CBSE Class 12 English 2026 — Set 3 — Answer Key

English Medium

Time Allowed: 3 Hours

General Instructions:

1. This is an answer key — each question is shown with its correct answer and a step-by-step explanation.
2. Questions appear in the original paper order.

Q.1

According to paragraph 1, how did the western countries react to science fiction? (Passage 1 — Science Fiction)

Answer: Western countries have long been captivated by science fiction, showing sustained and widespread interest in the genre.

Explanation:

Paragraph 1 states: 'While sci-fi has long captivated audiences in western countries, its growth in India has been comparatively slower.' This indicates that western audiences were deeply engaged and fascinated by science fiction for a long time.

Q.2

Complete the following suitably: In paragraph 1 (Passage 1 — Science Fiction), the author uses the word 'comparatively' to highlight _____.

Answer: the relatively slower growth of science fiction in India as compared to western countries.

Explanation:

The word 'comparatively' is used to draw a contrast: sci-fi has long captivated western audiences, while its growth in India has been comparatively (i.e., in comparison) slower.

It highlights the difference in popularity between India and the West.

Q.3

Identify one advantage of science fiction with reference to paragraph 2. (Passage 1 — Science Fiction)

Answer: Science fiction stimulates imagination and curiosity, and acts as a bridge between literature and science, making learning more engaging for students and young readers.

Explanation:

Paragraph 2 states: 'One of the major advantages of science fiction is its ability to stimulate imagination and curiosity.

It encourages readers to think beyond the present...
sci-fi can act as a bridge between literature and science, making learning more engaging.'

Q.4

Why does the writer refer to science fiction as a 'bridge'? (Paragraph 2, Passage 1 — Science Fiction)

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.

Explanation:

Paragraph 2 says sci-fi 'can act as a bridge between literature and science, making learning more engaging.' The bridge metaphor refers to making learning more interactive/engaging, which best matches option (B).

Q.5

'...science fiction provides a creative lens through which these problems can be examined.' (Paragraph 3, Passage 1 — Science Fiction)

In the given line, what does the phrase 'creative lens' refer to?

Answer: The phrase 'creative lens' refers to the imaginative and speculative perspective that science fiction offers, allowing readers and authors to examine real-world social and ethical issues such as climate change, overpopulation, and digital surveillance in a thought-provoking, fictional framework.

Explanation:

In paragraph 3, the author discusses how sci-fi allows authors to speculate on how technology might shape society.
The 'creative lens' is the imaginative, fictional viewpoint sci-fi provides to explore and examine pressing real-world concerns creatively rather than through factual analysis alone.

Q.6

Complete the analogy with one word from paragraph 4 (Passage 1 — Science Fiction).

possibility : potential :: unique : _____

(a) mainstream

(b) access

(c) homegrown

(d) niche <<

Explanation:

The analogy maps synonyms: 'possibility' and 'potential' are near-synonyms (both mean something that could happen).

'Unique' means one-of-a-kind or specialized, which is closest in meaning to 'niche' (a specialized or unique category/market).

From paragraph 4, the word 'niche' fits best.

Q.7

Why is science fiction still not very popular in India? (Paragraph 4, Passage 1 — Science Fiction)

Answer: Science fiction is not very popular in India primarily because most well-known sci-fi works are written in English, limiting their reach, and there is a lack of mainstream platforms that promote Indian sci-fi writers. Many readers are also unaware of homegrown authors contributing to the genre.

Explanation:

Paragraph 4 explicitly states: '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.'

Q.8

Provide one textual evidence with reference to paragraph 4 (Passage 1 —

Science Fiction) to prove that there is a lack of mainstream platforms.

Answer: "Many readers are unaware of homegrown authors contributing meaningfully to the genre."

Explanation:

This line from paragraph 4 directly evidences the lack of mainstream platforms — if platforms existed and promoted Indian sci-fi writers, readers would be aware of them. The unawareness of homegrown authors proves the absence of widespread promotion/platforms.

Q.9

In what context does the author use the phrase 'broaden the audience base' in paragraph 5? (Passage 1 — Science Fiction)

Answer: The author uses 'broaden the audience base' in the context of encouraging Indian authors to write science fiction in regional languages, so that readers who are not proficient in English can also access and enjoy the genre, thereby expanding its readership beyond English-speaking audiences.

Explanation:

Paragraph 5 states: 'Indian authors should be encouraged to write in regional languages to broaden the audience base.' This refers to reaching non-English-reading Indians by making sci-fi available in their native/regional languages.

Q.10

Assess the feasibility of steps suggested to promote science fiction in India. (Paragraph 5, Passage 1 — Science Fiction)

Answer: The steps are largely feasible. Including sci-fi in school/college curricula is practical as curriculum bodies can make policy changes. Encouraging authors to write in regional languages is feasible with publisher support and literary grants. Hosting reading clubs via libraries and online platforms is easily achievable given the rise of digital tools. However, changing deep-rooted reading habits may take time and sustained effort.

Explanation:

Paragraph 5 suggests: (1) schools/colleges including sci-fi in curriculum, (2) authors writing in regional languages, (3) libraries and online platforms hosting reading clubs. These are actionable, low-cost interventions, though their implementation depends on institutional will and policy support.

Q.11

Complete the following suitably: In the introduction (Passage 2 — Nutrition case study), the researcher links changing dietary requirements to highlight _____.

Answer: the critical role of nutrition in human development across different stages of life, including growth, aging, and recovery, and how dietary habits must adapt to support health and wellbeing at each stage.

Explanation:

The introduction states: 'Nutrition plays a critical role in human development, especially during periods of growth, aging, and recovery...
highlighting how dietary habits must adapt to support health and wellbeing.'

Q.12

What would the following be classified as? (Passage 2 — Nutrition case study)
"Nutritional intake was recorded using food diaries."
Select the appropriate response:

(a) Primary purpose
(b) Secondary objective
(c) Method of analysis <<
(d) Research outcome

Explanation:

Recording nutritional intake using food diaries is a data-collection technique — it describes how the study gathered data, i.e., the method of analysis/methodology. Paragraph 2 places this detail under the 'Methodology' section, confirming it is a

method of analysis.

Q.13

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

Answer: 1. The study covered five schools, two universities, three workplaces, and two retirement communities — sites representing different age groups from children to the elderly. 2. Participants were grouped into four age categories: children (6–12 years), adolescents (13–19 years), adults (20–59 years), and elderly (60+ years), and their nutritional intake was assessed separately for each group.

Explanation:

Paragraph 2 describes the study sites (schools, universities, workplaces, retirement communities) that correspond to different age groups.

Paragraph 3 explicitly groups participants into four age categories and measures macronutrients and micronutrients for each group.

Q.14

Paragraph 4 (Passage 2 — Nutrition) 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.

Answer: Sentence A = development (it describes nutritional needs essential for growth/development). Sentence B = prevent (increased calcium is needed to prevent impairment of bone growth).

Explanation:

Sentence A focuses on nutrients that support growth and development.

Sentence B focuses on ensuring bone growth is 'not impacted' — i.e., preventing a negative outcome.

Hence Sentence A → development, Sentence B → prevent.

Q.15

Although all age groups require balanced intake, why do the elderly need more fibre? (Paragraph 4, Passage 2 — Nutrition)

Answer: The elderly need more fibre to support digestion, as digestive functions slow down with age. Paragraph 4 states the elderly needed more fibre, calcium and vitamin D to support bone health and digestion.

Explanation:

Paragraph 4 explicitly states: 'the elderly needed more fibre, calcium and vitamin D to support bone health and digestion.' Fibre is specifically linked to supporting digestion in the elderly.

Q.16

Complete the sentence suitably. (Passage 2 — Nutrition, Paragraph 5)

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

Explanation:

Paragraph 5 states: 'Across all groups, hydration reminders were implemented using digital tools and scheduled water breaks.' The purpose was to counter the common dehydration found across age groups (noted in Paragraph 4).

Option (A) — ensure people did not get dehydrated — is the correct answer.

Q.17

Why is age-specific nutrition important? Give textual evidence to support your answer. (Passage 2 — Nutrition)

Answer: Age-specific nutrition is important because nutritional needs vary significantly across life stages due to physical, cognitive, and lifestyle factors.

Textual evidence: '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.' (Paragraph 6)

Explanation:

The conclusion of the passage (Paragraph 6) explicitly provides the rationale for age-specific nutrition and also serves as direct textual evidence.

Different age groups have different requirements as detailed in Paragraph 4.

Q.18

What is the key takeaway of the nutrition study? (Passage 2 — Nutrition)

Answer: The key takeaway is that nutritional needs vary significantly with age due to physical, cognitive, and lifestyle factors, and therefore regular assessments and tailored, age-specific dietary interventions are essential for promoting long-term health across all age groups.

Explanation:

Paragraph 6 (Conclusion) states: '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.' This is the central conclusion/key takeaway.

Q.19

Your school is planning to conduct an inter-house handball tournament. Write a notice for the school notice board informing the students about the details of the tournament. Also include participation criteria, registration process, and contact information. You are Shivani/Shivam, President, Sports Club of ABC International School, Newtown. Put your notice in a box. (in about 50 words)

Answer: A formal notice in a box format: Heading — ABC INTERNATIONAL SCHOOL, NEWTOWN / NOTICE / Date; Title — Inter-House Handball

Tournament; Body — Brief details of the tournament (date, venue, categories), participation criteria (open to all houses, eligibility), registration process (name/form submission deadline), contact information (Shivani/Shivam, President, Sports Club); Signed — Shivani/Shivam, President, Sports Club.

Explanation:

Section B creative writing Q3(a).

A notice must include: name of organisation, heading NOTICE, date, title of event, body with all required details (participation criteria, registration process, contact information), and issuer's name/designation.

Word limit: ~50 words.

OR

Q.19

You are Mr. Sunil Joshi, General Secretary of Resident Welfare Association, Laxman Society, Rivernagar. Write a notice calling for a meeting of the residents to discuss the proposal of installing solar panels in your locality to meet the electricity demands of the society. Include other necessary details. Put your notice in a box. (in about 50 words)

Answer: A formal notice in a box format: Heading — LAXMAN SOCIETY RESIDENT WELFARE ASSOCIATION / NOTICE / Date; Title — Meeting to Discuss Solar Panel Installation; Body — Notification of a meeting (date, time, venue) to discuss installing solar panels to meet electricity demands; request for all residents to attend; Signed — Sunil Joshi, General Secretary.

Explanation:

Section B creative writing Q3(b) OR variant.

Same notice format: organisation name, NOTICE heading, date, title, body with meeting details and agenda (solar panel installation), and issuer's name/designation.

Word limit: ~50 words.

Q.20

You are the President of Student Council of XYZ Public School, Hawapur.

Your school is organising an Arts and Crafts Exhibition as part of its Annual Day celebrations. On behalf of the Principal, draft a formal invitation card to be sent to parents and guests. Mention a compelling highlight of the programme along with other necessary details. (in about 50 words)

Answer: A formal invitation card: Heading — XYZ PUBLIC SCHOOL, HAWAPUR; 'The Principal and Staff cordially invite [Name] to the Arts and Crafts Exhibition as part of the Annual Day Celebrations'; Date, Time, Venue; Highlight — e.g., 'Featuring award-winning student artwork and live craft demonstrations'; RSVP details; Issued by: [President's Name], President, Student Council.

Explanation:

Section B creative writing Q4(a).

A formal invitation must include: name of issuing authority/school, event name, date, time, venue, a compelling highlight, and RSVP/contact details.

It should be formal in tone (~50 words).

OR

Q.20

You are Meena/Manoj Tiwari, an experienced student counsellor. You have been invited by the Principal of MN Public School, Jawanshahr to take a workshop on the importance of emotional well-being of teenagers. Draft a reply in not more than 50 words, accepting the invitation.

Answer: A formal reply letter/note: Address, Date; To — The Principal, MN Public School, Jawanshahr; Subject: Acceptance of Invitation for Workshop; Body — Express gratitude for the invitation, confirm acceptance to conduct the workshop on emotional well-being of teenagers, confirm availability on the proposed date; Regards — Meena/Manoj Tiwari, Student Counsellor.

Explanation:

Section B creative writing Q4(b) OR variant.

A formal acceptance reply must include: sender's address, date, addressee, subject, body accepting the invitation and confirming attendance, and formal closing.

Word limit: not more than 50 words.

Q.21

Waste management in your colony is becoming an issue of grave concern. Write a letter to the editor of a local daily, discussing the reasons for poor waste management. Also suggest ways to resolve the problem. You may use some of the given cues along with your own ideas to draft the letter. You are Shireen/Sahil of Prestige Colony, Rahagarh. (120–150 words)

Cues: lack of awareness about waste segregation; inefficient waste collection systems – leading to overflowing bins and environmental pollution; poor infrastructure; Government should support civic authorities to upgrade; spread awareness about civic responsibility.

Answer: A formal letter to the editor: Sender's address (Prestige Colony, Rahagarh), Date, Editor's address, Subject: Poor Waste Management in Residential Colonies; Body (120–150 words) — introduction of the problem, reasons (lack of segregation awareness, inefficient collection, overflowing bins, poor infrastructure), suggestions (government support for civic authorities, awareness drives on civic responsibility, waste segregation education, regular collection schedules); Formal closing — Yours faithfully, Shireen/Sahil.

Explanation:

Section B Q5(a).

A formal letter to the editor requires: sender's address, date, editor's address, subject, formal salutation, body paragraphs covering the problem + causes + solutions using the given cues, and formal closing.

Word limit: 120–150 words.

OR

Q.21

You are Arati/Ashok from New Colony, Bamapur. You read the given advertisement and wish to apply for the post advertised. Write a job application with your bio-data. (120–150 words)

Advertisement: Raleigh Planners — Event Manager. Qualifications: A degree in hospitality business, or public relations. Skills: Organisational and project management; Strong communication skills; Proficient in use of event software; Ability to adapt and willingness to travel. Experience: 3–5 years.

Answer: A formal job application letter (120–150 words) with bio-data: Sender's address (New Colony, Bamapur), Date, To — HR Manager, Raleigh Planners, Subject: Application for the Post of Event Manager; Body — reference to advertisement, expression of interest, brief mention of qualifications/experience/skills relevant to the post; Bio-data section — Name, DOB, Address, Qualifications (degree in hospitality/public relations), Experience (3–5 years), Skills (organisational, communication, event software, adaptable); Declaration; Yours faithfully, Arati/Ashok.

Explanation:

Section B Q5(b) OR variant.

A job application must include: sender's details, date, addressee, subject, formal body applying for the advertised post, attached/embedded bio-data with personal details, academic qualifications, skills, and experience matching the job requirements.

Word limit: 120–150 words.

Q.22

You are Rajni/Raghav and are very upset about the increase in cyber bullying among school students today. Write an article exploring the reasons and suggest solutions to help students live in a safe space in the world of digital technology. (120–150 words)

Reasons: peer pressure, lack of self-esteem; lack of empathy; access to digital freedom. Solutions: educate students on safe online behaviour; collaborate with parents; establish clear policies and reporting channels.

Answer: An article (120–150 words): Title — Cyberbullying: A Growing Menace in Schools; By Rajni/Raghav; Introduction — rising cyberbullying among school students; Reasons — peer pressure and low self-esteem leading to bullying

behaviour, lack of empathy, unrestricted access to digital platforms and anonymity; Solutions — digital literacy and safe-online-behaviour education, parent-school collaboration, school policies with clear reporting mechanisms; Conclusion — a collective effort is needed to build a safe digital space for students.

Explanation:

Section B Q6(a).

Article format: title, author's name, introduction, body (reasons + solutions using cues + own ideas), conclusion.

Formal but engaging tone.

Word limit: 120–150 words.

OR

Q.22

Write a comprehensive report of the Inter-House Cuisine Competition on the theme 'Healthy Eating' held in your school. Include details of the event, participation details, students' feedback and its overall impact on the student community. You are Sunidhi/Sudhakar, Student Editor. (120–150 words)

Cues: Who – What – When – Where – Why – How

Answer: A formal report (120–150 words): Heading — INTER-HOUSE CUISINE COMPETITION REPORT; By Sunidhi/Sudhakar, Student Editor; Who — all four houses participated; What — cuisine competition on theme 'Healthy Eating'; When — date of the event; Where — school premises/dining hall; Why — to promote healthy eating habits among students; How — teams prepared healthy dishes, judged on nutrition, presentation, taste; Students' feedback — enthusiastic response, learned about balanced diets; Overall impact — raised awareness about healthy eating, encouraged mindful food choices in the student community; formal closing.

Explanation:

Section B Q6(b) OR variant.

Report format: heading, by-line, body using Who-What-When-Where-Why-How framework, students' feedback, overall impact, and formal ending.
Word limit: 120–150 words.

Q.23

Q7(a): Read the extract from 'Keeping Quiet' (Pablo Neruda):
'Now we will count to twelve / and we will all keep still. / For once on the face of the Earth / let's not speak in any language, / let's stop for one second, / and not move our arms so much.'

The expression 'we will all keep still' reflects:

(a) the poet's willingness to keep quiet.
(b) the significance of stillness.
(c) the poet's appeal for collective engagement. <<
(d) the purpose of counting up to twelve.

Explanation:
The word 'all' in 'we will all keep still' emphasises that everyone is included — it is a collective call.
The poet is appealing for everyone to engage together in a moment of stillness and silence.
Option (C) — the poet's appeal for collective engagement — is correct.

Q.24

Q7(a)(ii): What does the poet want us to stop? (Extract from 'Keeping Quiet' by Pablo Neruda)

Answer: The poet wants us to stop speaking in any language and to stop moving our arms so much — i.e., to stop all activity, both verbal and physical, and observe a moment of complete stillness.

Explanation:
The extract says: 'let's not speak in any language, / let's stop for one second, / and not move our arms so much.' The poet urges a pause from language/speech and from

physical movement/activity.

Q.25

Q7(a)(iii): Read the assertion and the reason below, with reference to the extract from 'Keeping Quiet'.

Assertion: The poet advocates the importance of keeping quiet.

Reason: He believes that silence can bring out profound changes in our perspective and lifestyle.

Choose the correct option:

(a) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.

(b) Both the assertion and the reason are true and the reason is the correct explanation of the assertion. <<

(c) The assertion is true, but the reason is false.

(d) The assertion is false, but the reason is true.

Explanation:

The assertion is true — Neruda does advocate keeping quiet.

The reason is also true — silence for Neruda is meant to bring introspection and profound change in how people think and act.

The reason correctly explains why he advocates silence.

Hence option (B) is correct.

Q.26

Q7(a)(iv): Complete the following statement correctly:

The poet urges the people to count to twelve so that _____. (Extract from 'Keeping Quiet')

Answer: they all keep still and experience a moment of collective silence, pausing from speech and movement.

Explanation:

Counting to twelve is a device to create a defined, synchronised moment of stillness.

The poet asks everyone to count together so that, at the end of counting, all will keep

still simultaneously — a collective pause from activity and speech.

Q.27

Q7(a)(v): 'Counting to twelve' is suggested as a _____ (synchronized/disorganized) effort for everybody to keep quiet. (Extract from 'Keeping Quiet')

Answer: synchronized

Explanation:

Counting to twelve is a shared, coordinated act — everyone counts together at the same time to arrive at the moment of stillness collectively.

It is a synchronized effort, not a disorganized one.

Q.28

Q7(a)(vi): How can the message in the excerpt, about silence and stillness, be applied to promote peace in today's world? (Extract from 'Keeping Quiet')

Answer: The message of collective silence and stillness can be applied today by encouraging individuals and nations to pause from conflicts, hasty decisions, and aggression. A moment of reflection before action can prevent wars, reduce hostility, and allow for empathy and understanding to prevail — fostering a more peaceful and thoughtful world.

Explanation:

Neruda's message is that pausing from constant activity (including war and aggression symbolised by 'moving our arms') can lead to introspection and peace.

Applied to today's world: ceasing hostilities even momentarily, practising mindfulness, and reflecting before acting aggressively can promote peace.

OR

Q.23

Q7(b): Read the extract from 'A Roadside Stand' (Robert Frost):

'The little old house was out with a little new shed / In front at the edge of the road where the traffic sped, / A roadside stand that too pathetically pled...'

The first two lines of the extract refer to the:

(a) description of the flourishing city.

(b) flowing of traffic.

(c) description of the roadside stand. <<

(d) expectation of the rural people.

Explanation:

The first two lines describe the physical setting of the roadside stand — 'the little old house was out with a little new shed / In front at the edge of the road.' This is a description of the roadside stand and its placement.

Option (C) is correct.

OR

Q.24

Q7(b)(ii): Complete the following sentence with a suitable reason:

The cash flow is important for urban life because _____. (Extract from 'A Roadside Stand')

Answer: it supports the prosperity and sustenance of cities, preventing them from sinking and withering — as the extract says cash flow supports 'the flower of cities from sinking and withering faint.'

Explanation:

The extract says money/cash flow 'supports / The flower of cities from sinking and withering faint.' The 'flower of cities' represents the prosperity of urban life, and the cash flow (money from commerce) is what keeps cities thriving and prevents their decline.

OR

Q.25

Q7(b)(iii): Complete the following sentence suitably:

Rural people put up their roadside stands in the hope of _____. (Extract from 'A Roadside Stand')

Answer: earning some money (cash) from passing city traffic to improve their economic condition and share in the prosperity of urban life.

Explanation:

The extract says the stand pleads 'not...
for a dole of bread, / But for some money, the cash.' Rural people set up stands hoping to earn cash from the traffic, seeking economic participation rather than charity.

OR

Q.26

Q7(b)(iv): Choose the correct option:

The expression 'flower of cities' reflects the _____ (prosperity/poverty) of city life. (Extract from 'A Roadside Stand')

Answer: prosperity

Explanation:

'Flower' is a metaphor for the bloom, beauty, and best aspects of something.
'The flower of cities' thus represents the flourishing, prosperous aspect of urban life.
The cash flow keeps this prosperity from fading ('sinking and withering').

OR

Q.27

Q7(b)(v): Why is the roadside stand described as pathetic? (Extract from 'A Roadside Stand')

Answer: The roadside stand is described as pathetic because it pleads helplessly for cash from passing traffic, reflecting the desperate economic condition of rural people who are excluded from the prosperity of city life. The stand is a symbol of rural poverty and longing — its plea is pitiable.

Explanation:

The word 'pathetically pled' describes the stand as making a pitiful, helpless appeal.
It is pathetic because the rural sellers are in a position of desperation, begging for economic participation that city dwellers take for granted — it evokes pity and sorrow.

OR

Q.28

Q7(b)(vi): Read the assertion and the reason below, with reference to the extract from 'A Roadside Stand'.

Assertion: Rural people put up their stand at the edge of the road.

Reason: The flow of traffic will help them promote their business.

Choose the correct option:

(a) Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.

(b) Both the assertion and the reason are true and the reason is the correct explanation of the assertion. <<

(c) The assertion is true, but the reason is false.

(d) The assertion is false, but the reason is true.

Explanation:

The assertion is true — the extract clearly describes the stand as being 'at the edge of the road where the traffic sped.' The reason is also true — placing the stand by the road is a strategy to attract the passing traffic and earn money.

The reason correctly explains the assertion.

Option (B) is correct.

Q.29

Q8(a)(i): 'Oh,' Hana breathed. 'Is that all?'

What is the reason for Hana's tone of relief in the above expression? (Extract from 'The Enemy')

Answer: Hana's tone of relief stems from her initial fear that the messenger had come to arrest Dr. Sadao for harbouring the wounded American soldier. When she learnt the man had only come to summon Sadao to treat the old General's pain, she was greatly relieved — hence 'Is that all?'

Explanation:

The extract later confirms: 'I thought they had come to arrest you,' she said.

Hana feared arrest/trouble for Sadao, so discovering it was merely a medical summons for the General caused her to exhale in relief.

Q.30

Q8(a)(ii): Complete the following analogy by choosing one word from the extract ('The Enemy'):

pain : pleasure :: courage : _____

Answer: fright

Explanation:

The analogy maps antonyms: pain is the opposite of pleasure.

Courage is the opposite of fright/fear.

The word 'fright' appears in the extract: 'more exhausted from her fright than from work.' Fright (fear) is the antonym of courage.

Q.31

Q8(a)(iii): According to the above extract ('The Enemy'), Hana was drained and weakened due to _____.

(a) sadness

(b) frustration

(c) anger

(d) fear <<

Explanation:

The extract states: 'more exhausted from her fright than from work.' 'Fright' means fear.

Hana was drained and weakened primarily due to fear (of Sadao being arrested), not due to physical work.

Option (D) — fear — is correct.

Q.32

Q8(a)(iv): Complete the following sentence suitably.

Dr. Sadao was asked to come to the palace to _____. (Extract from

'The Enemy')

Answer: treat the old General who was in pain again.

Explanation:

The extract begins: 'You are to come to the palace.
The old General is in pain again.' Dr.
Sadao was summoned to the palace to treat/attend to the old General's pain.

OR

Q.29

Q8(b)(i): The expression 'these indignities' in the above extract refers to _____. (Extract from 'Memories of Childhood' — Zitkala-Sa / Bama)

Answer: 'These indignities' refers to the lack of honour, dignity, and respect that the community is denied by birth due to social discrimination/caste prejudice — being stripped of all honour simply because of the community one is born into.

Explanation:

The extract says: 'Because we are born into this community, we are never given any honour or dignity or respect;
we are stripped of all that.' The 'indignities' are these deprivations — the dishonour and lack of respect suffered due to caste/community-based discrimination.

OR

Q.30

Q8(b)(ii): List one personality trait that is exhibited by the speaker in the above extract. (Extract from 'Memories of Childhood')

Answer: The speaker exhibits resilience and determination — despite being born into a discriminated community, he/she advocates for education and progress rather than accepting defeat.

Explanation:

The speaker says 'if we study and make progress, we can throw away these indignities' — showing a determined, hopeful, and resilient outlook.

Rather than despair, the speaker urges action (study) as the path to dignity.

OR

Q.31

Q8(b)(iii): What, according to the speaker, is the way out of the situation? (Extract from 'Memories of Childhood')

(a) education <<
(b) aggression
(c) compliance
(d) legislation

Explanation:

The speaker explicitly says: 'if we study and make progress, we can throw away these indignities.' The way out is education/study.

Option (A) — education — is correct.

OR

Q.32

Q8(b)(iv): The message conveyed in the given extract is _____. (Extract from 'Memories of Childhood')

Answer: Education is the most powerful tool to overcome social discrimination, caste-based indignity, and oppression. By studying and making progress, marginalized communities can reclaim their honour and dignity.

Explanation:

The core message of the extract is that education empowers the oppressed to rise above social injustice.

The speaker urges the community to study hard as the path to throwing away the indignities imposed by society.

Q.33

Q9(a)(i): What do 'flickering oil lamps' suggest? (Extract from 'Lost Spring') [Choose the most appropriate interpretation]

(a) The abundance of light in the hutments.

(b) The poor and unstable living conditions of the workers. <<

(c) The festive atmosphere of the bangle-making community.

(d) The workers' preference for traditional lighting.

Explanation:

Flickering oil lamps suggest dim, unsteady light — indicative of poverty and poor working conditions.

The workers have no access to proper electric lighting, highlighting their destitution.

The flickering nature also suggests instability and precariousness of their lives.

Option (B) is most appropriate.

Q.34

Q9(a)(ii): Select the correct option from those given in brackets to fill in the blank.

The description of the hutments highlights the _____ situation of the workers. (pathetic/comfortable) (Extract from 'Lost Spring')

Answer: pathetic

Explanation:

The hutments are dark, lit only by flickering oil lamps, and the workers — including children — lose their eyesight working there.

This describes a deeply pathetic (pitiable, wretched) situation, not a comfortable one.

Q.35

Q9(a)(iii): Bring out the irony in the statement, 'Their eyes are more adjusted to the dark than to the light outside.' (Extract from 'Lost Spring')

Answer: The irony is that eyes are naturally meant to see and perceive the light of the world, yet these children's eyes — which should be looking forward to a bright future — are so conditioned to darkness (from working in dim hutments) that they are more comfortable in the dark than in the light. The 'light outside' also metaphorically represents the opportunities and brightness of life that these children are denied, yet their eyes are blind to it.

Explanation:

There is both literal and metaphorical irony: literally, the children's eyes are physiologically damaged by constant work in darkness, making them maladjusted to natural light.

Metaphorically, they are denied the 'light' of education, opportunity, and a bright future — they are blind to the outside world of hope.

Q.36

Q9(a)(iv): Complete the following suitably.

The boys and girls sitting with their fathers and mothers in the dark hutments indicates _____. (Extract from 'Lost Spring')

Answer: the perpetuation of child labour across generations — children are not in school but working alongside their parents, indicating that poverty and exploitation are passed down within the family, with no prospect of escape from the cycle.

Explanation:

The image of children sitting with parents in the dark hutments and doing the same work shows that the family is trapped in generational poverty and child labour.

The children are not being educated but are instead being inducted into the same exploitative trade as their parents.

Q.37

Q9(a)(v): What does the following line from the extract showcase? (Extract from 'Lost Spring')

'That is why, they often end up losing their eyesight before they become adults.'

(a) expectation

(b) conclusion <<

(c) confusion

(d) concession

Explanation:

The line begins with 'That is why' — it is a logical conclusion drawn from the preceding fact (eyes adjusted to dark).

The author draws a conclusion about the consequence of working in dark conditions.

Option (B) — conclusion — is correct.

Q.38

Q9(a)(vi): Select the textual option that is closest to acceptance of their plight. (Extract from 'Lost Spring')

(a) next to lines of flames of flickering oil lamps

(b) they often end up losing their eyesight

(c) welding pieces of coloured glass

(d) sit boys and girls with their fathers and mothers <<

Explanation:

Option (D) — 'sit boys and girls with their fathers and mothers' — shows children passively sitting alongside parents engaged in the same work, without protest or resistance.

This passive, resigned co-participation is closest to acceptance of their plight, as opposed to seeking change or escape.

OR

Q.33

Q9(b)(i): Choose the option that stands as an example of 'act of defiance': (Extract from 'Indigo')

(a) She immediately yielded to the request of her brother.

(b) Sunil was frightened by the noise of the explosion.

(c) Despite his father's strict warning, Arun ventured out in the night. <<

(d) The manager humiliated the peon in front of the entire staff.

Explanation:

An 'act of defiance' means doing something in deliberate opposition to an authority or rule.

Option (C) — Arun venturing out despite his father's strict warning — is a direct

defiance of authority (the father's warning).
The other options do not involve deliberate defiance.

OR

Q.34

Q9(b)(ii): What was the primary purpose of the Champaran episode as suggested in the extract? (Extract from 'Indigo')

Answer: The primary purpose was to alleviate the distress of large numbers of poor peasants, not an act of political defiance. Gandhi's goal was to address the practical, day-to-day problems of the poor farmers.

Explanation:
The extract states: 'Champaran did not begin as an act of defiance.
It grew out of an attempt to alleviate the distress of large numbers of poor peasants.'
The primary purpose was humanitarian — to reduce the suffering of impoverished farmers.

OR

Q.35

Q9(b)(iii): The expression 'to mould' in the above extract (from 'Indigo') suggests:

(a) to release
(b) to shape <<
(c) to advise
(d) to help

Explanation:
In the extract: 'he tried to mould a new free Indian who could stand on his own feet.'
'To mould' means to shape or form.
Gandhi was trying to shape/form a new type of self-reliant Indian citizen.
Option (B) — to shape — is correct.

OR

Q.36

Q9(b)(iv): The above extract suggests that Gandhi was more concerned about _____ (politics/people). (Extract from 'Indigo')

Answer: people

Explanation:

The extract states: 'His was not a loyalty to abstractions;
it was a loyalty to living, human beings.' Gandhi's politics were intertwined with the practical, day-to-day problems of millions of people.
He was clearly more concerned about people than abstract political goals.

OR

Q.37

Q9(b)(v): What does the writer mean by the expression 'typical Gandhi pattern'? (Extract from 'Indigo')

Answer: The 'typical Gandhi pattern' refers to Gandhi's characteristic approach of intertwining politics with the practical, everyday problems of ordinary people — his political actions were always grounded in alleviating real human suffering rather than pursuing abstract ideological goals.

Explanation:

The extract explains: 'This was the typical Gandhi pattern — his politics were intertwined with the practical, day-to-day problems of the millions.' This is the defining pattern — not politics for power or ideology, but politics as service to suffering humanity.

OR

Q.38

Q9(b)(vi): Complete the following analogy by choosing one word from the above extract (from 'Indigo'):

disagree : oppose :: mitigate : _____

Answer: alleviate

Explanation:

The analogy maps synonyms: 'disagree' and 'oppose' are near-synonyms.

'Mitigate' means to make less severe or less painful, and its near-synonym in the extract is 'alleviate' — as in 'alleviate the distress of large numbers of poor peasants.' Both mean to lessen/reduce suffering.

Q.39

Q10(i): 'I won't scold you, little Franz; you must feel bad enough.'

What was it that Franz must be feeling bad about? (The Last Lesson)

Answer: Franz must be feeling bad about wasting his time not learning French properly — he had often skipped lessons, neglected his studies, and now it was too late, as this was the last French lesson ever. The announcement that German would replace French made him suddenly realize the value of what he had neglected.

Explanation:

M.

Hamel does not scold Franz because Franz must already feel guilty about not learning French diligently.

The announcement that the order has come from Berlin to teach only German in Alsace-Lorraine means Franz will never get another chance to learn French.

This realisation is what he must feel bad about.

Q.40

Q10(ii): What does Umberto Eco refer to as 'interstices' in 'The Interview'?

Answer: Umberto Eco refers to 'interstices' as the empty spaces or gaps in his schedule — the idle moments between one activity and the next, such as waiting for someone or between appointments. He uses these spaces productively to write, which is how he manages to produce so many books despite being busy.

Explanation:

In 'The Interview,' Eco explains his prolific output by describing how he uses the 'interstices' — the empty spaces between engagements (waiting time, pauses) — to

work.

He says he fills these gaps rather than letting them go to waste, enabling him to write despite a packed schedule.

Q.41

Q10(iii): Why does Kamala Das compare her mother's face to 'late winter's moon'? (My Mother at Sixty-six)

Answer: Kamala Das compares her mother's face to 'late winter's moon' because just as the winter moon appears pale, dim, and lacking in vitality as winter draws to a close, her mother's face looks pale, wan, and drained of life — reflecting old age and the nearness of death. The simile conveys the poet's anguish at her mother's frailty and the fear of losing her.

Explanation:

The 'late winter's moon' is an image of pallor, fading light, and the approach of an end (winter ending, life ending).

The mother's face, ashen and drained, mirrors this image — both are fading, both suggest an impending end.

Q.42

Q10(iv): What does Keats refer to in the expression 'dark spirits'? (A Thing of Beauty)

Answer: In 'A Thing of Beauty,' Keats uses 'dark spirits' (also referenced as 'despondence,' 'gloomy days,' 'unhealthy and o'er-darkened ways') to refer to the negative forces, sorrows, miseries, and disappointments of human life — the mental and emotional troubles that weigh down the human spirit. Beauty counters these dark spirits by providing joy and hope.

Explanation:

Keats writes that despite 'despondence,' 'inhuman dearth / Of noble natures,' 'gloomy days,' and 'all the unhealthy and o'er-darkened ways' — these are the 'dark spirits' — beauty (a thing of beauty) acts as a counter, keeping 'a bower quiet for us' and making life worth living.

Q.43

Q10(v): In what manner was the make-up department ahead of AIR and Doordarshan, according to Asokamitran? (Poets and Pancakes)

Answer: According to Asokamitran, the make-up department at Gemini Studios was far superior to AIR (All India Radio) and Doordarshan in terms of resources, scale, and infrastructure. The make-up department at Gemini Studios was one of the largest in Asia, employing a large number of people and using enormous quantities of make-up materials, which far exceeded anything available at the state-run media organisations.

Explanation:

In 'Poets and Pancakes,' Asokamitran describes the Gemini Studios make-up department as employing a huge number of people and stocking vast quantities of pancake make-up.

This establishment was on a scale that AIR and Doordarshan could not match, making the studio's make-up department uniquely well-equipped and resourced.

Q.44

Q10(vi): The servants of Rajendra Prasad thought Gandhi was another peasant. How did they treat Gandhi? (Indigo)

Answer: Taking him for an ordinary peasant, the servants let him stay on the grounds but would not let him draw water from the well, fearing a few drops from his bucket might pollute the entire source in case he was an untouchable.

Explanation:

In 'Indigo', Rajendra Prasad was away when Gandhi and Shukla reached his house.

The servants knew Shukla as a poor yeoman and assumed Gandhi was another peasant.

They permitted him to stay on the grounds, but did not allow him to draw water from the well lest some drops from his bucket pollute it — how did they know he was not an untouchable?

Q.45

Q11(i): Why was Charley in 'The Third Level' keen to buy old currency?

Answer: Charley was keen to buy old currency (specifically 1890s bills) because he needed it to purchase train tickets at the third level of Grand Central Station, which appeared to be set in the year 1894. Modern currency would not be valid in that era, so he needed period-appropriate currency to buy tickets to Galesburg, Illinois — his escape to the peaceful past.

Explanation:

In 'The Third Level,' Charley discovers what seems to be a third level of Grand Central that transports him to 1894.

He tries to buy two tickets to Galesburg but his modern bills are rejected as 'old' (i.e., from the future).

He then tries to buy old-style currency to return and purchase the tickets.

Q.46

Q11(ii): The Maharaja, on the third birthday of the crown prince, gave him a special gift. What was special about the gift? (The Tiger King)

Answer: The Maharaja gave the crown prince a wooden tiger as a gift on his third birthday. What made it special — and ironic — was that this toy wooden tiger ultimately caused the Maharaja's death. A tiny sliver from the rough wooden tiger pierced his hand, causing an infection that led to his death, fulfilling the prophecy that a tiger would be the cause of his end — though it was a toy, not a real tiger.

Explanation:

In 'The Tiger King,' the Maharaja (Jilani Jung Jung Bahadur) kills 99 tigers and is confident he has cheated fate.

On the crown prince's third birthday he buys a wooden tiger.

The cheap toy's rough surface pricks his hand;

the wound festers and kills him — the hundredth 'tiger' that kills him is ironically a toy.

Q.47

Q11(iii): What efforts did Zitkala-Sa make to save her hair from being cut?

(Memories of Childhood)

Answer: When Zitkala-Sa discovered that the school authorities intended to cut her long hair (which she considered a mark of dignity — only cowards or mourners had short hair in her culture), she crept away and hid under a bed in a dark room, pulling a large blanket over herself. However, she was eventually found, dragged out, and tied to a chair before her hair was forcibly cut, despite her struggle and resistance.

Explanation:

In 'Memories of Childhood,' Zitkala-Sa describes how she resisted having her hair cut by hiding under a bed and covering herself with a blanket.

She resisted as long as she could but was ultimately overpowered and her hair was cut, which she experienced as a deep humiliation and loss of identity.

Q.48

Q12(a): The peddler's temptation for money and Sophie's unrealistic dreams were the root cause for the sufferings of both the characters. Analyse the lessons 'The Rattrap' and 'Going Places' in the light of the above statement. (120–150 words)

Answer: In 'The Rattrap,' the peddler is tempted by the crofter's thirty kronor and steals it, becoming trapped in the 'rattrap' of his own greed. His fall into theft leads to him being hunted and lost in the forest — symbolising how the lure of money ensnares people. He is redeemed only by Edla's compassion, which helps him regain his dignity. In 'Going Places,' Sophie's unrealistic fantasies about Danny Casey, a famous footballer, cause her suffering. Her daydreams about a romantic connection with an impossibly famous celebrity, and her inability to distinguish fantasy from reality, lead to eventual disappointment and disillusionment. Both characters' sufferings stem from an inability to accept their real circumstances — one is tempted by material greed, the other by the fantasy of escaping her ordinary life. The lesson is that temptation and escapism, unchecked by reason, lead to pain.

Explanation:

Section C Q12(a).

A comparative analysis of 'The Rattrap' (Selma Lagerlöf) and 'Going Places' (A.R. Barton) focusing on how the peddler's greed and Sophie's fantasies cause their respective sufferings, and what lessons can be drawn.

Word limit: 120–150 words.

OR

Q.48

Q12(b): Analyse the portrayal of fear and freedom in 'Deep Water' and 'Aunt Jennifer's Tigers'. (120–150 words)

Answer: In 'Deep Water,' William Douglas describes his lifelong fear of water — rooted in a childhood accident at a pool — and his determined journey to overcome it through professional swimming lessons. His ultimate triumph over his terror of water represents freedom: the freedom to enjoy rivers, lakes, and the sea without paralysing dread. Fear is presented as a psychological barrier that can be dismantled through courage and perseverance. In 'Aunt Jennifer's Tigers,' fear takes the form of patriarchal oppression. Aunt Jennifer is trapped in a marriage that weighs heavily on her — symbolised by the massive weight of her wedding ring. Her tigers, prancing freely and fearlessly in her embroidery, represent the freedom she longs for but cannot attain in real life. Even in death, 'the ordeals she was mastered by' will persist. Together, the texts show that while fear can be overcome (Douglas), systemic oppression can leave freedom only in imagination (Jennifer).

Explanation:

Section C Q12(b) OR variant.

A comparative analysis of fear and freedom in 'Deep Water' (W.O. Douglas) and 'Aunt Jennifer's Tigers' (Adrienne Rich).

Word limit: 120–150 words.

Q.49

Q13(a): People with physical impairments deserve acceptance, not

sympathy. How does the play 'On The Face Of It' advocate the above philosophy through the characters of Mr. Lamb and Derry? (120–150 words)

Answer: In 'On The Face Of It' by Susan Hill, both Mr. Lamb and Derry bear physical impairments — Lamb has a tin leg and Derry has a face disfigured by acid. Society treats both with pity or avoidance, but the play argues powerfully that they deserve acceptance and dignity, not sympathy. Mr. Lamb, despite his disability, lives fully — tending his garden, making toffee from crab apples, reading, and welcoming all visitors. He does not seek pity and refuses to let his disability define him. He teaches Derry that 'beauty is in the eye of the beholder' and that one must not shut oneself away from the world. Derry, initially bitter and withdrawn due to others' reactions, is gradually inspired by Lamb's philosophy. The tragedy of Lamb's death at the end, and Derry's rushed return, shows the transformative power of acceptance over sympathy in healing the wounded spirit.

Explanation:

Section C Q13(a).

'On The Face Of It' (Susan Hill) — analysis of how Mr.

Lamb and Derry represent the need for acceptance over sympathy for the physically impaired.

Word limit: 120–150 words.

OR

Q.49

Q13(b): 'Journey to the end of the Earth' gives an awakening call to man to act with responsibility to save the environment. Substantiate the above statement with textual evidence. (120–150 words)

Answer: In 'Journey to the End of the Earth' by Tishani Doshi, Antarctica is presented as a pristine, primordial wilderness that holds crucial clues about the Earth's past and future. The author describes how the continent, untouched by human civilisation, serves as a barometer of our planet's health. The visit via the 'Students on Ice' programme is meant to awaken young minds to the fragility of the environment. Textual evidence: the author writes about how Antarctica's ice

cores reveal the history of the atmosphere, and how phytoplankton — the base of the food chain — is threatened by ozone depletion. The phrase 'we will not have a past' and references to global warming underscore the urgency. The lesson is clear: human carelessness (carbon emissions, ozone depletion) is destroying ecosystems that sustain all life. The journey calls on humanity to act responsibly before it is too late.

Explanation:

Section C Q13(b) OR variant.

'Journey to the End of the Earth' (Tishani Doshi) — analysis of the environmental awakening message with textual evidence.

Word limit: 120–150 words.