the tall range of the Mount Bogda, abrupt like a shining prism laid horizontally on the desert surface. It is over 5,000 metres high, and the peaks are under permanent snow, in powerful contrast to the flat desert all around. Heaven Lake lies part of the way up this range, about 2,000 metres above sea-level, at the foot of one of the higher snow-peaks.

2 As the bus climbs, the sky, brilliant before, grows overcast. I have brought nothing warm to wear: it is all down at the hotel in Urumqi. Rain begins to fall. The man behind me is eating overpoweringly smelly goat's cheese. The bus window leaks inhospitably but reveals a beautiful view. We have passed quickly from desert through arable land to pasture, and the ground is now green with grass, the slopes dark with pine. A few cattle drink at a clear stream flowing past moss-covered stones; it is a Constable landscape. The stream changes into a white torrent, and as we climb higher I wish more and more that I had brought with me something warmer than the pair of shorts that have served me so well in the desert. The stream (which, we are told, rises in Heaven Lake) disappears, and we continue our slow ascent. About noon, we arrive at Heaven Lake, and look for a place to stay at the foot, which is the resort area. We get a room in a small cottage, and I am happy to note that there are thick quilts on the beds.

3 Standing outside the cottage we survey our surroundings. Heaven Lake is long, sardine-shaped and fed by snowmelt from a stream at its head. The lake is an intense blue, surrounded on all sides by green mountain walls, dotted with distant sheep. At the head of the lake, beyond the delta of the inflowing stream, is a massive snow-capped peak which dominates the vista; it is part of a series of peaks that culminate, a little out of view, in Mount Bogda itself.

4 For those who live in the resort, there is a small mess-hall by the shore. We eat here sometimes, and sometimes buy food from the vendors outside, who sell kabab and naan until the last buses leave. The kababs, cooked on skewers over charcoal braziers, are particularly good; highly spiced and well-done. Horse's milk is available too from the local Kazakh herdsmen, but I decline this. I am so affected by the cold that Mr. Cao, the relaxed young man who runs the mess, lends me a spare pair of trousers, several sizes too large but more than comfortable. Once I am warm again, I feel a pre-dinner spurt of energy — dinner will be long in coming — and I ask him whether the lake is good for swimming in.

5 "Swimming ?" Mr. Cao says. "You aren't thinking of swimming, are you ?"

6 "I thought I might," I confess. "What's the water like ?"

7 He doesn't answer me immediately, turning instead to examine some receipts with exaggerated interest. Mr. Cao, with great off-handedness, addresses the air. "People are often drowned here," he says. After a pause, he continues. "When was the last one ?" This question is directed at the cook, who is preparing a tray of mantou (squat, white steamed bread rolls), and who now appears, wiping his doughy hand across his forehead. "Was it the Beijing athlete ?" asks Mr. Cao.

On the basis of your understanding of the above passage, complete the statements given below with the help of the options that follow : 1 × 4 = 4

(a) One benefit of sitting in the last row of the bus was that

(i) the narrator enjoyed the bumps.
(ii) no one stared at him.
(iii) he could see the sunflowers.
(iv) he avoided the dullness of the city.

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(b) The narrator was travelling to

(i) Mount Bogda. (ii) Heaven Lake.

(iii) a 2,000-metre high snow-peak. (iv) Urumqi.

(c) On reaching the destination the narrator felt relieved because

(i) he had got away from the desert. (ii) a difficult journey had come to an end.

(iii) he could watch the snow-peak. (iv) there were thick quilts on the beds.

(d) Mount Bogda is compared to

(i) a horizontal desert surface. (ii) a shining prism.

(iii) a Constable landscape. (iv) the overcast sky.

Answer the questions given below briefly : 1 × 6 = 6

(e) Which two things in the bus made the narrator feel uncomfortable ?

(f) What made the scene look like a Constable landscape ?

(g) What did he regret as the bus climbed higher ?

(h) Why did the narrator like to buy food from outside ?

(i) What is ironic about the pair of trousers lent by Mr. Cao ?

(j) Why did Mr. Cao not like the narrator to swim in the lake ?

(k) Find words from the passage which mean the same as the following : 1 × 2 = 2

(i) sellers (Para 4)

(ii) increased (Para 7)

Solution

(a) **(ii) no one stared at him.** (He sat in the last row, "bumped about but free of stares".)

(b) **(ii) Heaven Lake.** (He was going up the range to Heaven Lake; the marking scheme lists "Heaven Lake / Mount Bogda", so (i) is also accepted by the scheme.)

(c) **(iv) there were thick quilts on the beds.** He had brought nothing warm, so the thick quilts in the cottage made him happy.

(d) **(ii) a shining prism.** Mount Bogda is "abrupt like a shining prism laid horizontally on the desert surface".

(e) The bumpy ride in the last row; the overpoweringly smelly goat's cheese eaten by the man behind him; the leaking bus window (any two).

(f) The grass-green ground, the slopes dark with pine, the cattle drinking at a clear stream flowing past moss-covered stones.

(g) He regretted that he had brought nothing warm to wear, only the pair of shorts that had served him in the desert; his warm clothes were left at the hotel in Urumqi.

(h) The kababs sold outside, cooked on skewers over charcoal braziers, were particularly good: highly spiced and well done.

(i) The trousers were "several sizes too large but more than comfortable": they did not fit, yet they kept him warm and comfortable.

(j) Because people were often drowned in the lake; swimming there was dangerous.

(k) (i) vendors (ii) exaggerated

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asked 6 times

12 marks

Read the passage given below :

1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.

2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition sustained by several generations.

3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the cheerful and liberal character of its people.

4. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the Vijaya Stambha which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate whether the Vijaya Stambha was constructed first or the Kirti Stambha. The fact is that both the capitals are standing side by side and reveal the proximity between the king and the subjects of Mewar.

5. The cycle of time does not remain the same. Whereas the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar – the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

On the basis of your understanding of the above passage answer each of the questions given below with the help of options that follow : (1 × 4 = 4)

(a) Maharana Pratap became immortal because :

(i) he ruled Mewar for 25 years.
(ii) he added a lot of grandeur to Mewar.
(iii) of his valour, sacrifice and patriotism.
(iv) both (ii) and (iii)

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(b) Difficulties in the way of Mewar were :

(i) lack of cooperation of the nobility. (ii) ancient traditions of the kingdom.

(iii) its small area and small population. (iv) the poverty of the subjects.

(c) During thorny occasions :

(i) the flag of Mewar seemed to be lowered. (ii) the flag of Mewar was hoisted high.

(iii) the people of Mewar showed gallantry. (iv) most of the rulers heaved a sigh of relief.

(d) Mewar was lucky because :

(i) all of its rulers were competent. (ii) most of its people were competent.

(iii) most of its rulers were competent. (iv) only a few of its people were incompetent.

Answer the following questions briefly : (1 × 6 = 6)

(e) Who is the earliest king of Mewar mentioned in the passage ?

(f) What was Rana Kumbha's contribution to the glory of Mewar ?

(g) What does the writer find worth admiration in the people of Mewar ?

(h) How could art and literature flourish in Mewar ?

(i) How did the rulers show that they cared for their subjects ?

(j) What does the erection of Vijaya Stambha and Kirti Stambha in the same fort signify ?

(k) Find words from the passage which mean the same as each of the following : (1 × 2 = 2)

(i) surprising (para 4)

(ii) evidence (para 4)

Solution

(a) (iv) both (ii) and (iii). Para 1: his glory surpassed countries and time because of the grandeur he added to Mewar and because he became a synonym for valour, sacrifice and patriotism. (The CBSE scheme accepts (ii), (iii) or (iv).)

(b) (iii) its small area and small population. Para 1: the kings of Mewar built their traditions despite "the hurdles of having a smaller area under their command and less population".

(c) (i) the flag of Mewar seemed to be lowered. Para 1: on thorny occasions "the flag of the kingdom seemed sliding down". (The scheme accepts (i) or (iii); (iii) is also true, but (i) is the direct description of the thorny occasions.)

(d) (iii) most of its rulers were competent. Para 2: "barring a few kings, most of the rulers were competent and patriotic". (The scheme also accepts (ii) and (iv).)

(e) Bappa Rawal.

(f) Rana Kumbha gave Mewar a new stature through his victories and developmental work. Literature and art progressed extraordinarily in his reign, and his own writings are still read with reverence.

(g) The writer admires their firm but pleasant nature, and their cheerful and liberal character, which keep Mewar lovely (also their gallantry and brilliance).

(h) Because the people lived in long peace and prosperity, the rulers were liberal and inclined towards art and culture, and the atmosphere of the kingdom was favourable to creative work.

(i) They cooperated with their subjects, built public utility buildings and let people of other communities and kingdoms carry out construction work; the Vijaya Stambha and Kirti Stambha show how close king and subjects were.

(j) It signifies the closeness (proximity) between the king and the subjects of Mewar, and the liberal attitude of the administration; rulers who won wars also patronised art.

(k) (i) astonishing **(ii)** testimony (the word "sample" is also accepted by the scheme).

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CBSE 2016 · 1/1 · Q1 | CBSE 2016 · 1/2 · Q1 | CBSE 2016 · 1/3 · Q1 asked 3 times 12 marks

Read the passage given below :

1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.

2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition sustained by several generations.

3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the cheerful and liberal character of its people.

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5. The cycle of time does not remain the same. Whereas the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar - the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

On the basis of your understanding of the above passage answer each of the questions given below with the help of the options that follow : 1x4=4

(a) Maharana Pratap became immortal because :

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(ii) he added a lot of grandeur to Mewar
(iii) of his valour, sacrifice and patriotism
(iv) both (ii) and (iii)

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(b) Difficulties in the way of Mewar were :

(i) lack of cooperation of the nobility (ii) ancient traditions of the kingdom

(iii) its small area and small population (iv) the poverty of the subjects

(c) During thorny occasions :

(i) the flag of Mewar seemed to be lowered (ii) the flag of Mewar was hoisted high

(iii) the people of Mewar showed gallantry (iv) most of the rulers heaved a sigh of relief

(d) Mewar was lucky because :

(i) all of its rulers were competent (ii) most of its people were competent

(iii) most of its rulers were competent (iv) only a few of its people were incompetent

Answer the following questions briefly : 1x6=6

(e) Who is the earliest King of Mewar mentioned in the passage ?

(f) What was Rana Kumbha's contribution to the glory of Mewar ?

(g) What does the writer find worth admiration in the people of Mewar ?

(h) How could art and literature flourish in Mewar ?

(i) How did the rulers show that they cared for their subjects ?

(j) What does the erection of Vijaya Stambha and Kirti Stambha in the same fort signify ?

(k) Find words from the passage which mean the same as each of the following : 1x2=2

(i) surprising (para 4)

(ii) evidence (para 4)

Solution

(a) (iv) both (ii) and (iii). Para 1: his glory surpassed countries and time because of the grandeur he added to Mewar and because he became a synonym for valour, sacrifice and patriotism. (The CBSE scheme accepts (ii), (iii) or (iv).)

(b) (iii) its small area and small population. Para 1: the kings of Mewar built their traditions despite "the hurdles of having a smaller area under their command and less population".

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(e) Bappa Rawal.

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(j) It signifies the closeness (proximity) between the king and the subjects of Mewar, and the liberal attitude of the administration; rulers who won wars also patronised art.

(k) (i) astonishing **(ii)** testimony (the word "sample" is also accepted by the scheme).

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20 marks: long answer

CBSE 2019 · 1/1/1 · Q1 — 20 marks

Read the passage given below :

(1) All of Earth's oceans share one thing in common: plastic pollution. Discarded plastic bags, cups, and bottles make their way into the sea. Today, it seems that no part of the ocean is safe from plastic trash. In recent years, oceanographers have searched in vain for a pristine marine environment. They have found plastic everywhere they have looked. "It is a common global problem, we can't point to a single habitat or location with no plastic."

(2) Plastic harms wildlife and introduces dangerous chemicals into marine ecosystems — communities of organisms interacting with their surroundings. Once plastic enters the environment, it lasts a long time. Scientists are working to prevent plastic pollution from entering the sea.

(3) When people litter, or when trash is not properly disposed of, things like plastic bags, bottles, straws, foam beverage cups get carried to the sea by winds and waterways. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.

(4) In 2015, engineer Jenna Jambeck at the University of Georgia and other researchers calculated that at least 8 million tons of plastic trash is swept into the ocean from coasts every year. That's the equivalent of a full garbage truck of plastic being dumped into the sea every minute. If current trends in plastic production and disposal continue, that figure will double by 2025. A report published by the World Economic Forum last year predicts that by 2050, ocean plastic will outweigh all the fish in the sea.

(5) In today's world, plastic is everywhere. It's found in shoes, clothing, household items, electronics, and more. There are different types of plastics, but one thing they all have in common is that they're made of polymers – large molecules made up of repeating units. Their chemical structure gives them a lot of advantages : they're cheap and easy to manufacture, lightweight, water-resistant, durable, and can be moulded into nearly any shape.

(6) Unfortunately, some of the properties that make plastics great for consumer goods also make them a problem pollutant. Plastic's durability comes in part from the fact that unlike paper or wood, it doesn't biodegrade, or break down naturally. Instead it just fragments, or breaks into tiny pieces over time. These tiny pieces, known as microplastic, can potentially stick around for hundreds or perhaps even thousands of years.

(7) Another problem with plastics is the other chemicals they contain, like dyes and flame retardants. When plastic isn't disposed of properly, these additives end up in the environment. Plastic also tends to absorb harmful chemicals from its surroundings. "It's like a sponge for persistent organic pollutants." These long-lasting, toxic substances include pesticides and industrial chemicals. If plastic absorbs the chemicals, and marine organisms eat the plastic, they may be exposed to higher concentrations of these contaminants.

(8) One of the biggest impacts of plastic pollution is its effect on sea life. Seals, sea turtles, and even whales can become entangled in plastic netting. They can starve to death if the plastic restricts their ability to move or eat. Or the plastic can cut into the animals' skin, causing wounds that develop severe infections.

(9) Sea turtles eat plastic bags and soda-can rings, which resemble jellyfish, their favourite food. Seabirds eat bottle caps or chunks of foam cups. Plastic pieces may make an animal feel full, so it doesn't eat enough real food to get the nutrients it needs. Plastic can also block an animal's digestive system, making it unable to eat.

(10) Plastic and its associated pollutants can even make it into our own food supply. Scientists recently examined fish and shell-fish bought at markets in California and Indonesia. They found plastic in the guts of more than a quarter of samples purchased at both locations. In organisms that people eat

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whole, such as sardines and oysters, that means we're eating plastic too. In larger fish, chemicals from plastic may seep into their muscles and other tissues that people consume.

(11) One way to keep the ocean cleaner and healthier is through cleanup efforts. A lot of plastic waste caught in ocean currents eventually washes up on beaches. Removing it can prevent it from blowing out to sea again. Beach clean-up is ocean clean-up.

(12) Cleanup efforts can't reach every corner of the ocean or track down every bit of microplastic. That means it's critical to cut down on the amount of plastic that reaches the sea in the first place. Scientists are working toward new materials that are safer for the environment. For example, Jambeck and her colleagues are currently testing a new polymer that breaks down more easily in seawater.

(13) "Individual actions make a big difference," says Jambeck. Disposing of plastic properly for recycling or trash collection is a key step. "And simple things like reusable water bottles, mugs, and bags really cut down on waste," she says. Skipping straws or using paper ones helps too. Ocean pollution can seem overwhelming, but it's something everyone can help address. This is a problem we can really do something about.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(i) Percentage of ocean plastic that originates from land is :

(a) 20% (b) 50%

(c) 80% (d) 25%

(ii) In which year did Jenna Jambeck and other researchers calculate that at least 8 million tons of plastic trash is swept into ocean every year ?

(a) 2018 (b) 2015

(c) 2005 (d) 2010

(iii) Plastic is not biodegradable because it is made up of :

(a) low atomic particles (b) tiny particles

(c) strong big particles (d) large molecule polymers

(iv) Sea turtles eat :

(a) plastic bottles (b) plastic bags and soda-can rings

(c) bottle caps (d) chunks of foam cups

(v) Scientists bought fish and shell-fish for examination at markets in :

(a) China and Russia (b) Pakistan and Afghanistan

(c) California and Indonesia (d) Australia and Brazil

1.2 Answer the following questions briefly : (1 × 6 = 6)

(i) Which articles made of plastic generally cause pollution in the sea ?

(ii) How does plastic in oceans harm marine ecosystems ?

(iii) How is microplastic formed ?

(iv) Why is plastic compared to a sponge ?

(v) What is the biggest impact of plastic pollution on sea life ?

(vi) How are scientists trying to reduce the plastic pollutants ?

1.3 Answer any **three** of the following questions in 25-30 words each : (2 × 3 = 6)

(i) How does plastic waste enter the oceans ?

(ii) How is it true to say that plastic is everywhere in today's world ?

(iii) Which property of plastic makes it a problem pollutant ?

(iv) What has scientist Jambeck suggested for having cleaner and healthier oceans ?

1.4 Pick out the words/phrases from the passage which are similar in meaning to the following : (1

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× 3 = 3)
(i) unspoiled (para 1)
(ii) long lasting (para 5)
(iii) people working together (para 12)

Solution

1.1 (i) (c) 80%
(ii) (b) 2015
(iii) (d) large molecule polymers
(iv) (b) plastic bags and soda-can rings
(v) (c) California and Indonesia
1.2 (i) Discarded plastic bags, cups, bottles, straws, foam beverage cups, soda-can rings and bottle caps (any two).
(ii) It introduces dangerous chemicals into the marine ecosystem.
(iii) Plastic does not biodegrade; it breaks into tiny pieces over time, and these tiny pieces are called microplastic.
(iv) Because it tends to absorb harmful chemicals (persistent organic pollutants) from its surroundings, as a sponge soaks up water.
(v) Its effect on sea life: animals get entangled in plastic netting and starve, or the netting cuts their skin and causes severe infections.
(vi) They are working on new materials that are safer for the environment, for example a new polymer that breaks down more easily in seawater.
1.3 (Any three; 2 marks each for any two points.)
(i) When people litter or trash is not properly disposed of, plastic items are carried to the sea by winds and waterways. About 80 per cent of ocean plastic comes from land; the rest comes from shipping and fishing.
(ii) No single habitat or location is free from plastic, and it is found in shoes, clothing, household items, electronics and many other things we use every day.
(iii) Its durability. Plastic does not biodegrade, so it stays in the environment for hundreds or thousands of years, and it also absorbs harmful chemicals from its surroundings.
(iv) Jambeck says individual actions make a big difference: dispose of plastic properly for recycling or trash collection, use reusable water bottles, mugs and bags to cut down waste, and skip straws or use paper ones.
1.4 (i) **pristine** (ii) **durable** (iii) **colleagues**

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CBSE 2019 · 1/1/2 · Q1 20 marks

Read the passage given below :

(1) All of Earth's oceans share one thing in common: plastic pollution. Discarded plastic bags, cups, and bottles make their way into the sea. Today, it seems that no part of the ocean is safe from plastic trash. In recent years, oceanographers have searched in vain for a pristine marine environment. They have found plastic everywhere they have looked. "It is a common global problem, we can't point to a single habitat or location with no plastic."

(2) Plastic harms wildlife and introduces dangerous chemicals into marine ecosystems — communities of organisms interacting with their surroundings. Once plastic enters the environment, it lasts a long time. Scientists are working to prevent plastic pollution from entering the sea.

(3) When people litter, or when trash is not properly disposed of, things like plastic bags, bottles, straws, foam beverage cups get carried to the sea by winds and waterways. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.

(4) In 2015, engineer Jenna Jambeck at the University of Georgia and other researchers calculated that at least 8 million tons of plastic trash is swept into the ocean from coasts every year. That's the equivalent of a full garbage truck of plastic being dumped into the sea every minute. If current trends in plastic production and disposal continue, that figure will double by 2025. A report published by the World Economic Forum last year predicts that by 2050, ocean plastic will outweigh all the fish in the sea.

(5) In today's world, plastic is everywhere. It's found in shoes, clothing, household items, electronics, and more. There are different types of plastics, but one thing they all have in common is that they're made of polymers – large molecules made up of repeating units. Their chemical structure gives them a lot of advantages : they're cheap and easy to manufacture, lightweight, water-resistant, durable, and can be moulded into nearly any shape.

(6) Unfortunately, some of the properties that make plastics great for consumer goods also make them a problem pollutant. Plastic's durability comes in part from the fact that unlike paper or wood, it doesn't biodegrade, or break down naturally. Instead it just fragments, or breaks into tiny pieces over time. These tiny pieces, known as microplastic, can potentially stick around for hundreds or perhaps even thousands of years.

(7) Another problem with plastics is the other chemicals they contain, like dyes and flame retardants. When plastic isn't disposed of properly, these additives end up in the environment. Plastic also tends to absorb harmful chemicals from its surroundings. "It's like a sponge for persistent organic pollutants". These long-lasting, toxic substances include pesticides and industrial chemicals. If plastic absorbs the chemicals, and marine organisms eat the plastic, they may be exposed to higher concentrations of these contaminants.

(8) One of the biggest impacts of plastic pollution is its effect on sea life. Seals, sea turtles, and even whales can become entangled in plastic netting. They can starve to death if the plastic restricts their ability to move or eat. Or the plastic can cut into the animals' skin, causing wounds that develop severe infections.

(9) Sea turtles eat plastic bags and soda-can rings, which resemble jellyfish, their favourite food. Seabirds eat bottle caps or chunks of foam cups. Plastic pieces may make an animal feel full, so it doesn't eat enough real food to get the nutrients it needs. Plastic can also block an animal's digestive system, making it unable to eat.

(10) Plastic and its associated pollutants can even make it into our own food supply. Scientists recently examined fish and shell-fish bought at markets in California and Indonesia. They found plastic in the guts of more than a quarter of samples purchased at both locations. In organisms that people eat whole, such as sardines and oysters, that means we're eating plastic too. In larger fish, chemicals from

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plastic may seep into their muscles and other tissues that people consume.

(11) One way to keep the ocean cleaner and healthier is through cleanup efforts. A lot of plastic waste caught in ocean currents eventually washes up on beaches. Removing it can prevent it from blowing out to sea again. Beach clean-up is ocean clean-up.

(12) Cleanup efforts can't reach every corner of the ocean or track down every bit of microplastic. That means it's critical to cut down on the amount of plastic that reaches the sea in the first place. Scientists are working toward new materials that are safer for the environment. For example, Jambeck and her colleagues are currently testing a new polymer that breaks down more easily in seawater.

(13) "Individual actions make a big difference," says Jambeck. Disposing of plastic properly for recycling or trash collection is a key step. "And simple things like reusable water bottles, mugs, and bags really cut down on waste," she says. Skipping straws or using paper ones helps too. Ocean pollution can seem overwhelming, but it's something everyone can help address. This is a problem we can really do something about.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(i) Percentage of ocean plastic that originates from land is :

(a) 20% (b) 50%

(c) 80% (d) 25%

(ii) In which year did Jenna Jambeck and other researchers calculate that at least 8 million tons of plastic trash is swept into ocean every year ?

(a) 2018 (b) 2015

(c) 2005 (d) 2010

(iii) Plastic is not biodegradable because it is made up of :

(a) low atomic particles (b) tiny particles

(c) strong big particles (d) large molecule polymers

(iv) Sea turtles eat :

(a) plastic bottles (b) plastic bags and soda-can rings

(c) bottle caps (d) chunks of foam cups

(v) Scientists bought fish and shell-fish for examination at markets in :

(a) China and Russia (b) Pakistan and Afghanistan

(c) California and Indonesia (d) Australia and Brazil

1.2 Answer the following questions briefly : (1 × 6 = 6)

(i) Which articles made of plastic generally cause pollution in the sea ?

(ii) How does plastic in oceans harm marine ecosystems ?

(iii) How is microplastic formed ?

(iv) Why is plastic compared to a sponge ?

(v) What is the biggest impact of plastic pollution on sea life ?

(vi) How are scientists trying to reduce the plastic pollutants ?

1.3 Answer any **three** of the following questions in 25-30 words each : (2 × 3 = 6)

(i) How does plastic waste enter the oceans ?

(ii) How is it true to say that plastic is everywhere in today's world ?

(iii) Which property of plastic makes it a problem pollutant ?

(iv) What has scientist Jambeck suggested for having cleaner and healthier oceans ?

1.4 Pick out the words/phrases from the passage which are similar in meaning to the following : (1 × 3 = 3)

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(i) dropped / thrown (para 4)
(ii) unluckily (para 6)
(iii) look like (para 9)

Solution

1.1 (i) (c) 80%
(ii) (b) 2015
(iii) (d) large molecule polymers
(iv) (b) plastic bags and soda-can rings
(v) (c) California and Indonesia
1.2 (i) Discarded plastic bags, cups, bottles, straws, foam beverage cups, soda-can rings and bottle caps (any two).
(ii) It introduces dangerous chemicals into the marine ecosystem.
(iii) Plastic does not biodegrade; it breaks into tiny pieces over time, and these tiny pieces are called microplastic.
(iv) Because it tends to absorb harmful chemicals (persistent organic pollutants) from its surroundings, as a sponge soaks up water.
(v) Its effect on sea life: animals get entangled in plastic netting and starve, or the netting cuts their skin and causes severe infections.
(vi) They are working on new materials that are safer for the environment, for example a new polymer that breaks down more easily in seawater.
1.3 (Any three; 2 marks each for any two points.)
(i) When people litter or trash is not properly disposed of, plastic items are carried to the sea by winds and waterways. About 80 per cent of ocean plastic comes from land; the rest comes from shipping and fishing.
(ii) No single habitat or location is free from plastic, and it is found in shoes, clothing, household items, electronics and many other things we use every day.
(iii) Its durability. Plastic does not biodegrade, so it stays in the environment for hundreds or thousands of years, and it also absorbs harmful chemicals from its surroundings.
(iv) Jambeck says individual actions make a big difference: dispose of plastic properly for recycling or trash collection, use reusable water bottles, mugs and bags to cut down waste, and skip straws or use paper ones.
1.4 (i) **dumped** (ii) **unfortunately** (iii) **resemble**

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CBSE 2019 · 1/1/3 · Q1 20 marks

Read the passage given below :

(1) All of Earth's oceans share one thing in common: plastic pollution. Discarded plastic bags, cups, and bottles make their way into the sea. Today, it seems that no part of the ocean is safe from plastic trash. In recent years, oceanographers have searched in vain for a pristine marine environment. They have found plastic everywhere they have looked. "It is a common global problem, we can't point to a single habitat or location with no plastic."

(2) Plastic harms wildlife and introduces dangerous chemicals into marine ecosystems — communities of organisms interacting with their surroundings. Once plastic enters the environment, it lasts a long time. Scientists are working to prevent plastic pollution from entering the sea.

(3) When people litter, or when trash is not properly disposed of, things like plastic bags, bottles, straws, foam beverage cups get carried to the sea by winds and waterways. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.

(4) In 2015, engineer Jenna Jambeck at the University of Georgia and other researchers calculated that at least 8 million tons of plastic trash is swept into the ocean from coasts every year. That's the equivalent of a full garbage truck of plastic being dumped into the sea every minute. If current trends in plastic production and disposal continue, that figure will double by 2025. A report published by the World Economic Forum last year predicts that by 2050, ocean plastic will outweigh all the fish in the sea.

(5) In today's world, plastic is everywhere. It's found in shoes, clothing, household items, electronics, and more. There are different types of plastics, but one thing they all have in common is that they're made of polymers – large molecules made up of repeating units. Their chemical structure gives them a lot of advantages : they're cheap and easy to manufacture, lightweight, water-resistant, durable, and can be moulded into nearly any shape.

(6) Unfortunately, some of the properties that make plastics great for consumer goods also make them a problem pollutant. Plastic's durability comes in part from the fact that unlike paper or wood, it doesn't biodegrade, or break down naturally. Instead it just fragments, or breaks into tiny pieces over time. These tiny pieces, known as microplastic, can potentially stick around for hundreds or perhaps even thousands of years.

(7) Another problem with plastics is the other chemicals they contain, like dyes and flame retardants. When plastic isn't disposed of properly, these additives end up in the environment. Plastic also tends to absorb harmful chemicals from its surroundings. "It's like a sponge for persistent organic pollutants". These long-lasting, toxic substances include pesticides and industrial chemicals. If plastic absorbs the chemicals, and marine organisms eat the plastic, they may be exposed to higher concentrations of these contaminants.

(8) One of the biggest impacts of plastic pollution is its effect on sea life. Seals, sea turtles, and even whales can become entangled in plastic netting. They can starve to death if the plastic restricts their ability to move or eat. Or the plastic can cut into the animals' skin, causing wounds that develop severe infections.

(9) Sea turtles eat plastic bags and soda-can rings, which resemble jellyfish, their favourite food. Seabirds eat bottle caps or chunks of foam cups. Plastic pieces may make an animal feel full, so it doesn't eat enough real food to get the nutrients it needs. Plastic can also block an animal's digestive system, making it unable to eat.

(10) Plastic and its associated pollutants can even make it into our own food supply. Scientists recently examined fish and shell-fish bought at markets in California and Indonesia. They found plastic in the guts of more than a quarter of samples purchased at both locations. In organisms that people eat whole, such as sardines and oysters, that means we're eating plastic too. In larger fish, chemicals from

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plastic may seep into their muscles and other tissues that people consume.

(11) One way to keep the ocean cleaner and healthier is through cleanup efforts. A lot of plastic waste caught in ocean currents eventually washes up on beaches. Removing it can prevent it from blowing out to sea again. Beach clean-up is ocean clean-up.

(12) Cleanup efforts can't reach every corner of the ocean or track down every bit of microplastic. That means it's critical to cut down on the amount of plastic that reaches the sea in the first place. Scientists are working toward new materials that are safer for the environment. For example, Jambeck and her colleagues are currently testing a new polymer that breaks down more easily in seawater.

(13) "Individual actions make a big difference," says Jambeck. Disposing of plastic properly for recycling or trash collection is a key step. "And simple things like reusable water bottles, mugs, and bags really cut down on waste," she says. Skipping straws or using paper ones helps too. Ocean pollution can seem overwhelming, but it's something everyone can help address. This is a problem we can really do something about.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(i) Percentage of ocean plastic that originates from land is :

(a) 20% (b) 50%

(c) 80% (d) 25%

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(c) 2005 (d) 2010

(iii) Plastic is not biodegradable because it is made up of :

(a) low atomic particles (b) tiny particles

(c) strong big particles (d) large molecule polymers

(iv) Sea turtles eat :

(a) plastic bottles (b) plastic bags and soda-can rings

(c) bottle caps (d) chunks of foam cups

(v) Scientists bought fish and shell-fish for examination at markets in

(a) China and Russia (b) Pakistan and Afghanistan

(c) California and Indonesia (d) Australia and Brazil

1.2 Answer the following questions briefly : (1 × 6 = 6)

(i) Which articles made of plastic generally cause pollution in the sea ?

(ii) How does plastic in oceans harm marine ecosystems ?

(iii) How is microplastic formed ?

(iv) Why is plastic compared to a sponge ?

(v) What is the biggest impact of plastic pollution on sea life ?

(vi) How are scientists trying to reduce the plastic pollutants ?

1.3 Answer any **three** of the following questions in 25-30 words each : (2 × 3 = 6)

(i) How does plastic waste enter the oceans ?

(ii) How is it true to say that plastic is everywhere in today's world ?

(iii) Which property of plastic makes it a problem pollutant ?

(iv) What has scientist Jambeck suggested for having cleaner and healthier oceans ?

1.4 Pick out the words/phrases from the passage which are similar in meaning to the following : (1 × 3 = 3)

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(i) unsafe (para 2)
(ii) rubbish/junk (as a noun) (para 3)
(iii) shaped/formed (para 5)

Solution

1.1 (i) (c) 80%
(ii) (b) 2015
(iii) (d) large molecule polymers
(iv) (b) plastic bags and soda-can rings
(v) (c) California and Indonesia
1.2 (i) Discarded plastic bags, cups, bottles, straws, foam beverage cups, soda-can rings and bottle caps (any two).
(ii) It introduces dangerous chemicals into the marine ecosystem.
(iii) Plastic does not biodegrade; it breaks into tiny pieces over time, and these tiny pieces are called microplastic.
(iv) Because it tends to absorb harmful chemicals (persistent organic pollutants) from its surroundings, as a sponge soaks up water.
(v) Its effect on sea life: animals get entangled in plastic netting and starve, or the netting cuts their skin and causes severe infections.
(vi) They are working on new materials that are safer for the environment, for example a new polymer that breaks down more easily in seawater.
1.3 (Any three; 2 marks each for any two points.)
(i) When people litter or trash is not properly disposed of, plastic items are carried to the sea by winds and waterways. About 80 per cent of ocean plastic comes from land; the rest comes from shipping and fishing.
(ii) No single habitat or location is free from plastic, and it is found in shoes, clothing, household items, electronics and many other things we use every day.
(iii) Its durability. Plastic does not biodegrade, so it stays in the environment for hundreds or thousands of years, and it also absorbs harmful chemicals from its surroundings.
(iv) Jambeck says individual actions make a big difference: dispose of plastic properly for recycling or trash collection, use reusable water bottles, mugs and bags to cut down waste, and skip straws or use paper ones.
1.4 (i) **dangerous** (ii) **trash** (iii) **moulded**

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CBSE 2019 · 1/2/1 · Q1 | CBSE 2019 · 1/2/3 · Q1 asked 2 times 20 marks

Read the passage given below carefully and answer the questions that follow :

(1) The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when he heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.

(2) He had heard that the blast released so much energy that it had paled all past destructions in comparison and death had played out a pitiable dance of destruction. The flames that broke out of the bomb were burning, melting and exploding buildings. Scared of the heat of the bomb, people had jumped into lakes and rivers, but the water was boiling and the people too were burnt and killed. The animals in the water were already boiled to death. Animals, trees, herbs, fragrant flowering plants were all turned into ashes. The atomic energy destruction had just not stopped there. It had entered the atmosphere there and had spread radiation that would affect people for generations to come and would also bring about destructive irreversible biological changes in animals and plants.

(3) As the news of the atomic attack reached Einstein, and he became aware of the glaring horror of the abuse of atomic energy, his distress and restlessness knew no bounds. He could not control himself and picked up his violin to turn his mind on to other things. While playing the violin, he tried to dissolve his distress in its sad notes, but couldn't. He was burning on the embers of destruction; his heart was filled with an ocean of agony and tears just continued streaming uncontrollably out of his eyes. Night had fallen. His daughter came up and asked him to eat something as he had not taken anything for the last four days. His voice was restrained and he said, "I don't feel like eating."

(4) He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that Hitler was up to. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E=mc^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.

(5) The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth — institutions where along with science, spirituality will be compulsorily taught.

(6) To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had won Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."

(7) Those who teach science should be taught spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a Japanese delegation came to meet him. Einstein broke down in the meeting and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence." The Japanese

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were moved by his sincerity and forgot their grief.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught ?

(i) Five (ii) Ten

(iii) Eight (iv) Fifteen

(b) Which musical instrument did Einstein play when he was in grief ?

(i) Harmonium (ii) Guitar

(iii) Violin (iv) Flute

(c) Einstein came to know that America had dropped an atom bomb on the Japanese city, Hiroshima through

(i) television. (ii) newspaper.

(iii) radio. (iv) a telephonic message.

(d) Which American President was told about the destructive power of an atomic bomb ?

(i) Kennedy (ii) Bill Clinton

(iii) Lincoln (iv) Roosevelt

(e) Einstein said to the Japanese delegation,

(i) "You can give me any punishment and I will accept it." (ii) "I am not at fault."

(iii) "What could I do ?" (iv) "The President didn't agree to my advice."

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) What did Einstein do to overcome his distress after getting the news of the atomic attack ?

(b) Which event in 1945, according to Einstein, turned science and scientists into murderers ?

(c) What did Einstein do to show his displeasure over the atomic attack ?

(d) Whose photo was garlanded at the inauguration of Einstein's institute for children, adolescents and youth ?

(e) Name the philosophers that Einstein invited to inaugurate the new institution.

(f) Why did Einstein want harmony between science and spirituality while teaching in educational institutes ?

1.3 Answer any **three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) What did Einstein feel while looking at the sunset from his room's window ?

(b) Give a brief description of the disaster when the atomic bomb was dropped on the Japanese city, Nagasaki.

(c) What did Einstein think of Mahatma Gandhi ?

(d) What was Einstein's reaction when the Japanese delegation met him ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) mental pain (para 1)

(b) agreement (para 7)

(c) regret/remorse (para 7)

Solution

1.1 (a) (ii) Ten

(b) (iii) Violin

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(c) (iii) radio
(d) (iv) Roosevelt
(e) (i) "You can give me any punishment and I will accept it."

1.2 (a) He played his violin to turn his mind to other things and tried to dissolve his distress in its sad notes. (He also did not eat for four days.)
(b) The dropping of the atom bomb on the Japanese city of Hiroshima (and then Nagasaki).
(c) He disassociated himself from the scientific policy of the government and all governmental institutions, and decided to open educational institutions where science and spirituality would be taught together.
(d) The photo of Mahatma Gandhi.
(e) Bertrand Russell and Albert Schweitzer.
(f) Because harmony between the two will put an end to destruction; without it the destruction would continue unabated.

1.3 (Any three; any two points for 2 marks each.)
(a) He felt that humanity had sunk into devilish darkness, and that the red glow in the sky was the blood of humanity spilling over the sky. He felt torn apart, deeply hurt and depressed.
(b) Flames burned and melted buildings and made them explode. People who jumped into lakes and rivers found the water boiling, and were burnt and killed. Animals, trees and plants turned to ashes, and radiation would affect people for generations.
(c) He thought of Gandhi as a true representative of non-violence, truth and spirituality: a great man who fought for the independence of his country through non-violence and was a truthful man and a true spiritualist.
(d) He broke down and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence."

1.4 (a) **agony** (b) **harmony** (c) **penitence**

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CBSE 2019 · 1/2/2 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow :

(1) The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when he heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.

(2) He had heard that the blast released so much energy that it had paled all past destructions in comparison and death had played out a pitiable dance of destruction. The flames that broke out of the bomb were burning, melting and exploding buildings. Scared of the heat of the bomb, people had jumped into lakes and rivers, but the water was boiling and the people too were burnt and killed. The animals in the water were already boiled to death. Animals, trees, herbs, fragrant flowering plants were all turned into ashes. The atomic energy destruction had just not stopped there. It had entered the atmosphere there and had spread radiation that would affect people for generations to come and would also bring about destructive irreversible biological changes in animals and plants.

(3) As the news of the atomic attack reached Einstein, and he became aware of the glaring horror of the abuse of atomic energy, his distress and restlessness knew no bounds. He could not control himself and picked up his violin to turn his mind on to other things. While playing the violin, he tried to dissolve his distress in its sad notes, but couldn't. He was burning on the embers of destruction; his heart was filled with an ocean of agony and tears just continued streaming uncontrollably out of his eyes. Night had fallen. His daughter came up and asked him to eat something as he had not taken anything for the last four days. His voice was restrained and he said, "I don't feel like eating."

(4) He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that Hitler was up to. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E=mc^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.

(5) The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth — institutions where along with science, spirituality will be compulsorily taught.

(6) To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had won Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."

(7) Those who teach science should be taught spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a Japanese delegation came to meet him. Einstein broke down in the meeting and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence." The Japanese

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were moved by his sincerity and forgot their grief.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught ?

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(b) Which event in 1945, according to Einstein, turned science and scientists into murderers ?

(c) What did Einstein do to show his displeasure over the atomic attack ?

(d) Whose photo was garlanded at the inauguration of Einstein's institute for children, adolescents and youth ?

(e) Name the philosophers that Einstein invited to inaugurate the new institution.

(f) Why did Einstein want harmony between science and spirituality while teaching in educational institutes ?

1.3 Answer any **three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) What did Einstein feel while looking at the sunset from his room's window ?

(b) Give a brief description of the disaster when the atomic bomb was dropped on the Japanese city, Nagasaki.

(c) What did Einstein think of Mahatma Gandhi ?

(d) What was Einstein's reaction when the Japanese delegation met him ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) thoughtful (para 1)

(b) perfumed/sweet smelling (para 2)

(c) separate (verb) (para 5)

Solution

1.1 (a) (ii) Ten

(b) (iii) Violin

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(c) (iii) radio
(d) (iv) Roosevelt
(e) (i) "You can give me any punishment and I will accept it."

1.2 (a) He played his violin to turn his mind to other things and tried to dissolve his distress in its sad notes. (He also did not eat for four days.)
(b) The dropping of the atom bomb on the Japanese city of Hiroshima (and then Nagasaki).
(c) He disassociated himself from the scientific policy of the government and all governmental institutions, and decided to open educational institutions where science and spirituality would be taught together.
(d) The photo of Mahatma Gandhi.
(e) Bertrand Russell and Albert Schweitzer.
(f) Because harmony between the two will put an end to destruction; without it the destruction would continue unabated.

1.3 (Any three; any two points for 2 marks each.)
(a) He felt that humanity had sunk into devilish darkness, and that the red glow in the sky was the blood of humanity spilling over the sky. He felt torn apart, deeply hurt and depressed.
(b) Flames burned and melted buildings and made them explode. People who jumped into lakes and rivers found the water boiling, and were burnt and killed. Animals, trees and plants turned to ashes, and radiation would affect people for generations.
(c) He thought of Gandhi as a true representative of non-violence, truth and spirituality: a great man who fought for the independence of his country through non-violence and was a truthful man and a true spiritualist.
(d) He broke down and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence."

1.4 (a) **pensive** (b) **fragrant** (c) **disassociated**

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CBSE 2019 · 1/3/1 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow :

(1) Till as late as the 1960s, we believed that one of the major differences between us and the rest of the animal kingdom was our ability to make and use tools. But then, our egos suffered a devastating blow : in the jungles of Gombe in Africa, Jane Goodall observed a chimpanzee pluck and trim a stem of grass and insert it into a termite mound. The furious termites climbed up the stem only to be happily eaten up by the chimp. The chimp kept repeating the process. He had, in fact, fashioned his own fishing rod and gone fishing for termites. We were not alone! And that was not all. Chimps were also observed using rocks to bash open hard shells and fruits (which other monkeys also do), to throw them at their enemies and wave sticks around. Even worse, adolescent females, especially, were seen sharpening sticks with their teeth and thrusting these like spears into hollows where bush-babies were hiding in fear and then checked the spear tips for blood! Chimps were also seen chewing up leaves and using these like sponges to suck up water from the waterholes to enable them to drink.

(2) The gorillas and orangutans were not far behind. In 2005, a western lowland gorilla (a lady, this time) was observed picking up a stick and using it to check the depth of a pool she wanted to cross. Then, she used it as a walking stick. Orangutans (as well as chimpanzees) have been observed using broad leaves as umbrellas during downpours — and orangutans that are accustomed to our company (never a good influence) imitate the way we wash clothes by the riverbank or use a saw to cut wood.

(3) Elephants designed fly-whisks and backscratchers from branches, and used strips of chewed up bark to plug small waterholes (which they had dug) to prevent the water from evaporating. Dada bulls would heave heavy logs or rocks at electric fences to short-circuit or simply destroy them.

(4) Bottle-nosed dolphins have been known to cover their long noses with sponges or shells before combing the seabed for tidbits (There are many spiny creatures and sharp rocks that could otherwise injure them).

(5) Crows are thought to be the smartest amongst birds and the new Caledonian crow is considered to be the Einstein among crows. Crows have been known to do the dropping-of-pebbles-in-a-pitcher-of-water stunt, as described in Aesop's Fables. The American alligator has been known to arrange twigs on its head — to lure nest-building birds to come and pick them up. When they do, well, lunch is served for the alligator!

(6) For long, we have exploited the poor silkworm, boiling its cocoons alive to make one of the most exquisite clothing materials known so far. But the real pros in silk production are — hold your breath — spiders. What caterpillars of moths and butterflies do with their mouthparts (like a magician releasing ribbons from his/her mouth), spiders do it from the lower part of their bodies. But, try as we may, we still haven't cracked the code of how to synthesise spider silk, which can be used for everything from producing gun-sights and sutures to light bulletproof jackets and seat belts.

(7) What if spiders sold their silk ? Imagine walking into a silk emporium run by arachnids, you would be greeted by a sales-spider: charming, young Ms./Mr. Hairy-legs, who would appraise you out of her/his eight or so eyes. "Welcome, welcome!" s/he would gush scanning you top-down, rubbing its hairy legs together in delight. "We have some of the finest, softest cradle silk you would ever want for your happy events. Wrapped up in it, your babies will be warm, safe and dry as they wait to hatch. It's super-absorbent, too, and nappy rash will not be a problem!

(8) So yes, animals use tools but we needn't worry. None of them have, as yet, discovered how to make fire. Though, our very own black kite will — with its goonda friends — spread a wildfire by dropping burning twigs in unburned areas so they can snap up even more fleeing insects and rodents. But yes, these so-called tools are primitive.

(9) But then, do animals really need sophisticated tools to get what they want ? Cheetahs accelerate

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faster than Ferraris, pit vipers have heat-seeking sensors, eagles can locate a rabbit in a field from kilometers away, sharks smell a drop of blood in a whole ruddy ocean, bats use sonar, birds and bees see ultraviolet light, a falcon can dive at 320 kmph, snakes have a cocktail of venom that can bleed, paralyse or liquefy you to death, spiders' silk still has us in a tizzy, chameleons and octopuses wear invisibility cloaks, and, migratory birds have built in navigation system — the list is endless!

(10) We had the best brains and so were able to design miraculous tools. But look where we have ended up : we've gassed up the earth's air, poisoned the water and have stocked enough weaponry to destroy ourselves a million times over.

So really, who is the monkey with the wrench ?

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) Chimps making their own fishing rods is an indication that

(i) animals and man have similar interests.
(ii) monkeys also go fishing.
(iii) animals like to imitate man.
(iv) man is an animal who likes to fish.

(b) We know that chimps are intelligent because

(i) they try and ape man.
(ii) they use their brains to find solutions to problems.
(iii) they kill bush-babies.
(iv) they love to eat termites.

(c) Orangutans use big leaves during a downpour because

(i) they like big leaves when it starts to rain.
(ii) they do not like heavy rain.
(iii) they want to wet the leaves.
(iv) the leaves can keep the rain off their bodies.

(d) The black kite may start a fire because

(i) it is a fire bird.
(ii) it is hungry and looking for food.
(iii) it likes to watch fleeing animals.
(iv) it eats only cooked meat.

(e) Big male elephants throw logs at electric fences because

(i) they want to be free.
(ii) they are great throwers.
(iii) they enjoy the sparks thus caused.
(iv) they are very strong animals.

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) Why are animals considered as intelligent as humans ?
(b) What strategy do chimps use to open hard shells and fruits ?
(c) What do elephants do to prevent water from evaporating ?
(d) Give an example from the passage that proves the crow to be an intelligent bird.
(e) How does a black kite spread wildfire ?
(f) How do chimps drink water from the waterholes ?

1.3 Answer any **three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) What caused a blow to man's ego ?
(b) What inference can you draw from the action of the female gorilla described in para 2 ?
(c) Why do dolphins cover their long noses with sponges or shells ?
(d) To what end have humans used their superior intelligence ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) crude/old-fashioned (para 8)
(b) poison (para 9)
(c) wonderful (para 10)

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Solution

1.1 (a) (i) animals and man have similar interests (the CBSE scheme also accepts (iii) animals like to imitate man)
(b) (ii) they use their brains to find solutions to problems
(c) (iv) the leaves can keep the rain off their bodies
(d) (ii) it is hungry and looking for food
(e) (i) they want to be free
1.2 (a) Because they can make and use tools; they use their brains to find solutions to problems.
(b) They use hard rocks to bash them open.
(c) They use strips of chewed-up bark to plug the small waterholes they have dug.
(d) Crows have been known to drop pebbles into a pitcher of water so that they can drink the water easily.
(e) By dropping burning twigs in unburned areas.
(f) They chew up leaves and use them like sponges to suck up water from the waterholes.
1.3 (Any three; any two points for 2 marks each.)
(a) The realisation that animals, too, can make and use tools: Jane Goodall saw a chimpanzee trim a grass stem and use it as a fishing rod for termites, and saw chimps using rocks and sharpened sticks.
(b) The gorilla used a stick to check the depth of a pool she wanted to cross, and then as a walking stick. From this we can infer that animals are mentally not far behind man, and think and plan.
(c) To protect their noses from injury by the spiny creatures and sharp rocks on the seabed, when they comb it for food.
(d) Humans have used their superior intelligence to design miraculous tools, but also to ruin the earth: we have polluted the air and the water and stocked enough weapons to destroy ourselves a million times over.
1.4 (a) **primitive** (b) **venom** (c) **miraculous**

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CBSE 2019 · 1/3/2 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow :

(1) Till as late as the 1960s, we believed that one of the major differences between us and the rest of the animal kingdom was our ability to make and use tools. But then, our egos suffered a devastating blow : in the jungles of Gombe in Africa, Jane Goodall observed a chimpanzee pluck and trim a stem of grass and insert it into a termite mound. The furious termites climbed up the stem only to be happily eaten up by the chimp. The chimp kept repeating the process. He had, in fact, fashioned his own fishing rod and gone fishing for termites. We were not alone! And that was not all. Chimps were also observed using rocks to bash open hard shells and fruits (which other monkeys also do), to throw them at their enemies and wave sticks around. Even worse, adolescent females, especially, were seen sharpening sticks with their teeth and thrusting these like spears into hollows where bush-babies were hiding in fear and then checked the spear tips for blood! Chimps were also seen chewing up leaves and using these like sponges to suck up water from the waterholes to enable them to drink.

(2) The gorillas and orangutans were not far behind. In 2005, a western lowland gorilla (a lady, this time) was observed picking up a stick and using it to check the depth of a pool she wanted to cross. Then, she used it as a walking stick. Orangutans (as well as chimpanzees) have been observed using broad leaves as umbrellas during downpours — and orangutans that are accustomed to our company (never a good influence) imitate the way we wash clothes by the riverbank or use a saw to cut wood.

(3) Elephants designed fly-whisks and backscratchers from branches, and used strips of chewed up bark to plug small waterholes (which they had dug) to prevent the water from evaporating. Dada bulls would heave heavy logs or rocks at electric fences to short-circuit or simply destroy them.

(4) Bottle-nosed dolphins have been known to cover their long noses with sponges or shells before combing the seabed for tidbits (There are many spiny creatures and sharp rocks that could otherwise injure them).

(5) Crows are thought to be the smartest amongst birds and the new Caledonian crow is considered to be the Einstein among crows. Crows have been known to do the dropping-of-pebbles-in-a-pitcher-of-water stunt, as described in Aesop's Fables. The American alligator has been known to arrange twigs on its head — to lure nest-building birds to come and pick them up. When they do, well, lunch is served for the alligator!

(6) For long, we have exploited the poor silkworm, boiling its cocoons alive to make one of the most exquisite clothing materials known so far. But the real pros in silk production are — hold your breath — spiders. What caterpillars of moths and butterflies do with their mouthparts (like a magician releasing ribbons from his/her mouth), spiders do it from the lower part of their bodies. But, try as we may, we still haven't cracked the code of how to synthesise spider silk, which can be used for everything from producing gun-sights and sutures to light bulletproof jackets and seat belts.

(7) What if spiders sold their silk ? Imagine walking into a silk emporium run by arachnids, you would be greeted by a sales-spider: charming, young Ms./Mr. Hairy-legs, who would appraise you out of her/his eight or so eyes. "Welcome, welcome!" s/he would gush scanning you top-down, rubbing its hairy legs together in delight. "We have some of the finest, softest cradle silk you would ever want for your happy events. Wrapped up in it, your babies will be warm, safe and dry as they wait to hatch. It's super-absorbent, too, and nappy rash will not be a problem!

(8) So yes, animals use tools but we needn't worry. None of them have, as yet, discovered how to make fire. Though, our very own black kite will — with its goonda friends — spread a wildfire by dropping burning twigs in unburned areas so they can snap up even more fleeing insects and rodents. But yes, these so-called tools are primitive.

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faster than Ferraris, pit vipers have heat-seeking sensors, eagles can locate a rabbit in a field from kilometers away, sharks smell a drop of blood in a whole ruddy ocean, bats use sonar, birds and bees see ultraviolet light, a falcon can dive at 320 kmph, snakes have a cocktail of venom that can bleed, paralyse or liquefy you to death, spiders' silk still has us in a tizzy, chameleons and octopuses wear invisibility cloaks, and, migratory birds have built in navigation system — the list is endless!

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So really, who is the monkey with the wrench ?

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(d) The black kite may start a fire because

(i) it is a fire bird.
(ii) it is hungry and looking for food.
(iii) it likes to watch fleeing animals.
(iv) it eats only cooked meat.

(e) Big male elephants throw logs at electric fences because

(i) they want to be free.
(ii) they are great throwers.
(iii) they enjoy the sparks thus caused.
(iv) they are very strong animals.

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) Why are animals considered as intelligent as humans ?
(b) What strategy do chimps use to open hard shells and fruits ?
(c) What do elephants do to prevent water from evaporating ?
(d) Give an example from the passage that proves the crow to be an intelligent bird.
(e) How does a black kite spread wildfire ?
(f) How do chimps drink water from the waterholes ?

1.3 Answer any **three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) What caused a blow to man's ego ?
(b) What inference can you draw from the action of the female gorilla described in para 2 ?
(c) Why do dolphins cover their long noses with sponges or shells ?
(d) To what end have humans used their superior intelligence ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) crushing/destructive (para 1)
(b) used to (para 2)
(c) searching (para 4)

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Solution

1.1 (a) (i) animals and man have similar interests (the CBSE scheme also accepts (iii) animals like to imitate man)
(b) (ii) they use their brains to find solutions to problems
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(d) Humans have used their superior intelligence to design miraculous tools, but also to ruin the earth: we have polluted the air and the water and stocked enough weapons to destroy ourselves a million times over.
1.4 (a) **devastating** (b) **accustomed** (c) **combing**

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CBSE 2019 · 1/3/3 · Q1 20 marks

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(c) Why do dolphins cover their long noses with sponges or shells ?
(d) To what end have humans used their superior intelligence ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) misused (para 6)
(b) welcomed (para 7)
(c) armament (para 10)

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Solution

1.1 (a) (i) animals and man have similar interests (the CBSE scheme also accepts (iii) animals like to imitate man)
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(d) Humans have used their superior intelligence to design miraculous tools, but also to ruin the earth: we have polluted the air and the water and stocked enough weapons to destroy ourselves a million times over.
1.4 (a) **exploited** (b) **greeted** (c) **weaponry**

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CBSE 2019 · 1/4/1 · Q1 | CBSE 2019 · 1/4/2 · Q1 | CBSE 2019 · 1/4/3 · Q1 asked 3 times 20 marks

Read the passage given below carefully and answer the questions that follow:

1 "But have you been to Nimtita ? Have you been to the palace there ?" asked the old man in the tea-shop, with the thatched roof. We were in the village of Lalgola, one hundred and fifty miles from Kolkata, and we had just seen our thirteenth nobleman's palace and found it unsuitable.

2 "Nimtita ? Where is that ?" we asked without much interest. We had never heard of the place. "It is sixty miles to the North of here. You drive up the highway. Then you come to a river which you have to cross. A ferry will take your car across. Then up the highway again for twenty miles. A sign tells you where to branch off... It's on the river Padma, on the eastern bank. It's the palace of the Choudharys. I've been listening to your talk, and I feel you ought to see this one before you give up."

3 We were not very hopeful. We had had enough trouble taking free advice from people who had no idea of our needs. Anyway, the question was : do we or do we not undertake this last trip ? If we did not like the palace, it might mean either giving up making this film altogether, or seriously changing its nature. We tossed a coin to decide whether to go or not. The coin said, 'Go!', and we set out on our sixty-mile journey.

4 It was when I was in bed with my right leg in plaster that I had decided the film on Tarasankar Banerji's famous short story, 'The Music Room' (Jalsaghar). A nasty fall on the stone steps at Banaras had brought about a serious knee injury. I lay in bed and read all the Bengali books I could lay my hands on. Just then, the film distributors were not too keen to take my film for distribution, and may be this was one of the things that made me choose 'The Music Room'.

5 Here was a dramatic story which could naturally bring in music and dancing, and distributors loved music and dancing. But here, too, was a story full of feelings. So it would be satisfying for me as an artist. I would cast Chabi Biswas, our greatest actor, in the leading role of the zamindar — the zamindar whose love of the big musical entertainments brings about his ruin. But the most important thing was to find a palace. As we had a low budget, there was no question of having studio-built sets. I knew that, if we had the money, my art director could easily build a set which looked like our old palace with the right style. But we just didn't have the money for it.

6 Nimtita turned out to be everything that the old man had claimed — and more. No one could have described in words the feeling of utter sadness that surrounded the palace. The river Padma had changed its course over the years, so that now there were endless stretches of sand where once had been villages. The palace itself — Greek pillars and all — was a perfect realization of my dream image. It stood looking out over the stretches of sand with a sad dignity. It had somehow escaped being totally destroyed when the river changed its course. The river had reached within ten yards of the front of the palace — having swallowed the garden — and then stopped. Ganendra Narayan Choudhary, who is seventy and owns a British title and the palace, told us how it happened : "We were having breakfast one morning when we heard a low rumble. We went out to the verandah and saw a big chunk of our estate — almost a square mile of it — going under water, disappearing forever. It all happened in a few seconds. Padma's appetite is legendary."

7 "But aren't you afraid that the river might encroach further ?"

8 "Oh, yes, the rains bring with them the usual fears."

9 On returning from our first trip to Nimtita, I telephoned the author, Mr. Banerji. He had been just as anxious about the location as we were.

10 "We've found our palace at last, Mr. Banerji," I said.

11 "Have you ? And where is it ?"

12 "At a little known place called Nimtita."

13 "Nimtita ? There was a note of recognition in his voice." You don't mean the palace of the

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Choudharys, do you ?"
14 "That's the one."
15 "But that's extraordinary ! I have't been to Nimtita myself, but I have read about the Choudharys in a history of Bengal zamindars, and it was the music-loving Upendra Narayan Choudhary who served as the model for my rajah."

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option. (1 × 5 = 5)

(a) The writer of the passage is a _____ by profession.

(i) painter
(ii) filmmaker
(iii) photographer
(iv) journalist

(b) What helped the author and his friends to decide whether or not to go to Nimtita ?

(i) the suggestion made by the old man at the tea-shop
(ii) their own intuitive feeling
(iii) description of the palace in a travel book
(iv) tossing of a coin

(c) Why was the idea of building a set for shooting given up ?

(i) Shooting at a set would not give a real life effect.
(ii) They didn't have money for a set.
(iii) Building a set is very time consuming.
(iv) Shooting at the actual palace would be more authentic.

(d) Who is the central character in the story, 'The Music Room' ?

(i) A local raja
(ii) A zamindar
(iii) A British official
(iv) An artist

(e) What did the author like most about the palace ?

(i) facilities for the visitors
(ii) wood carvings at the ceiling
(iii) its huge central hall
(iv) its Greeks pillars

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) What suggestion did the old man at the tea-shop make to the author and his friends ?
(b) Why did the author not like the idea of taking free advice ?
(c) How did the author sustain a serious injury ?
(d) What brought about the ruin of the zamindar in the story, 'The Music Room' ?
(e) Who was Ganendra Narayan Choudhary ?
(f) How did Mr. Banerji react to the information about the palace ?

1.3 Answer **any three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) Why did the author choose the story, 'The Music Room' for his film ?
(b) How do you know that reaching Nimtita was not easy ?
(c) What havoc did the river Padma cause when it changed its course ?
(d) How had the palace escaped being totally destroyed ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) main (para 5)
(b) nobility (para 6)
(c) concerned (para 9)

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Solution

1.1 (a) (ii) filmmaker (he is making a film on 'The Music Room').
(b) (iv) tossing of a coin ("We tossed a coin to decide whether to go or not. The coin said, 'Go!'").
(c) (ii) They didn't have money for a set ("we just didn't have the money for it").
(d) (ii) A zamindar (his love of big musical entertainments brings about his ruin).
(e) (iv) its Greek pillars (printed "Greeks pillars"; the passage says "Greek pillars and all — was a perfect realization of my dream image").
1.2 (a) He suggested that they should go and see the palace of the Choudharys at Nimtita, on the bank of the river Padma, before giving up.
(b) They had already had enough trouble taking free advice from people who had no idea of their needs.
(c) He had a nasty fall on the stone steps at Banaras, which caused a serious knee injury.
(d) The zamindar's love of big musical entertainments brought about his ruin.
(e) He was a seventy-year-old Bengal zamindar who owned a British title and the palace at Nimtita.
(f) There was a note of recognition in his voice; he was surprised and delighted, since the palace was the one whose owner family had served as the model for his rajah.
1.3 (Any three; all four are answered.)
(a) Film distributors were not keen to take his film. 'The Music Room' was a dramatic story with scope for music and dancing, which distributors loved, and it was also full of feelings, so it would satisfy him as an artist.
(b) He had never heard of the place; it was sixty miles to the north of Lalgola; a river had to be crossed by a ferry that carried the car; and after another twenty miles a sign told them where to branch off.
(c) The river swallowed the garden and almost a square mile of the estate, which disappeared under water in a few seconds. Villages that once stood there became endless stretches of sand.
(d) The river changed its course and, after swallowing the garden, came within ten yards of the front of the palace and then stopped, so the palace was not destroyed.
1.4 (a) leading (para 5: "the leading role"; also accepted: important)
(b) dignity (as per the marking scheme)
(c) anxious

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CBSE 2019 · 1/5/1 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow:

1 Archaeology is the scientific study of the remains of past human culture. Archaeologists investigate the lives of early people by studying the objects those people have left behind. Such objects include buildings, artwork, tools, bones and pottery. Archaeologists may make exciting discoveries, such as a tomb filled with gold or the ruins of a magnificent temple in the midst of a jungle. However, the discovery of a few stone tools or grains of hardened corn may reveal even more about early people.

2 Archaeological research is the chief means to learn about societies that existed before the invention of writing about 5,000 years ago. It also provides an important supplement to our knowledge of ancient societies that left written records. In America, archaeology is considered a branch of anthropology, the scientific study of humanity and human culture. European archaeologists, however, think of their work as closely related to the field of history. Archaeology differs from history in that historians mainly study the lives of people as recorded in written documents. Archaeologists look for information about how, where, and when cultures developed. Like other social scientists, they search for reasons why major changes have occurred in certain cultures. Some archaeologists try to understand why ancient people stopped hunting and started farming. Others develop theories about what caused people to build cities and to set up trade routes. In addition, some archaeologists look for reasons behind the fall of such early civilizations as the Mayas in Central America and the Romans in Europe.

3 Archaeologists examine any evidence that can help them explain how people lived in past times. Such evidence ranges from the ruins of a large city to a few stone flakes left by someone making a stone tool long ago.

4 The three basic kinds of archaeological evidence are artefacts, features and ecofacts. Artefacts are objects that were made by people and can be moved without altering their appearance. Artefacts include objects like arrowheads, pots and beads. Artefacts from a society with a written history may also include clay tablets and other written records. Features consist mainly of houses, tombs, irrigation canals and other large structures built by ancient peoples. Unlike artefacts, features cannot be separated from their surroundings without changing their form. Ecofacts reveal how ancient people responded to their surroundings. Examples of ecofacts include seeds and animal bones. Any place where archaeological evidence is found is called an archaeological site. To understand the behaviour of the people who occupied a site, archaeologists must study the relationship among the artefacts, features and ecofacts found there. For example, the discovery of stone spearheads near bones of an extinct kind of buffalo at a site in New Mexico showed that early human beings had hunted buffalo in that area.

5 If objects are buried deep in the ground, their position in the earth also concerns archaeologists. The scientists study the layers of soil and rock in which objects are found to understand the conditions that existed when the objects were placed there. In some places, archaeologists find many levels of deposits called strata. The archaeological study of strata, called stratigraphy, developed from the study of rock layers in geology. Archaeologists use special techniques and equipments to gather archaeological evidence precisely and accurately. They also keep detailed records of their findings because much archaeological research destroys the remains being studied. Locating sites is the first job of the archaeologist. Sites may be above ground, underground or underwater. Some large sites are located easily because they are clearly visible or can be traced from descriptions in ancient stories or other historical records. Such sites include the pyramids of Egypt and the ancient city of Athens in Greece.

6 Archaeologists use systematic methods of discovering sites. The traditional way to find all the sites in a region is through a foot survey. In this method, archaeologists space themselves at measured distances and walk in preset directions. Each person looks for archaeological evidence while walking forward.

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Scientific methods are used to help discover underground sites. Aerial photography, for example, can reveal variations in vegetation that indicate the presence of archaeological evidence. Archaeologists describe, photograph and count the objects they find. They group the objects according to type and location. Three steps are followed to interpret the evidence found. They are classification, dating and evaluation.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) The best sources of finding out archaeological facts are

(i) artwork, buildings, bones and pottery.
(ii) tombs filled with gold.
(iii) grains of hardened corn.
(iv) ruins of a magnificent temple.

(b) The basic kinds of archaeological evidence are

(i) artefacts, features and ecofacts.
(ii) Mayan and Roman civilizations.
(iii) cultural developments in written documents.
(iv) cities and trade routes.

(c) An archaeological site is one where

(i) tombs and buildings exists.
(ii) archaeological evidence is found.
(iii) extinct animal bones are located.
(iv) ancient civilisations perished.

(d) In America, archaeology is taken as

(i) lives of people as recorded in written documents.
(ii) study of humanity and human culture.
(iii) closely related to the field of history.
(iv) written records of ancient people.

(e) Archaeologists do not study

(i) ancient hunting and farming.
(ii) ancient cities and trade routes.
(iii) fall of some civilisations.
(iv) weather and climate.

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) What do archaeologists do ?
(b) What is archaeological research ?
(c) What do European archaeologists think of their subject ?
(d) What kinds of evidence are used by archaeologists ?
(e) What methods do archaeologists employ to discover archaeological sites ?
(f) What is stratigraphy ?

1.3 Answer **any three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) How do archaeologists find out how people lived in the past ?
(b) How is archaeology different from history ?
(c) What are features and how are they different from artefacts ?
(d) How do archaeologists study the behaviour of the people from a particular place ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) examine/enquire about (para 1)
(b) exactly (para 5)
(c) system of arranging in classes (para 6)

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Solution

1.1 (a) (i) artwork, buildings, bones and pottery (para 1 lists these as the objects left behind; the scheme also accepts (iii) grains of hardened corn, since the passage says a few stone tools or grains of corn "may reveal even more").
(b) (i) artefacts, features and ecofacts (para 4).
(c) (ii) archaeological evidence is found ("Any place where archaeological evidence is found is called an archaeological site").
(d) (ii) study of humanity and human culture (America: archaeology is a branch of anthropology).
(e) (iv) weather and climate (the passage does not mention it).
1.2 (a) They investigate the lives of early people by studying the objects those people left behind.
(b) It is the chief means of learning about societies that existed before the invention of writing, and it supplements our knowledge of ancient societies that left written records.
(c) They think of their work as closely related to the field of history.
(d) They use artefacts, features and ecofacts.
(e) They use systematic methods such as foot surveys, scientific methods such as aerial photography, and special techniques and equipment.
(f) The archaeological study of strata (the levels of deposits) is called stratigraphy.
1.3 (Any three; all four are answered.)
(a) They study the remains of past human cultures and the objects left behind, locate sites, and study the relationship between the behaviour of the people and the objects found at the sites.
(b) Archaeology is the scientific, systematic study of the past of human culture; it looks for information about how, where and when cultures developed. History mainly studies the lives of people as recorded in written documents.
(c) Features are large structures such as houses, tombs and irrigation canals which cannot be separated from their surroundings without changing their form. Artefacts, such as arrowheads, pots and beads, can be moved without altering their appearance.
(d) They study the relationship among the artefacts, features and ecofacts found at the site; for example, spearheads near buffalo bones showed that people hunted buffalo there.
1.4 (a) investigate (para 1: "Archaeologists investigate the lives of early people")
(b) precisely (accurately also accepted; para 5)
(c) classification (para 6)

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CBSE 2019 · 1/5/2 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow:

1 Archaeology is the scientific study of the remains of past human culture. Archaeologists investigate the lives of early people by studying the objects those people have left behind. Such objects include buildings, artwork, tools, bones and pottery. Archaeologists may make exciting discoveries, such as a tomb filled with gold or the ruins of a magnificent temple in the midst of a jungle. However, the discovery of a few stone tools or grains of hardened corn may reveal even more about early people.

2 Archaeological research is the chief means to learn about societies that existed before the invention of writing about 5,000 years ago. It also provides an important supplement to our knowledge of ancient societies that left written records. In America, archaeology is considered a branch of anthropology, the scientific study of humanity and human culture. European archaeologists, however, think of their work as closely related to the field of history. Archaeology differs from history in that historians mainly study the lives of people as recorded in written documents. Archaeologists look for information about how, where, and when cultures developed. Like other social scientists, they search for reasons why major changes have occurred in certain cultures. Some archaeologists try to understand why ancient people stopped hunting and started farming. Others develop theories about what caused people to build cities and to set up trade routes. In addition, some archaeologists look for reasons behind the fall of such early civilizations as the Mayas in Central America and the Romans in Europe.

3 Archaeologists examine any evidence that can help them explain how people lived in past times. Such evidence ranges from the ruins of a large city to a few stone flakes left by someone making a stone tool long ago.

4 The three basic kinds of archaeological evidence are artefacts, features and ecofacts. Artefacts are objects that were made by people and can be moved without altering their appearance. Artefacts include objects like arrowheads, pots and beads. Artefacts from a society with a written history may also include clay tablets and other written records. Features consist mainly of houses, tombs, irrigation canals and other large structures built by ancient peoples. Unlike artefacts, features cannot be separated from their surroundings without changing their form. Ecofacts reveal how ancient people responded to their surroundings. Examples of ecofacts include seeds and animal bones. Any place where archaeological evidence is found is called an archaeological site. To understand the behaviour of the people who occupied a site, archaeologists must study the relationship among the artefacts, features and ecofacts found there. For example, the discovery of stone spearheads near bones of an extinct kind of buffalo at a site in New Mexico showed that early human beings had hunted buffalo in that area.

5 If objects are buried deep in the ground, their position in the earth also concerns archaeologists. The scientists study the layers of soil and rock in which objects are found to understand the conditions that existed when the objects were placed there. In some places, archaeologists find many levels of deposits called strata. The archaeological study of strata, called stratigraphy, developed from the study of rock layers in geology. Archaeologists use special techniques and equipments to gather archaeological evidence precisely and accurately. They also keep detailed records of their findings because much archaeological research destroys the remains being studied. Locating sites is the first job of the archaeologist. Sites may be above ground, underground or underwater. Some large sites are located easily because they are clearly visible or can be traced from descriptions in ancient stories or other historical records. Such sites include the pyramids of Egypt and the ancient city of Athens in Greece.

6 Archaeologists use systematic methods of discovering sites. The traditional way to find all the sites in a region is through a foot survey. In this method, archaeologists space themselves at measured distances and walk in preset directions. Each person looks for archaeological evidence while walking forward.

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Scientific methods are used to help discover underground sites. Aerial photography, for example, can reveal variations in vegetation that indicate the presence of archaeological evidence. Archaeologists describe, photograph and count the objects they find. They group the objects according to type and location. Three steps are followed to interpret the evidence found. They are classification, dating and evaluation.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) The best sources of finding out archaeological facts are

(i) artwork, buildings, bones and pottery.
(ii) tombs filled with gold.
(iii) grains of hardened corn.
(iv) ruins of a magnificent temple.

(b) The basic kinds of archaeological evidence are

(i) artefacts, features and ecofacts.
(ii) Mayan and Roman civilizations.
(iii) cultural developments in written documents.
(iv) cities and trade routes.

(c) An archaeological site is one where

(i) tombs and buildings exists.
(ii) archaeological evidence is found.
(iii) extinct animal bones are located.
(iv) ancient civilisations perished.

(d) In America, archaeology is taken as

(i) lives of people as recorded in written documents.
(ii) study of humanity and human culture.
(iii) closely related to the field of history.
(iv) written records of ancient people.

(e) Archaeologists do not study

(i) ancient hunting and farming.
(ii) ancient cities and trade routes.
(iii) fall of some civilisations.
(iv) weather and climate.

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) What do archaeologists do ?
(b) What is archaeological research ?
(c) What do European archaeologists think of their subject ?
(d) What kinds of evidence are used by archaeologists ?
(e) What methods do archaeologists employ to discover archaeological sites ?
(f) What is stratigraphy ?

1.3 Answer **any three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) How do archaeologists find out how people lived in the past ?
(b) How is archaeology different from history ?
(c) What are features and how are they different from artefacts ?
(d) How do archaeologists study the behaviour of the people from a particular place ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) thrilling/interesting (para 1)
(b) nearly (para 2)
(c) reacted (para 4)

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Solution

1.1 (a) (i) artwork, buildings, bones and pottery (para 1 lists these as the objects left behind; the scheme also accepts (iii) grains of hardened corn, since the passage says a few stone tools or grains of corn "may reveal even more").
(b) (i) artefacts, features and ecofacts (para 4).
(c) (ii) archaeological evidence is found ("Any place where archaeological evidence is found is called an archaeological site").
(d) (ii) study of humanity and human culture (America: archaeology is a branch of anthropology).
(e) (iv) weather and climate (the passage does not mention it).
1.2 (a) They investigate the lives of early people by studying the objects those people left behind.
(b) It is the chief means of learning about societies that existed before the invention of writing, and it supplements our knowledge of ancient societies that left written records.
(c) They think of their work as closely related to the field of history.
(d) They use artefacts, features and ecofacts.
(e) They use systematic methods such as foot surveys, scientific methods such as aerial photography, and special techniques and equipment.
(f) The archaeological study of strata (the levels of deposits) is called stratigraphy.
1.3 (Any three; all four are answered.)
(a) They study the remains of past human cultures and the objects left behind, locate sites, and study the relationship between the behaviour of the people and the objects found at the sites.
(b) Archaeology is the scientific, systematic study of the past of human culture; it looks for information about how, where and when cultures developed. History mainly studies the lives of people as recorded in written documents.
(c) Features are large structures such as houses, tombs and irrigation canals which cannot be separated from their surroundings without changing their form. Artefacts, such as arrowheads, pots and beads, can be moved without altering their appearance.
(d) They study the relationship among the artefacts, features and ecofacts found at the site; for example, spearheads near buffalo bones showed that people hunted buffalo there.
1.4 (a) exciting (para 1: "Archaeologists may make exciting discoveries")
(b) closely (para 2: "closely related to the field of history")
(c) responded (para 4: "Ecofacts reveal how ancient people responded to their surroundings")

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CBSE 2019 · 1/5/3 · Q1 20 marks

Read the passage given below carefully and answer the questions that follow:

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5 If objects are buried deep in the ground, their position in the earth also concerns archaeologists. The scientists study the layers of soil and rock in which objects are found to understand the conditions that existed when the objects were placed there. In some places, archaeologists find many levels of deposits called strata. The archaeological study of strata, called stratigraphy, developed from the study of rock layers in geology. Archaeologists use special techniques and equipments to gather archaeological evidence precisely and accurately. They also keep detailed records of their findings because much archaeological research destroys the remains being studied. Locating sites is the first job of the archaeologist. Sites may be above ground, underground or underwater. Some large sites are located easily because they are clearly visible or can be traced from descriptions in ancient stories or other historical records. Such sites include the pyramids of Egypt and the ancient city of Athens in Greece.

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Scientific methods are used to help discover underground sites. Aerial photography, for example, can reveal variations in vegetation that indicate the presence of archaeological evidence. Archaeologists describe, photograph and count the objects they find. They group the objects according to type and location. Three steps are followed to interpret the evidence found. They are classification, dating and evaluation.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : (1 × 5 = 5)

(a) The best sources of finding out archaeological facts are

(i) artwork, buildings, bones and pottery.
(ii) tombs filled with gold.
(iii) grains of hardened corn.
(iv) ruins of a magnificent temple.

(b) The basic kinds of archaeological evidence are

(i) artefacts, features and ecofacts.
(ii) Mayan and Roman civilizations.
(iii) cultural developments in written documents.
(iv) cities and trade routes.

(c) An archaeological site is one where

(i) tombs and buildings exists.
(ii) archaeological evidence is found.
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(iv) ancient civilisations perished.

(d) In America, archaeology is taken as

(i) lives of people as recorded in written documents.
(ii) study of humanity and human culture.
(iii) closely related to the field of history.
(iv) written records of ancient people.

(e) Archaeologists do not study

(i) ancient hunting and farming.
(ii) ancient cities and trade routes.
(iii) fall of some civilisations.
(iv) weather and climate.

1.2 Answer the following questions briefly : (1 × 6 = 6)

(a) What do archaeologists do ?
(b) What is archaeological research ?
(c) What do European archaeologists think of their subject ?
(d) What kinds of evidence are used by archaeologists ?
(e) What methods do archaeologists employ to discover archaeological sites ?
(f) What is stratigraphy ?

1.3 Answer **any three** of the following questions in 25 – 30 words each : (2 × 3 = 6)

(a) How do archaeologists find out how people lived in the past ?
(b) How is archaeology different from history ?
(c) What are features and how are they different from artefacts ?
(d) How do archaeologists study the behaviour of the people from a particular place ?

1.4 Find words/phrases from the passage which are similar in meaning to each of the following : (1 × 3 = 3)

(a) splendid (para 1)
(b) lived (para 2)
(c) uncover/show (para 6)

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Solution

1.1 (a) (i) artwork, buildings, bones and pottery (para 1 lists these as the objects left behind; the scheme also accepts (iii) grains of hardened corn, since the passage says a few stone tools or grains of corn "may reveal even more").
(b) (i) artefacts, features and ecofacts (para 4).
(c) (ii) archaeological evidence is found ("Any place where archaeological evidence is found is called an archaeological site").
(d) (ii) study of humanity and human culture (America: archaeology is a branch of anthropology).
(e) (iv) weather and climate (the passage does not mention it).
1.2 (a) They investigate the lives of early people by studying the objects those people left behind.
(b) It is the chief means of learning about societies that existed before the invention of writing, and it supplements our knowledge of ancient societies that left written records.
(c) They think of their work as closely related to the field of history.
(d) They use artefacts, features and ecofacts.
(e) They use systematic methods such as foot surveys, scientific methods such as aerial photography, and special techniques and equipment.
(f) The archaeological study of strata (the levels of deposits) is called stratigraphy.
1.3 (Any three; all four are answered.)
(a) They study the remains of past human cultures and the objects left behind, locate sites, and study the relationship between the behaviour of the people and the objects found at the sites.
(b) Archaeology is the scientific, systematic study of the past of human culture; it looks for information about how, where and when cultures developed. History mainly studies the lives of people as recorded in written documents.
(c) Features are large structures such as houses, tombs and irrigation canals which cannot be separated from their surroundings without changing their form. Artefacts, such as arrowheads, pots and beads, can be moved without altering their appearance.
(d) They study the relationship among the artefacts, features and ecofacts found at the site; for example, spearheads near buffalo bones showed that people hunted buffalo there.
1.4 (a) magnificent (para 1: "the ruins of a magnificent temple")
(b) existed (para 2: "societies that existed before the invention of writing")
(c) reveal (para 6: "can reveal variations in vegetation")

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CBSE BOARD PAPER

2026 · Q.P. Code 1111

Time: 3 hours
Maximum marks: 80

Section A: Reading skills

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12

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)

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(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)

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2. Read the following passage carefully: 10

(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

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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

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

(A) You are Kaneshta/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 alongwith your own ideas:

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

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

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7. **(A)** Read the following extract and answer the questions: 6

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

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(B) Read the following extract and answer the questions: 6

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: 4

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 Zit Kala-Sa imply about the prejudice prevailing in society when she talks of having 'suffered extreme indignities'?

(iii) Why did Zit Kala-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

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4

(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?

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9. **(A)** Read the following extract and answer the questions: 6

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

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(B) Read the following extract and answer the questions: 6

'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

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(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) (A) primary purpose. (The campaign was launched with the main aim of promoting helmet use among two-wheeler riders, so it states its primary purpose.)
(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.

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(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)

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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

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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

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We live in a world that celebrates speed. Phones ping all day 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.

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, we need **digital boundaries**: no screens at meals or before sleep, time for reflection, and space for simple joys like reading and gardening. Let us relearn the art of living slowly.

(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.

The week began with a talk by chef **Mr. Sanjeev Rao**, the **chief guest**, who explained how geography, climate and culture shape regional food. Each house set up a regional stall: Punjabi sarson ka saag, Gujarati dhokla, Bengali sandesh and South Indian dosas.

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 and a millet-recipe exhibition. Parents and teachers judged the dishes, and the proceeds were donated to a local NGO.

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

(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

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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

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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.

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.

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.

Q10(iv) At a 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.

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.

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.

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.

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.

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.

Q12(A) Both Sophie and Mukesh dream of escaping their poverty, but their circumstances shape what they can achieve.

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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 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 sahukars, 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.

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(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.

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