

# Class XI Session 2025-26

## Subject - English Core

### Sample Question Paper - 3

**Time Allowed: 3 hours**

**Maximum Marks: 80**

#### **General Instructions:**

Read the following instructions very carefully and strictly follow them :

1. This question paper has 15 questions. All questions are compulsory.
2. This question paper contains three sections -  
Section A : Reading Skills,  
Section B : Grammar and Creative Writing Skills  
Section C : Literature.
3. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
4. Separate instructions are given with each question/part, wherever necessary.
5. Adhere to the prescribed word limit while answering the questions.

#### **SECTION A : READING SKILLS (26 marks)**

##### **1. Read the text carefully and answer the questions:**

**[10]**

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 wasn'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!
- (a) Complete the sentence by choosing an appropriate option:  
Majority of seagulls fly only short distances as \_\_\_\_\_  
    - a) food is not available at high speed.
    - b) they are not meant to fly low.
    - c) they don't have energy.
    - d) they are more interested in food than flight.
  - (b) Why were Jonathan Livingston's parents' dismayed?
  - (c) Give two reasons for Jonathan's unconventional behaviour.  
(Clue : think about Jonathan's point of view.)
  - (d) Select the option that conveys the opposite of **glory** from words used in paragraph 1.  
    - a) dishonour
    - b) disgrace
    - c) unashamed
    - d) learning
  - (e) Jonathan was different from other seagulls. Based on your understanding of paragraph 2, list what Jonathan wanted to know.
  - (f) The writer would not agree with the given statements based on paragraph 2, EXCEPT  
    - a) Jonathan realised that even the albatross flew at high altitudes.
    - b) The reason seagulls flew was to find food.
    - c) Jonathan could not fly but only glide.
    - d) Jonathan wanted to be popular with other birds.
  - (g) What was the mother's concern about Jonathan?
  - (h) Complete the given sentence with an appropriate inference with respect to the following:  
Father reminds Jonathan that he 'can't hear a glide' in order to \_\_\_\_\_.
  - (i) 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) lonely and sad
    - b) persistent learner
    - c) practical bird
    - d) carefree and irresponsible



(j) Was it fair to fly like a falcon when he was just a seagull? Why does he say so?

2. **Read the text carefully and answer the questions:**

[8]

1. Research from the Publishers Association has shown that films based on books take 44 % more at the box office revenue in the UK and 53 % more worldwide than original screenplays. The report explores what impact a book has when adopted for film and TV.
2. The report reads: "Published material is the basis of 52 % of top UK films in the last 10 years, and accounts for an even higher share of revenue from these leading performers, at 61 % of UK box office gross and 65 % of worldwide gross." The Hollywood adaptation of "My Cousin Rachel" was shown to have a significant impact on the sales of the Daphne Du Maurier thriller. The sales of the book in 2017 alone accounted for 23 % of all sales since 1992.
3. The research suggests that adapted films tend to perform better, because films can "leverage the popularity" of well-known books through an existing audience. Films adapted from books also tend to have a richer, more fully-developed story to draw on.  
In terms of TV adaptation, it was revealed that a quarter of dramas were based on literary sources and attracted a 56 % larger share of the audience than those based on original scripts. Fourteen of the 35 high end series produced in the UK in the period between January and September 2017 were based on books, compared to seven based on true stories or historical events and five based on pre-existing films or TV stories.
4. In the case of the 2016 BBC broadcast of "The Night Manager", research revealed that while the novel was in circulation for over 25 years, 82 % of the copies it sold were in 2016 and 2017. Sales of the paperback edition remained strong in 2017 even after the series went off the air.
5. In conclusion, the report states that "there is a strong two-way relationship between publishing and the wider creative economy, wherein a successful adaptation often has spill-over effects and gives a substantial boost to the sales of the original book." (338 words)

(Source: <https://www.thebookseller.com/news/films-based-books-take-more-91mmore-globally-originalscripts-825036>)

- (a) According to the research, the films based on books have greater success because
  - a. people like to see the characters from the books on screen
  - b. the films get the advantage of the fame of the books
  - c. it takes less effort for people to watch films than read books
  - d. the films get a ready-made script from the books
- (b) The purpose of the researchers by Publishers Association was to study the \_\_\_\_\_.
- (c) Why, according to the research, the films based on books have greater success?
- (d) Select the correct option to complete the given sentence.  
In the year 2017, the maximum serials in UK were based on \_\_\_\_\_
  - a. books
  - b. film stars
  - c. writers
  - d. public
- (e) Select the option listing what the given sentence refers to:  
'Films adapted from books also tend to have a richer, more fully-developed story to draw on.'
  1. The plot and the storyline of such films are better.



2. The characters are likely to be more vivid.
3. The production of such films is meant for the rich and famous.
4. The settings and costumes are adapted from the book.
5. The making of such films require the author to write a sequel.

- a. (1), (3) and (4)
- b. (2), (3) and (5)
- c. (1), (2) and (5)
- d. (1), (2) and (4)

(f) There is a strong two-way relationship between films and the wider creative economy. (True/false).

(g) Films adapted from books have a \_\_\_\_\_ content.

(h) This passage lists an example proving that TV dramas based on literary works have

Select the correct option.

- a. increased the immediate sales of the book
- b. increased the sales of the book during the first screening
- c. had no immediate impact on the sales of the book
- d. had very little impact on the sales of the book

3. **Read the following passage carefully:**

[8]

Following the onset of industrialisation and the sustained urban growth of large population centres, the buildup of waste in the cities has caused a rapid deterioration in levels of sanitation and the general quality of urban life. The streets are gradually becoming choked with filth due to the lack of waste clearance regulations. So keeping cities clean is essential for keeping the residents healthy. Our health depends not just on personal hygiene and nutrition, but critically also on how clean we keep our cities and our surroundings. The spread of dengue and chikungunya is intimately linked to the deteriorating state of public health conditions in our cities.

Waste management is the complete process of handling, processing, transporting, storage, recycling and disposal of human, industrial and environmental waste. Waste management is a global phenomenon, but its ramifications are more prominent in developing countries.

The good news is that waste management to keep cities clean is now getting attention through the "Swachh Bharat Mission" in our country. However, much of the attention begins and stops with the brooms and the dustbins, extending at most to the collection and transportation of the mixed waste to some distant or not so distant place, preferably out of sight.

The challenge of processing and treating the different streams of solid waste and safe disposal of the residuals in scientific landfills have received much less attention in municipal solid waste management than is expected from a health point of view. Weak institutions, chronic under-resourcing and rapid urbanization are major challenges to the waste management in a developing country like India.

One of the problems is that instead of focusing on waste management for health, we have got sidetracked into "waste for energy". If only we were to begin by not mixing the biodegradable component of solid waste (close to 60 percent of the total) in our cities with the dry waste, and instead using this stream of waste for composting and producing a gas called methane.

Waste collection and disposal methods vary widely among different countries and regions. For example, curbside collection is the most common method of disposal in most European countries, Canada, New Zealand and many other parts of the developed world in which waste is collected at regular intervals by specialised trucks. Domestic waste collection services are often provided by the local government authorities, or by private



companies for industrial and commercial waste. Some areas, especially those in less developed countries, do not have formal waste-collection systems.

In major areas of our country, city compost from biodegradable waste provides an alternative to farmyard manure (like cow-dung). It provides an opportunity to simultaneously clean up our cities and help improve agricultural productivity and quality of the soil. Organic manure or compost plays a very important role as a supplement to chemical fertilisers in enriching the nutrient-deficient soils. City compost can be the new player in the field.

Benefits of compost to the farm are well-known. The water holding capacity of the soil which uses compost helps in drought-proofing, and the requirement of less water per crop is a welcomed feature for a water-stressed future. By making the soil porous, use of compost also make roots stronger and resistant to pests and decay. Farmers using compost, therefore, need less quantity of pesticides. There is also an evidence to show, that horticulture crops grown with compost have better flavour, size, colour and shelf-life.

City compost has the additional advantage of being weed-free, unlike farmyard manure which brings with it the seeds of undigested grasses and requires a substantial additional labour cost for weeding as the crops grow. City compost is also rich in organic carbon, and our soils are short in this. Farmers clearly recognize the value of city compost. If city waste was composted before making it available to the farmers for applying to the soil, cities would be cleaned up and the fields around them would be much more productive.

Quite apart from cleaning up the cities of biodegradable waste, this would be a major and sustainable contribution to improving the health of our soil without further damage by excessive chemical inputs. What a marvellous change from waste to health!

The good news is that some states are regularly laying plastic roads. Plastic roads will not only withstand future monsoon damage but will also solve a city's problem of disposal of non-recyclable plastic. It is clear that if the mountains of waste from our cities were to be recycled into road construction material, it would tackle the problem of managing waste while freeing up scarce land.

The government should initiate awareness campaigns and advertisements informing people about the adverse effects of excess waste. New and advanced technology should be used for the disposal of waste. Maximum recycling and reuse of the waste should be encouraged. Waste management is the call of the hour.

1. On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.
2. Write a summary of the passage in about 80 words.

#### Section B : Grammar (7 Marks)

4. **Answer any SEVEN of the following questions:** [7]
- |  |     |
|--|-----|
| (a) He told me that he _____ (watch) the movie. (Fill tense correctly)           | [1] |
| (b) Raju _____ (go) to market yesterday. (Fill tense correctly)                  | [1] |
| (c) The girl _____ is wearing the red dress is my sister. (who/what/which/where) | [1] |
| (d) It was 10 p.m. _____ the thief entered the house. (where/when/whose/which)   | [1] |
| (e) Shyam is so honest that he cannot cheat (use too .. to)                      | [1] |
| (f) This tea is too hot for me. (use so .. that)                                 | [1] |
| (g) market/Tesla/excellent/ an/has/global (reorder correctly)                    | [1] |
| (h) Hunting/one/boy/for/a/winter/went/morning (reorder correctly)                | [1] |

#### Section - B Creative Writing Skills (16 Marks)



5. You want to sell your flat in Ashok Vihar. Write out an advertisement giving necessary details in about 50 words. [3]

OR

You would like to let out a portion of your independent house for office use. Write an advertisement for the classified columns of the local newspaper giving all the necessary details. Write the advertisement in not more than 50 words.

6. Prepare a poster in not more than 50 words on kindness to animals to be displayed in the city at public places [3]  
appealing to people to show kindness to animals. You are Secretary of the Society for Prevention of Cruelty to Animals, Delhi.

OR

Prepare a graceful poster for the Inter-School Poetic Recitation contest that the Hindi Sahitya Sabha of your school is organizing to celebrate the birthday of Munshi Prem Chand.

7. Recent rains and consequent water-logging have increased the risk of malaria and dengue. Write a speech in [5]  
150-200 words to be delivered in the morning assembly advising the students on prevention of and protection against these ailments and the steps that the school has taken to prevent mosquito breeding in and around the school. Imagine you are the Principal of the school.

OR

Annual Examinations are approaching. You, as Principal, want to wish all your students to prepare well for the exams. Write a speech in 150 – 200 words on the topic, **Preparing for Annual Examinations** to be delivered in the morning assembly. You are Reena/Rohit.

8. Write a debate in 150 - 200 words either for or against the motion: **Spare the rod and spoil the child.** [5]

OR

It is a common perception that TV is the major distraction in the life of students today. Watching TV makes them suffer mentally and physically. That's why television is called 'idiot box'. Write a debate in 150-200 words on the issue.

### Section C : Literature (31 Marks)

9. **Read the text carefully and answer the questions:** [3]

A sweet face:

My mother's that was before I was born.

And the sea, which appears to have changed less,

Washed their terribly transient feet.

- (a) When, according to the poet, did the mother have a sweet face?
- |                                  |   |
|----------------------------------|---|
| a) On their beach vacation       | b) Before the poet was born                 |
| c) When the photograph was taken | d) When the mother posed for the photograph |
- (b) What contrasting figure has the poet presented with the transient feet?
- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| a) The sea that has changed with time | b) The sweet face of the mother     |
| c) The sea that has changed very less | d) No such comparison has been made |
- (c) Which one of the following cannot be associated with: **terribly transient**?
- |              |                        |
|--------------|------------------------|
| a) Temporary | b) Transferred Epithet |
| c) Oxymoron  | d) Alliteration        |

OR



**Read the text carefully and answer the questions:**

[3]

When did my childhood go?

Was it the time I realized that adults were not

All they seemed to be,

They talked of love and preached of love,

But did not act so lovingly, was that the day

- (a) The first stanza of the poem deals with rationalism, likewise, the given extract (stanza) deals with
- |                  |                |
|------------------|----------------|
| a) Individuality | b) Hypocrisy   |
| c) Duality       | d) Rationalism |
- (b) The poet becomes conscious of the difference between preaching and practicing habits of the adults. What did the adults talk of?
- |               |                 |
|---------------|-----------------|
| a) Love       | b) Relationship |
| c) Friendship | d) Society      |
- (c) Identify a synonym for **teach** in the above extract.
- |           |         |
|-----------|---------|
| a) Love   | b) Seem |
| c) Preach | d) Talk |

10. **Read the text carefully and answer the questions:**

[3]

When he finally reached the mummy, though, he ran into trouble. The ritual resins had hardened, cementing Tut to the bottom of his solid gold coffin. "No amount of legitimate force could move them," Carter wrote later. "What was to be done?" The sun can beat down like a hammer this far south in Egypt, and Carter tried to use it to loosen the resins. For several hours he set the mummy outside in blazing sunshine that heated it to 149 degrees Fahrenheit. Nothing budged.

- (a) What trouble Carter faced when he reached the mummy?
- |                             |  |
|-----------------------------|--|
| a) he could not apply force | b) body of Tut was stuck with bottom of coffin |
| c) he could not see mummy   | d) the coffin could not be opened              |
- (b) In which country the exercise narrated in the extract was being carried out?
- |            |          |
|------------|----------|
| a) India   | b) Egypt |
| c) England | d) USA   |
- (c) Why did Carter place the mummy in the sun?
- |                                 |   |
|---------------------------------|---|
| a) it was very dark in the tomb | b) he hoped that the Sun will bless him |
| c) he wanted to disinfect it    | d) he hoped that the resin would melt   |

OR

**Read the text carefully and answer the questions:**

[3]

I half-swam, half-crawled into the children's cabin. "Are you all right?" I asked. "Yes," they answered from an upper bunk. "But my head hurts a bit," said Sue, pointing to a big bump above her eyes. I had no time to worry about bumped heads. After finding a hammer, screws and canvas, I struggled back on deck. With the starboard



side bashed open, we were taking water with each wave that broke over us. If I couldn't make some repairs, we would surely sink.

- (a) Who is Sue?
- a) daughter of crewman                      b) sister of crewman  
c) daughter of author                      d) wife of author
- (b) Which side of the ship is known as starboard sides?
- a) front side                      b) left side  
c) back side                      d) right side
- (c) Where were children when the author went to see them?
- a) on the floor                      b) middle bunk  
c) upper bunk                      d) lower bunk

11. Read the given extracts and answer the questions for ANY ONE of the two, given.

[4]

- (a) Read the following extract and answer the questions that follow:

[4]

**MRS PEARSON:** [with spirit] It's all right for you, Mrs Fitzgerald. After all, they aren't your husband and children...

**MRS FITZGERALD:** [impressively] Now you listen to me. You admitted yourself you were spoiling 'em -and they didn't appreciate you. Any apologies -any explanations -an' you'll be straight back where you were. I'm warning you, dear. Just give 'em a look -a tone of voice - now an' again, to suggest you might be tough with 'em if you wanted to be - an' it ought to work. Anyhow, we can test it.

**MRS PEARSON:** How?

**MRS FITZGERALD:** Well, what is it you'd like 'em to do that they don't do? Stop at home for once?

**MRS PEARSON:** Yes - and give me a hand with supper...

**MRS FITZGERALD:** Anything you'd like 'em to do -that you enjoy whether they do or not?

**MRS PEARSON:** [hesitating] Well-yes. I- like a nice game of rummy -but, of course, I hardly ever have one - except at Christmas...

- i. What was Mrs Fitzgerald's advice to Mrs Pearson after she had put back the family members in their proper place?
- ii. Mrs Fitzgerald warns Mrs Pearson not to give any apology or explanation. Which of the following is NOT a reason for this?
- a. Because her family will again start treating her indifferently.  
b. Because it will waste all the effort that she had put in to change her family.  
c. Because her position will be back to square one.  
d. Because her family plans to question Mrs Pearson for her behaviour.
- iii. When asked by Mrs Fitzgerald about what she likes to do, Mrs Pearson expresses her desires hesitantly because \_\_\_\_\_.
- iv. Give one reason why the issue the play raises can be called factual and contextual even in contemporary times.

- (b) Read the following extract and answer the questions that follow:

[4]





I looked up. The girl put cups ready on the tea-table. She had a broad back. Just like her mother. She poured tea from a white pot. All it had was a gold border on the lid. I remembered. She opened a box and took some spoons out.

That's a nice box. I heard my own voice. It was a strange voice. As though each sound was different in this room.

Oh you know about them? She had turned round and brought me my tea. She laughed. My mother says it is antique. We've got lots more. She pointed round the room. See for yourself.

i. What does the narrator find unusual about her own voice in the room?

- a. It sounded like a familiar voice.
- b. It had a strange and different quality.
- c. It was too loud and jarring.
- d. It echoed in the empty room.

ii. Complete the sentence appropriately.

The phrase "I remembered" suggests \_\_\_\_\_.

iii. How did the narrator feel on seeing the tea cups and box?

iv. Which line in the extract supports that the girl who opened the door resembled Mrs Dorling?

12. **Answer the questions from either (a) or (b) in 40-50 words:** [6]

- (a)
  - i. Give the reasons why people willingly undergo the travails of difficult journeys. [3]
  - ii. What sort of a relationship is the father trying to build with his son? What will be a drawback of this relation? (**Father to Son**) [3]
- (b)
  - i. Who was Professor Gaitonde? What was his plan in Bombay? [3]
  - ii. What do you like most about **The Laburnum Top** poem? [3]

13. **Answer ANY ONE of the following three questions, in about 40-50 words** [3]

- (a) What did Andrew find when he entered the bedroom in Morgans house? [3]
- (b) Comment upon the criteria of selection of the wisest man and the quality of counsel wisest man offered. [3]

14. **Answer ANY ONE of the following two questions, in about 120-150 words.** [6]

- (a) Gradually the author and the grandmother saw less of each other and their friendship was broken. Was the distancing in the relationship deliberate or due to the demand of the situation? (**The Portrait of a Lady**) [6]
- (b) What is the theme of the poem the voice of the rain? [6]

15. **Answer ANY ONE of the following two questions, in about 120-150 words.** [6]

- (a) How does the story **The Summer of the Beautiful White Horse** convey the message of honesty and integrity and how do the characters maintain it irrespective of their desire to keep the horse with themselves? [6]
- (b) Write a brief note on Mrs. Dorling. [6]

# Solution

## SECTION A : READING SKILLS (26 marks)

### 1. Read the text carefully and answer the questions:

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 wasn'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!

- (i) **(d)** they are more interested in food than flight.

**Explanation:**

The passage suggests that most seagulls prioritize eating over flying, focusing mainly on short flights to procure food.

- (ii) Jonathan Livingston's parents were dismayed because he spent his time alone, focused on flying rather than conforming to the flock's norms of eating and socializing. They were concerned as he spent the entire day in solitude, gliding at low levels without consuming food.

- (iii) The two reasons for Jonathan's unconventional behaviour are;

- a. Jonathan values flight over eating, unlike other gulls who prioritize food.
- b. He seeks to explore and understand the boundaries of his capabilities, driven by curiosity and a passion for flying.

- (iv) **(b)** disgrace

**Explanation:**

The appropriate option is "disgrace." This conveys the opposite of glory as it implies a lack of honor or prestige, contrasting with the seagull's desire to fly with distinction and excellence.

- (v) Jonathan wanted to know the limits of flight, exploring beyond basic survival. He sought understanding of his capabilities in the air, driven by a passion for flight rather than mere sustenance. He wanted to know what he could and couldn't do in the air.



- (vi) **(b)** The reason seagulls flew was to find food.

**Explanation:**

This aligns with the passage where Jonathan's parents express concern about his focus on flying rather than eating, emphasizing that the purpose of flying for gulls is to obtain food.

- (vii) Jonathan's mother was concerned about his unconventional behavior, questioning why he couldn't conform to the flock's norms, engage in low flying, and focus on eating like other gulls.

- (viii) Father reminds Jonathan that he "can't eat a glide" in order to **emphasize the practical necessity of focusing on obtaining food rather than solely pursuing flight for its own sake.**

- (ix) **(b)** persistent learner

**Explanation:**

This statement reveals Jonathan's persistence in pursuing his passion for flying and learning, despite the disapproval and misunderstanding of others.

- (x) No, it was not fair for Jonathan to fly like a falcon when he was just a seagull. Jonathan realized he couldn't escape his nature as a seagull. He questioned the fairness of emulating a falcon, acknowledging his limitations. He sought to adapt by utilizing short wings, his inherent design.

**2. Read the text carefully and answer the questions:**

1. Research from the Publishers Association has shown that films based on books take 44 % more at the box office revenue in the UK and 53 % more worldwide than original screenplays. The report explores what impact a book has when adopted for film and TV.
2. The report reads: "Published material is the basis of 52 % of top UK films in the last 10 years, and accounts for an even higher share of revenue from these leading performers, at 61 % of UK box office gross and 65 % of worldwide gross." The Hollywood adaptation of "My Cousin Rachel" was shown to have a significant impact on the sales of the Daphne Du Maurier thriller. The sales of the book in 2017 alone accounted for 23 % of all sales since 1992.
3. The research suggests that adapted films tend to perform better, because films can "leverage the popularity" of well-known books through an existing audience. Films adapted from books also tend to have a richer, more fully-developed story to draw on.

In terms of TV adaptation, it was revealed that a quarter of dramas were based on literary sources and attracted a 56 % larger share of the audience than those based on original scripts. Fourteen of the 35 high end series produced in the UK in the period between January and September 2017 were based on books, compared to seven based on true stories or historical events and five based on pre-existing films or TV stories.

4. In the case of the 2016 BBC broadcast of "The Night Manager", research revealed that while the novel was in circulation for over 25 years, 82 % of the copies it sold were in 2016 and 2017. Sales of the paperback edition remained strong in 2017 even after the series went off the air.
5. In conclusion, the report states that "there is a strong two-way relationship between publishing and the wider creative economy. wherein a successful adaptation often has spill-over effects and gives a substantial boost to the sales of the original book." (338 words)

(Source: <https://www.thebookseller.com/news/films-based-books-take-more-91mmore-globally-originalscripts-825036>)

- (i) **(b)** the films get advantage of the fame of books.

**Explanation:** The passage tells that the research suggests that adapted films tend to perform better, because films can "leverage the popularity" of well-known books through an existing audience. Hence, (b) is the right answer.

- (ii) connection between books and films

- (iii) According to the research, the films based on books have greater success because they get the advantage of the fame of the books.

- (iv) (a) books

- (v) (d) (1), (2) and (4)

**Explanation:** It is clear that the production of such films is not (3) meant for the rich and famous. It also not (5) require the author to write a sequel. However, (1) The plot and the storyline of such films are better (2) The characters are likely to be more vivid and (4) The settings and costumes are adapted from the book. Hence, (d) is the right answer.

- (vi) False

**Explanation:** It is given in the passage that there is a two-way connection between wider creative economy and publishing, not films.

- (vii) rich



(vii) increased the immediate sales of the book

**Explanation:** It is stated in the passage that in terms of TV adaptation, it was revealed that a quarter of dramas were based on literary sources and attracted a 56 % larger share of the audience than those based on original scripts. Hence, (a) is the right answer.

### 3. Modes of Waste Management

#### 1. Ramifications of rapid industrialisation, urbanisation and population growth

1. deterioration of sanitation standards
2. poor public health
3. spread of diseases: dengue & chikungunya

#### 2. Waste management process

1. handling
2. processing
3. transporting
4. storage
5. recycling
6. disposal waste (types)
  1. human
  2. industrial
  3. environmental

#### 3. Challenges to waste management

1. limited atten. by people
2. chronic under-resourcing & rapid urbanization
3. no effective municipal policies
4. only transportation to dist. place—no treat.

#### 4. Waste collection differs in countries

1. Curb-side collection in developed countries
  1. Collection through specialised trucks
  2. Collected at regular intervals
2. Domestic collection for industrial and commercial waste
  1. provided by
    1. local gov. authorities
    2. private companies
3. Less developed countries
  1. No formal waste collection systems

#### 5. City compost—a boon!

1. effective waste management
2. adv. to soil & crops
  1. an alternative to farmyard manure
  2. supplement to chemical fertilisers
  3. drought-proofing
  4. soil porous, roots stronger, resistant to pests & decay
  5. less qty. of pesticides
  6. horticulture crops—better flavour, size, colour & shelf life
3. weed-free, rich in organic carbon
4. simultaneously clean cities & imp. agricultural prod.

#### 6. Other methods of waste management

1. Plastic roads
  - i. another e.g. of waste management
  - ii. states reg. laying these
  - iii. withstand future monsoon damage



- iv. disposal of non-recyclable plastic
- v. managing waste while freeing scarce land
- 2. use of advanced technology
- 3. awareness about effects of excessive waste
- 4. recycling & reusing

#### Abbreviations used:

& - and  
 atten. - attention  
 dist. - distant  
 treat - treatment  
 adv. - advantages  
 qty. - quantity  
 imp. - improve  
 prod. - productivity  
 reg. - regularly  
 e.g. - example  
 diff. - different  
 gov. - government

#### Summary:

Waste management, varying with different countries, is essential for public health. However, limited attention to it by people, weak institutional regulation, chronic under-resourcing and rapid urbanization pose challenges to it. City compost is an effective waste management method. It simultaneously cleans cities and improves agricultural productivity (e.g., Horticulture crops have better flavour, size, colour and shelf life because of city compost.) It benefits soil and crops in many ways, as an alternative to farmyard manure and supplement to chemical fertilisers, enables drought-proofing etc. Certain initiatives regarding waste management include building plastic roads (withstand future monsoon damage and dispose of non-recyclable plastic), use of advanced technology, recycling and reusing.

#### Section B : Grammar (7 Marks)

4. Answer any SEVEN of the following questions:

- (i) had watched
- (ii) went
- (iii) who
- (iv) when
- (v) Shyam is too honest to cheat.
- (vi) This tea is so hot that I cannot take it.
- (vii) Tesla has an excellent global market.
- (viii) One winter morning, a boy went for hunting.

#### Section - B Creative Writing Skills (16 Marks)

##### FOR SALE

5. For Sale Ashok Vihar, DDA flat, first floor, two bedrooms. Drawing/ Dining with full interiors, Car parking available. North/ park facing, located near the main market. Reasonable price. Contact: M.L. Goyal, 28659745.

OR

##### TO LET

Available for rent three rooms with attached toilets on the ground floor. Space is on the main road with adequate parking space and part of an independent house in good locality. Fully furnished with ACs in all rooms. Suitable for office, walking distance from market, company lease preferred, rent negotiable.

Contact: Avnish Gupta (owner)

Mobile: 9810XXXXXX

E-mail: agupta47@yahoo.com

##### BE KIND TO ANIMALS

NO ACT OF KINDNESS.. NO MATTER HOW SMALL... IS EVER WASTED

Animals are Living Creatures Too

Do not Deprive them of the Right to Live Peacefully



**Highlights:**

- Respect life in all its forms
- Do not treat animals with contempt
- Do not behave like a beast, be human
- Being cruel to animals is:
  - Sign of a weak mind
  - A criminal offence
  - Disregard of life form
  - Negligence and uncaring attitude
- Be a part of a change
  - Contact help centres during emergency
  - Raise awareness about animal rights
  - Develop sensitivity

**Issued for Public Awareness**

**by**

**Secretary, Society for Prevention of Cruelty to Animals, Delhi**

OR

To celebrate the birthday of  
**MUNSHI PREM CHAND**  
**HINDI SAHITYA SABHA**  
**D.A.V. Sr. Sec. School, Ambala**

invites

**STUDENTS OF AMBALA SCHOOLS TO PARTICIPATE**

in

Inter-School

**POETIC RECITATION CONTEST**

**SUNDAY; THE 17TH AUGUST, 20XX**

from 9.30 a.m. to 12.30 p.m.

at the School Campus

and win a lot of

**PRIZES**

Contact:

Secretary: **Hindi Sahitya Sabha**

**Beware of the Mosquitoes!**

Good morning everyone. Dear teachers, staff members and students, today, I want to advise you all to take necessary precautions to avoid being attacked by diseases like malaria and dengue, which are prevalent in this season.

The school has already taken a number of steps to prevent mosquitoes breeding in and around the school. All drains are regularly cleaned so that there is no standing water anywhere nearby. After every heavy shower, our sanitary staff ensures that any water standing anywhere is made to flow out. All the school water tanks are drained and cleaned every Sunday.

The school is fulfilling its responsibility. It's necessary for you all also to cooperate for nobody else's but your own health. One of the precautions that you should take include covering your hands and legs adequately during the daytime, as the mosquito carrying dengue bites during the daytime. At night, you must take adequate anti-mosquito measures like mosquito net, mosquito repellents or other such actions to prevent mosquito bites. Keep the doors and windows closed during the evening hours, as that's the time when mosquitoes most often enter homes.

Your homes must have a fine wire mesh on windows, so that you can have fresh air when required.

Now that you are prepared, I do not see any reason for even one student to get attacked by malaria or dengue during this season.

I hope all of you will ensure your own safety in this regard and spread this word of advice to others too.

Thank you!

OR

**Preparing for Annual Examinations**

Education is vital for all Examination is the judgment of your capacity. For results what is the need to stress studying wholeheartedly for two hours and unwinding for five hours is sufficient for your well being and brain. The day preceding examination is



often unpleasant and each one is in a condition of uncertainty regarding what it would be. Students put their whole soul into studies and there are students who just accuse the schedule and nothing leaves it. The day before examination the perspective is in an aggravated state of mind amid the tests don't ponder for quite a while persistently, it might prompt migraine, stress, etc. There is no compelling reason to rely upon others. You can give a valiant effort and disappointment is one of the best approaches to progress. There is a requirement for rest and erect stance for simple blood dissemination amid the examination. Attempt to keep the contemplation focused.

8. For the Motion: ***Spare the Rod and Spoil the Child***

Ladies and Gentlemen,

I stand before you to argue in favor of the motion that "Spare the rod and spoil the child." Discipline is a crucial aspect of upbringing, and sometimes, strict measures are necessary to instill values and correct behavior.

Firstly, children need clear boundaries and consequences for their actions. Without discipline, they may not learn the difference between right and wrong. A certain level of strictness can help children understand the importance of rules and respect for authority.

Secondly, discipline helps in character building. It teaches children self-control, responsibility, and the ability to make better choices. These qualities are essential for their personal and professional success in the future.

Moreover, a lack of discipline can lead to a sense of entitlement and disrespect for others. Children who are not corrected for their misbehavior may grow up thinking they can act without consequences, which can be detrimental to their development and society as a whole.

In conclusion, while excessive punishment is harmful, a balanced approach to discipline, including strict measures, when necessary, is essential for raising well-rounded and responsible individuals.

Thank you.

Against the Motion: ***Spare the Rod and Spoil the Child***

Ladies and Gentlemen,

I stand before you to argue against the motion that "Spare the rod and spoil the child." Physical punishment is not only outdated but also harmful to a child's development.

Firstly, research has shown that physical punishment can lead to long-term psychological issues such as anxiety, depression, and low self-esteem. Children who are subjected to such discipline may develop a fear-based relationship with their parents, which can hinder open communication and trust.

Secondly, there are more effective and positive ways to discipline children. Techniques such as positive reinforcement, setting clear expectations, and using time-outs can teach children about consequences without causing harm. These methods promote understanding and respect rather than fear.

Moreover, physical punishment can model aggressive behavior. Children learn by observing adults, and using physical punishment can teach them that violence is an acceptable way to solve problems.

In conclusion, sparing the rod does not spoil the child. Instead, it encourages the use of positive discipline methods that foster a healthy and supportive environment for children to grow and learn.

Thank you.

OR

**For the Motion**

Honourable jury members, worthy opponents and my dear friends,

Today, I Rohini of class XII, stand before you to speak in favour of the motion, "The name idiot box given to television is appropriate".

There is no denying to the fact that television has become one of the most prominent and common media for communication today. However, this vast media, running into everyone's home today, is also responsible for carrying wrong information. Relying on or believing the information telecasted by TV becomes a challenge today as a result of the increasing competition among various channels. Television also acts as the greatest distraction for the students. Students become addicted to it. This ultimately spoils their studies and their physical health as they hardly go out to play. They spend most of their time watching TV and most often watching programmes that aren't necessarily beneficial for them.

Some unwanted scenes, frequently shown on television, like smoking, use of alcohol, violence etc. might have a bad effect on the children's minds. Another major disadvantage is that watching television for long hours might disturb a person's sleep cycle, daily routine, and also severely affect one's health, including the eyesight. Television also induces people to shift from needs to wants. The advertisements on TV attract people to change their brands and increase their needs and wants.

It is due to these disadvantages that after the advent of computer and internet, television has considerably lost its importance in the





society. The name idiot box given to television is thus absolutely appropriate.  
Thank you!

### Against the Motion

Honourable jury members, worthy opponents and my dear friends,

Today, I Rohini of class XII, stand before you to speak against the motion, "The name idiot box given to television is appropriate". Television has been known as an 'idiot box' for a long time now. But does it hold any relevance today? The answer would be 'no'. The name 'idiot-box' is not apt in today's scenario. Today, the television has so much to teach and preach that it is no less than an amazing box. The news channels update people with all the latest happenings in the nation and in the world. One can practice yoga and maintain health through the recreational and health related programmes. There are numerous channels designed for entertainment through TV serials and movies.

One can know about the secrets of nature and wildlife and learn a lot through educative channels like National Geographic, Discovery Channel etc. These days, TV comes with parental control so as to keep a check on the kids and the programmes they are watching. Spreading awareness regarding social issues like pulse polio programme, eradication of malnutrition, etc. has been made easy through the medium of television, as the message reaches the masses effectively. My opponent has stated the health related issues due to television. But is it not true that kids get sick by playing in the rain or get contagious diseases? So, looking at the brighter side of television, it would not be wrong to say that television should be given a new name in accordance with its benefits. The name idiot box given to television is thus not appropriate.

Thank you!

### Section C : Literature (31 Marks)

#### 9. Read the text carefully and answer the questions:

A sweet face:

My mother's that was before I was born.

And the sea, which appears to have changed less,

Washed their terribly transient feet.

- (i) **(b)** Before the poet was born

**Explanation:**

Before the poet was born

- (ii) **(c)** The sea that has changed very less

**Explanation:**

The sea that has changed very less

- (iii) **(c)** Oxymoron

**Explanation:**

Oxymoron

OR

#### Read the text carefully and answer the questions:

When did my childhood go?

Was it the time I realized that adults were not

All they seemed to be,

They talked of love and preached of love,

But did not act so lovingly, was that the day

- (i) **(b)** Hypocrisy

**Explanation:**

Hypocrisy

- (ii) **(a)** Love

**Explanation:**

Love

- (iii) **(c)** Preach

**Explanation:**

Preach

#### 10. Read the text carefully and answer the questions:

When he finally reached the mummy, though, he ran into trouble. The ritual resins had hardened, cementing Tut to the bottom of his solid gold coffin. "No amount of legitimate force could move them," Carter wrote later. "What was to be done?" The sun can



beat down like a hammer this far south in Egypt, and Carter tried to use it to loosen the resins. For several hours he set the mummy outside in blazing sunshine that heated it to 149 degrees Fahrenheit. Nothing budged.

- (i) **(b)** body of Tut was stuck with bottom of coffin

**Explanation:**

body of Tut was stuck with bottom of coffin

- (ii) **(b)** Egypt

**Explanation:**

Egypt

- (iii) **(d)** he hoped that the resin would melt

**Explanation:**

he hoped that the resin would melt

OR

**Read the text carefully and answer the questions:**

I half-swam, half-crawled into the children's cabin. "Are you all right?" I asked. "Yes," they answered from an upper bunk. "But my head hurts a bit," said Sue, pointing to a big bump above her eyes. I had no time to worry about bumped heads. After finding a hammer, screws and canvas, I struggled back on deck. With the starboard side bashed open, we were taking water with each wave that broke over us. If I couldn't make some repairs, we would surely sink.

- (i) **(c)** daughter of author

**Explanation:**

daughter of author

- (ii) **(d)** right side

**Explanation:**

right side

- (iii) **(c)** upper bunk

**Explanation:**

upper bunk

11. Read the given extracts and answer the questions for ANY ONE of the two, given.

- (i) i. Mrs Fitzgerald advised Mrs Pearson that she must wear a tough look and talk to them rudely if she wanted them to behave in the right manner. Mrs Fitzgerald warns her not to yield.  
ii. (d) Because her family plans to question Mrs Pearson for her behaviour.  
iii. ...she has always been dominated by her family and has never learned to value herself and her desires.

OR

...she is nervous as has never given herself priority over her husband and children. She had always showered her unconditional love and care on them. (any one)

- iv. This play, written in the 1950s, is a humorous and satirical depiction of the status of the mother in the family. It deals with the subject of the status of women which is taken for granted even in today's time. A homemaker does a thankless job and is treated like an unpaid servant.
- (ii) i. (b) It had a strange and different quality.  
ii. The phrase "I remembered" suggests that the narrator suddenly recalled or recognized something about the tea set or the box mentioned in the passage. This indicates that there is a sense of familiarity or recognition of the tea set, despite being in a different environment.  
iii. When the narrator sees the tea cups and the box, she experiences a sense of nostalgia and perhaps a bit of discomfort. The tea cups and the box seemed to evoke memories of a different time in the narrator's life, which were bittersweet or even painful for her to recall.  
iv. "She had a broad back. Just like her mother." This line suggests that the girl's physical appearance, particularly her broad back, was similar to that of her mother, Mrs. Dorling, indicating a family resemblance.

12. Answer the questions from either (a) or (b) in 40-50 words:

- (i) i. The author was an academician, hence, he undertook the journey for the purpose of education. For him, it was a learning experience. Secondly, people undertook such journeys because of the spirit of adventure. The areas covered by the author are some of the most difficult terrains in the world. The third can be a religious reason. People visit places like Mount Kailash as part of their pilgrimage.



- ii. The father, having failed to know the height of his son's emotional growth, is trying to understand him as a child rather than attempting to understand what his son is at the moment. This sort of a relationship that the father is trying to build with his son will do more harms than any good because the father will always think that his son is a little child and will not understand his actual person.
- (ii) i. Professor Gaitonde or Gangadharpanth was a historian. He had written five volumes on history. But his research work was still going on. He was on his way to Bombay. He planned to go to a big library and consult the history books there to find out how the present state of affairs was reached.
- ii. I like the simplicity and pictorial presentation in the poem. The comparison between bird's movement with machine and Lizard is made in a nice way. Also chirruping & trilling of goldfinch is appropriate.

13. Answer ANY ONE of the following three questions, in about 40-50 words

- (i) Andrew found that it was a small bedroom. It was clean but poorly furnished. It was lit only by an oil lamp. Mrs. Morgan's mother and an elderly midwife were waiting beside the patient.
- (ii) The criteria were that wisdom comes with grey hair. The old man they selected could not walk or see. He spoke in a trembling voice. The advice he offered was absurd. A lifeless object cannot be deprived of life by hanging it.

14. Answer ANY ONE of the following two questions, in about 120-150 words.

- (i) During his boyhood, grandmother was a part of his life. He was completely dependent on her. The turning point in their friendship came when they went to the city. Now, he went to school by bus. She no longer accompanied him. As the years rolled by they saw less of each other. For some time she continued to wake him up and got him ready for school. When he came back she would ask him what the teachers had taught. She did not believe in the things that were taught at school. She was distressed that there was no teaching about God and the scriptures. She felt offended that music was also being taught. She expressed her disapproval silently.  
After this, she rarely talked to him. When he went up to university, he was given a room of his own. The common link of friendship was snapped. Now she spent most of her time at the spinning wheel. Thus we find that the distancing in the relationship was due to the demand of the situation. The graph of life never follows a straight line.
- (ii) The major theme of the poem "The Voice of the Rain" can be the fulfillment possible through the cycle of creation, be it the cyclic creation of life and freshness by the rain or the creation of a poem by a poet.

15. Answer ANY ONE of the following two questions, in about 120-150 words.

- (i) The story 'The Summer of the Beautiful White Horse' conveyed the message of honesty and integrity. The two cousins, Aram and Mourad, belonged to the Garoghlanian tribe known for faithfulness and honesty. Both of them had a deep passion for horse riding. One day Mourad stole a beautiful white horse just to ride it for a few days. Later, Aram justified the stealth by saying that they didn't wish to sell the horse off, they were just using it for a few days and would certainly return it. The two young boys temporarily gave into their temptation but were morally pricked very soon when they came across the real owner, John Byro, while they had the horse with them. Perhaps this was a test of their honesty and truthfulness. In the end, they were conscience-stricken and decided to return the horse to its rightful owner to save their family and tribe's name.
- (ii) Mrs. Dorling was at one time Mrs. S's friend. But the two were not in contact. Both had a daughter each. Mrs. Dorling herself was a mean, greedy and dishonest woman. She won the confidence of Mrs. S's and carted away all the table silver and precious old things to her own house. She had taken for granted that the narrator and her family would not come back alive from the war. The sight of the narrator at her doorstep gave her a shocking surprise. She did not allow the narrator to walk into her house. She sent her away dejected. When she saw the narrator at her doorstep, she became scared that the narrator would see all her mother's precious things and would ask to take back everything. Mrs. Dorling is greedy and means person. In fact, when she had offered to take away all the antique and precious things of Mrs. S, to keep in her safe custody, her intention was not honourable at all. She had all the intention of grabbing all those things. She was quite sure that Mrs. S and her family would not come alive after the war.

