

Maharashtra Board Class 12 English Question Paper 2026 with Solutions

Time Allowed :3 Hour	Maximum Marks :100	Total Questions :65
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General Instructions

Read the following instructions very carefully and strictly follow them:

1. Each activity has to be answered in a full sentence/s. One word answers will not be given complete credit. Just the correct activity number written in case of options will not be given credit.
2. Web diagrams, flow charts, tables, etc. are to be presented exactly as they are with answers.
3. In point 2 above, just words without the presentation of the activity format, will not be given credit. Use of colour pencils/ pens etc. is not allowed. (Only blue/black pens are allowed.)
4. Multiple answers to the same activity will be treated as wrong and will not be given any credit.
5. Maintain the sequence of the Sections/Question Nos./Activities throughout the activity sheet.

SECTION - I : PROSE

(Reading for Comprehension, Language Study, Summary and Mind Mapping)

1. (A). Read the extract and complete the activities given below:

At length Soapy reached one of the avenues to the east where the glitter and turmoil was but faint. He dragged himself toward Madison Square, for the homing instinct survives even when the home is a park bench.

But, on an unusually quiet corner, Soapy came to a standstill. Here was an old church, quaint and rambling and gabled. Through one violet-stained window a soft light glowed, where, no doubt, the organist loitered over the keys, making sure of his mastery of the coming Sabbath Anthem. For there drifted out to Soapy's ears sweet music that caught and held him transfixed against the convolutions of the iron fence.

The moon was above, full and radiant; vehicles and pedestrians were few; sparrows twittered sleepily in the eaves or a little while the scene might have been a country churchyard. And the anthem that the organist played cemented Soapy to the iron fence, for he had known it well in the days when his life contained such things as mothers and roses and ambitions and friends and immaculate thoughts and collars.

The conjunction of Soapy's receptive state of mind and the influences about the old church

brought a sudden and wonderful change in his soul. He viewed with rising horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.

And also in a moment his heart responded thrillingly to this strange mood. A strong impulse moved him to battle with his desperate fact. He would pull himself out of the mire and would make a man of himself again; he would conquer the evil that had enslaved him. There was time; he was young yet; he would resurrect his old eager ambitions and pursue them without faltering. Those solemn but sweet organ notes had set up a revolution in him. Tomorrow he would go into the roaring downtown district and find work. A fur importer had once offered him a place as driver. He would be somebody in the world. He would

Soapy felt a hand laid on arm. He looked quickly around into the impassive face of a policeman. "What are you doin' here?" asked the officer.

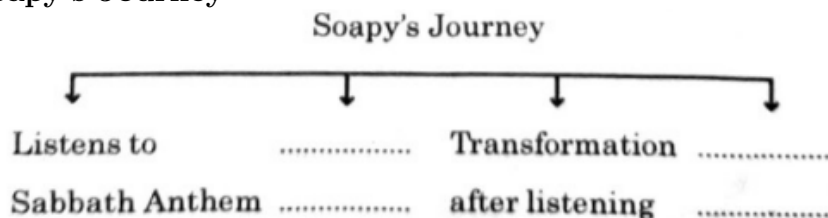
"Nothin'," said Soapy.

"Then come along," said the policeman.

"Three months on the island," said the Magistrate in the Police Court the next morning.

(A1). Complete the given diagram expressing Soapy's journey:

Soapy's Journey



Solution:

Step 1: Understanding the Question:

The question asks to complete a diagram that shows the transformation in Soapy after he listens to the Sabbath Anthem. We need to identify from the passage what change occurred in him.

Step 2: Detailed Explanation:

The passage states, "Those solemn but sweet organ notes had set up a revolution in him. Tomorrow he would go into the roaring downtown district and find work... He would be somebody in the world."

This indicates a clear transformation. Before hearing the music, Soapy was a homeless man with "dead hopes" and "base motives." After hearing the anthem, he is filled with a new purpose. He decides to change his life, find a job, and restore his ambitions.

Step 3: Final Answer:

Based on the text, the transformation is his decision to lead a respectable life.

Listens to Sabbath Anthem → Transformation after listening: He resolves to pull himself out of the mire, make a man of himself again, and find work the next day.

💡 Quick Tip

For diagram completion questions, scan the text for keywords from the diagram (like 'transformation', 'listens'). The answer is usually located right after these keywords. Underline the relevant sentences in the passage during the exam to quickly find the answer.

(A2). Soapy's earlier life was much different from his present life. Highlight the difference in the given table:

Earlier life	Present life
(1)	(1) degraded days
(2)	(2)
(3) ambitious	(3)

Solution:

Step 1: Understanding the Question:

The question requires us to fill in a table contrasting Soapy's past life with his current situation, based on the information provided in the passage.

Step 2: Detailed Explanation:

The passage mentions Soapy's past when describing his reaction to the anthem: "...he had known it well in the days when his life contained such things as mothers and roses and ambitions and friends and immaculate thoughts and collars."

The passage describes his present life as: "...the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives..."

We need to pick elements from his "earlier life" to contrast with the given elements of his "present life".

- For (1), "mothers and roses" is a good contrast to "degraded days".
- For (2), "friends and immaculate thoughts" contrasts well with "unworthy desires".
- "ambitious" is already given, contrasting with "dead hopes".

Step 3: Final Answer:

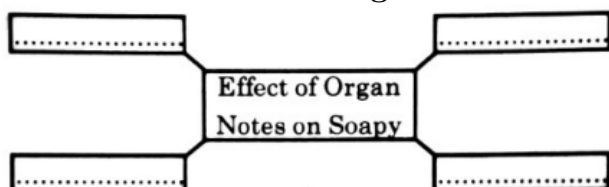
The completed table is:

Earlier life	Present life
(1) mothers and roses	(1) degraded days
(2) friends and immaculate thoughts	(2) unworthy desires
(3) ambitious	(3) dead hopes

💡 Quick Tip

When asked to compare or contrast, look for phrases like "in the days when," "used to be," or direct descriptions of past and present states. Creating a two-column list while reading can help organize the information efficiently.

(A3). Complete the given web highlighting the change in Soapy after listening to the sweet and solemn organ notes:



Solution:

Step 1: Understanding the Question:

This question asks for four effects that the organ music had on Soapy. We need to find specific phrases or ideas from the text that describe the change in him.

Step 2: Detailed Explanation:

Let's find the relevant sentences in the passage:

1. "The conjunction of Soapy's receptive state of mind and the influences about the old church brought a **sudden and wonderful change in his soul.**"
2. "A strong impulse **moved him to battle with his desperate fact.**"
3. "He would resurrect his **old eager ambitions** and pursue them without faltering."
4. "Those solemn but sweet organ notes had **set up a revolution in him.**"

These four points directly describe the effects of the music on Soapy.

Step 3: Final Answer:

The four points to fill in the web diagram are:

1. It brought a sudden and wonderful change in his soul.
2. It created a strong impulse to battle with his desperate fact.
3. It made him decide to resurrect his old eager ambitions.
4. It set up a revolution in him.

Quick Tip

In web diagram questions, the answer is often a list of related points scattered within a paragraph or two. Look for lists, descriptions, or consequences related to the central idea of the web. The number of empty boxes indicates how many points you need to find.

(A4). Write about any of your decisions which made you repent later.

Solution:

Step 1: Understanding the Question:

This is a personal response question. It asks you to reflect on a past decision that you later regretted. The goal is to articulate the situation, the decision, and the feeling of repentance.

Step 2: Structuring the Answer:

1. **Introduce the situation:** Briefly describe the context of your decision.
2. **State the decision:** Clearly mention what you decided to do.
3. **Explain the consequences:** Describe what happened as a result of your decision.
4. **Express the feeling of repentance:** Explain why you regretted it and what you learned from the experience.

Step 3: Detailed Explanation (Model Answer):

Situation: Leading up to my tenth-grade preliminary exams, a critical time for preparation.

Decision: I decided to ignore my studies and spend more time on social activities.

Consequences: I performed poorly in the exams, which caused me significant stress and fear about the final board exams.

Repentance: I realized the importance of timely effort and the folly of overconfidence. The regret motivated me to work harder for the final exams, but the lesson was learned the hard way.

Quick Tip

For personal response questions, be honest but also structure your answer clearly. Use "I" and express your feelings. Connect your experience to a universal lesson if possible (e.g., the importance of time, hard work, or listening to advice). Aim for a reflective and sincere tone.

(A5). Do as Directed:

- (1). A fur importer had offered him a place as driver. (Choose the correct alternative to get past continuous tense as the answer of the given sentence.)

- (a) A fur importer had been offering him a place as driver.
- (b) A fur importer will be offering him a place as driver.
- (c) A fur importer was offering him a place as driver.
- (d) A fur importer has been offering him a place as driver.

Correct Answer: (c) A fur importer was offering him a place as driver.

Solution:

Step 1: Understanding the Question:

The task is to convert the given sentence, which is in the Past Perfect Tense ("had offered"), into the Past Continuous Tense.

Step 2: Key Formula or Approach:

The structure of the Past Continuous Tense is: **Subject + was/were + verb-ing + Object.**

Step 3: Detailed Explanation:

The original sentence is: "A fur importer had offered him a place as driver."

- **Subject:** A fur importer (singular)
- **Verb:** offer
- **Object:** him a place as driver

Applying the Past Continuous Tense formula:

- Subject: "A fur importer"
- Auxiliary verb (was/were): Since the subject is singular, we use "was".
- Main verb in -ing form: "offering"
- Object: "him a place as driver."

Combining these parts, we get: "A fur importer was offering him a place as driver."

Step 4: Final Answer:

Comparing our result with the options, option (c) matches perfectly.

- (a) is Past Perfect Continuous.
- (b) is Future Continuous.
- (d) is Present Perfect Continuous.

💡 Quick Tip

Memorize the structures of all tenses. For continuous tenses, the key is the 'be' verb (is/am/are/was/were/be) followed by the '-ing' form of the main verb. Pay close attention to whether the required tense is past, present, or future.

(A5)(2). He would be somebody in the world. (Choose the correct alternative from the given sentences showing 'certainty')

- (a) He must be somebody in the world.
- (b) He will be somebody in the world.
- (c) He should be somebody in the world.
- (d) He might be somebody in the world.

Correct Answer: (a) He must be somebody in the world.

Solution:

Step 1: Understanding the Question:

The question asks to replace the modal auxiliary 'would' in the given sentence with another modal that expresses 'certainty'.

Step 2: Detailed Explanation:

Let's analyze the meaning of the modal auxiliaries in the options:

- **must:** Expresses strong obligation or certainty/strong belief. (e.g., "He must be tired after the long journey.")
- **will:** Expresses future action or intention. While it can show strong intention, 'must' often implies a stronger sense of certainty or logical conclusion.
- **should:** Expresses advice or mild obligation.
- **might:** Expresses possibility (less certain than 'may').

The word 'would' in the original sentence expresses Soapy's resolve or dream. To show 'certainty', 'must' is the most appropriate modal. It conveys a strong conviction that this will happen. While 'will' also shows future certainty, 'must' conveys a sense of logical necessity or strong belief, which aligns well with Soapy's new-found determination. In the context of modal verbs expressing degrees of certainty, 'must' is at the top.

Step 3: Final Answer:

The modal verb that shows the highest degree of certainty among the options is 'must'. Therefore, option (a) is the correct choice.

 Quick Tip

Understand the different functions of modal verbs. For certainty, the hierarchy is generally: must (very certain) > will > should > may > might/could (less certain). When a question asks for a specific function like 'certainty', 'possibility', or 'advice', choose the modal that best fits that function.

(A6). Vocabulary: Find the antonym of the following words from the extract:

- (i) defeat
- (ii) moving

Correct Answer: (i) conquer, (ii) standstill

Solution:

Step 1: Understanding the Question:

We need to find words in the provided passage that have the opposite meaning (antonyms) to 'defeat' and 'moving'.

Step 2: Detailed Explanation:

(i) Antonym for 'defeat':

'Defeat' means to lose a battle or to be overcome. The opposite would be to win or overcome an obstacle. Scanning the text, we find the sentence: "He would **conquer** the evil that had enslaved him." The word 'conquer' means to overcome and take control of, which is the direct opposite of 'defeat'.

(ii) Antonym for 'moving':

'Moving' means to be in motion. The opposite would be to be stationary or not in motion. In the second paragraph, the text says: "...Soapy came to a **standstill**." A 'standstill' is a situation in which all movement or activity has stopped. This is a perfect antonym for 'moving'.

Step 3: Final Answer:

The antonyms found in the extract are:

(i) defeat → **conquer**

(ii) moving → **standstill**

💡 Quick Tip

When searching for synonyms or antonyms in a passage, first understand the precise meaning of the given word. Then, scan the passage for words that seem to have a similar or opposite meaning in their context. The part of speech (verb, noun, adjective) should also match.

(B). Language Study

B1. Do as directed:

1. Gitesh is one of the best football players in the college. (Choose the correct alternative from the given options showing the correct transformation in Positive Degree and rewrite)

- (a) No other football player in the college is as good as Gitesh.
- (b) Very few football players in the college are as better as Gitesh.
- (c) No other football player in the college is as best as Gitesh.
- (d) Very few football players in the college are as good as Gitesh.

Correct Answer: (d) Very few football players in the college are as good as Gitesh.

Solution:

Step 1: Understanding the Question:

The sentence is in the Superlative Degree ("one of the best"). We need to convert it into the Positive Degree.

Step 2: Key Formula or Approach:

The transformation rule for "One of the + Superlative" to Positive Degree is:

Very few + ... + are/is + as + [Positive Adjective] + as + Subject.

Step 3: Detailed Explanation:

The original sentence is: "Gitesh is one of the best football players in the college."

- The adjective is "best". Its positive form is "good".
- The phrase "one of the best" implies that Gitesh is in the top group of players, but not necessarily the single best one.
- Therefore, we must start the positive degree sentence with "Very few". The structure "No other..." is used when the superlative is "the best" (not "one of the best").
- Applying the rule: "Very few football players in the college are as good as Gitesh."

Step 4: Final Answer:

Let's check the options:

- (a) Incorrect. "No other" is used for "the best".
- (b) Incorrect. Uses "better" which is comparative, and the structure should be "as good as".
- (c) Incorrect. Uses "best" which is superlative.
- (d) Correct. It correctly uses "Very few" and the positive degree structure "as good as".

Quick Tip

Remember the key distinction:

- Superlative "the ___est" → Positive begins with "No other...".
 - Superlative "one of the ___est" → Positive begins with "Very few...".
- This is a very common point of confusion in degree transformations.

(B1)(2). No sooner does Rohit Sharma enter the ground than he gets a warm welcome. (Choose the correct alternative from the given options showing the correct use of 'as soon as' and rewrite)

- (a) As soon as Rohit Sharma had entered the ground, he gets a warm welcome.
- (b) As soon as Rohit Sharma have entered the ground, he gets a warm welcome.
- (c) As soon as Rohit Sharma enters the ground, he gets a warm welcome.
- (d) As soon as Rohit Sharma will enter the ground, he gets a warm welcome.

Correct Answer: (c) As soon as Rohit Sharma enters the ground, he gets a warm welcome.

Solution:

Step 1: Understanding the Question:

The sentence uses the "No sooner... than" structure. We need to rewrite it using "As soon as" without changing the meaning or tense.

Step 2: Key Formula or Approach:

The structure for converting "No sooner does + S + V1..." to "As soon as" is:

As soon as + S + V1(s/es) + ..., [second clause].

The tenses of the verbs in both clauses should be consistent. In the original sentence, "does enter" and "gets" are both in the Simple Present Tense.

Step 3: Detailed Explanation:

Original sentence: "No sooner **does** Rohit Sharma **enter** the ground than he **gets** a warm welcome."

The helping verb "does" indicates the Simple Present Tense. The main verb "gets" in the second clause is also in the Simple Present Tense.

To convert to "As soon as", we remove "No sooner does... than" and write a standard assertive sentence, keeping the tense.

- "As soon as" + Subject ("Rohit Sharma") + Verb ("enter" becomes "enters" to agree with the singular subject) + rest of the clause.

- This gives us: "As soon as Rohit Sharma enters the ground, he gets a warm welcome."

Step 4: Final Answer:

Let's analyze the options:

- (a) "had entered" is Past Perfect, but "gets" is Present. Tense mismatch.
- (b) "have entered" is incorrect verb agreement with the singular subject "Rohit Sharma".
- (c) "enters" and "gets" are both Simple Present. This is consistent and correct.
- (d) "will enter" is Future, but "gets" is Present. Tense mismatch.

Quick Tip

When converting "No sooner...than" to "As soon as", the most important rule is to maintain tense consistency. Check the tense of the verbs in the original sentence (e.g., did/V2 for past, does/V1 for present) and use the same tense in the transformed sentence.

(B1)(3). Swarali said to her mother, "Did you like my sketch?" (Choose the correct alternative from the given options showing the 'indirect speech' form of the given sentence.)

- (a) Swarali told her mother that she liked her sketch.
- (b) Swarali told her mother if she liked her sketch.
- (c) Swarali asked her mother that she has liked her sketch.

(d) Swarali asked her mother if she had liked her sketch.

Correct Answer: (d) Swarali asked her mother if she had liked her sketch.

Solution:

Step 1: Understanding the Question:

We need to convert a direct interrogative sentence (a question) into indirect speech (reported speech).

Step 2: Key Formula or Approach:

Rules for converting a direct question to indirect speech:

1. The reporting verb "said to" changes to "asked".
2. The question mark (?) is removed.
3. If the question is a Yes/No type (starts with an auxiliary verb like 'Did'), we use "if" or "whether" as a conjunction.
4. The question form (auxiliary + subject + verb) is changed to the statement form (subject + verb).
5. The tense is back-shifted. Simple Past ("Did...like") changes to Past Perfect ("had liked").
6. Pronouns are changed accordingly ("you" → she, "my" → her).

Step 3: Detailed Explanation:

Original Sentence: Swarali said to her mother, "Did you like my sketch?"

1. "said to" → "asked". ("Swarali asked her mother")
 2. It's a Yes/No question, so we use "if". ("...if...")
 3. Pronoun change: "you" (the mother) → "she". "my" (Swarali's) → "her".
 4. Tense change: "Did...like" (Simple Past) → "had liked" (Past Perfect).
 5. Sentence structure: The question "Did you like" becomes the statement "she had liked".
- Combining all the changes: "Swarali asked her mother if she had liked her sketch."

Step 4: Final Answer:

Let's check the options:

- (a) Incorrect. Uses "told" and "that", and incorrect tense "liked".
- (b) Incorrect. Uses "told" and incorrect tense "liked".
- (c) Incorrect. Uses "that" and incorrect tense "has liked".
- (d) Correct. Uses "asked", "if", and the correct Past Perfect tense "had liked".

 Quick Tip

In reported speech, remember the three main changes: reporting verb (said → told/asked), conjunction (that/if/whether/wh-word), and back-shifting of tense. For questions, always change the reporting verb to 'asked' or 'enquired'.

(B2). Spot the error and rewrite the correct sentence:

We did not attended the party last night.

Correct Answer: We did not attend the party last night.

Solution:

Step 1: Understanding the Question:

The task is to find and correct the grammatical error in the given sentence.

Step 2: Key Formula or Approach:

The rule for forming negative sentences in the Simple Past Tense is:

Subject + did not + V1 (base form of the verb) + Object.

The auxiliary verb "did" already carries the past tense, so the main verb must be in its base form.

Step 3: Detailed Explanation:

The given sentence is: "We did not attended the party last night."

- The auxiliary verb "did" is correctly used for the past tense negative.
- However, the main verb used is "attended," which is the past tense form (V2).
- According to the rule, after "did not," we must use the base form (V1) of the verb, which is "attend."
- Therefore, the error is the use of "attended" instead of "attend."

Step 4: Final Answer:

The corrected sentence is: "We did not attend the party last night."

 Quick Tip

A very common error is using the past form of the verb (V2) after "did" or "did not". Always remember the rule: "did + V1". This applies to both questions ("Did you go?") and negative sentences ("I did not go").

2. Read the extract and complete the activities given below:

Family can be classified into two types: joint family and nuclear family. In the joint family along with parents and children other members like grandparents, uncles, aunts, cousins, etc. are included. In such family, socialization of children is quicker. Tasks are shared. Responsibilities are shared. Establishment of emotional bonds are common leading to mental security. Members learn adjustment. But sometimes there are conflicts and misunderstandings among family members. Children do not get complete attention from their parents.

On the contrary nuclear family consists of parents and their children. So we see flexibility in parental roles. Parents share their responsibilities. Parent child relationships are very intimate. Full attention is paid on children's personality development. But children lack in making adjustments. Children get too much attention from their parents and so they become demanding

and selfish.

Parenting styles do influence children's behaviour. The best known research on parenting style is Diana Baumrind's early studies of pre-school children and their parents. She proposed three parenting styles: permissive, authoritarian and authoritative.

Permissive parents are inconsistent in their behaviour. So children of such parents become dependent, immature.

Authoritarian parents are rigid and punitive in nature. Children of such parents become unfriendly, unsocial and uninvolved. Parents provide food and shelter to their children but they neglect them and become emotionally detached. That leads to indifferent, rejecting behaviour on the part of the children.

Authoritative parents encourage independency, they set limits and goals, they are firm in their behaviour. This kind of parenting style makes children self-reliable, independent and develop social skills.

(A1). State whether the following statements are True or False. Correct the false statements and rewrite:

- (a) In the nuclear family, the members do not have close interaction among themselves.**
- (b) There are more conflicts and misunderstandings among family members in joint family.**
- (c) Flexibility of the parents has worst effect in children to make adjustments in nuclear family.**
- (d) The child's physical, emotional and social development begins in school.**

Solution:

Step 1: Understanding the Question:

We need to evaluate each statement based on the provided text, determine if it is true or false, and provide the corrected version for any false statements.

Step 2: Detailed Explanation:

(a) In the nuclear family, the members do not have close interaction among themselves.

The passage states, "Parent child relationships are very intimate." This contradicts the statement. Hence, the statement is **False**.

Corrected Statement: In the nuclear family, parent-child relationships are very intimate.

(b) There are more conflicts and misunderstandings among family members in joint family.

The passage about joint families says, "...sometimes there are conflicts and misunderstandings among family members." This supports the statement. Hence, the statement is **True**.

(c) Flexibility of the parents has worst effect in children to make adjustments in nuclear family.

The passage says about nuclear families, "But children lack in making adjustments." It mentions parental flexibility as a feature but does not directly link it as the cause of adjustment

issues. The text attributes demanding behavior to getting "too much attention." Therefore, the statement as worded is a misinterpretation. Hence, the statement is **False**.

Corrected Statement: In a nuclear family, children lack in making adjustments.

(d) The child's physical, emotional and social development begins in school.

The passage strongly implies that development and socialization begin within the family. For example, "In such [joint] family, socialization of children is quicker." The family unit is presented as the primary agent of socialization. The passage does not mention school. Hence, the statement is **False**.

Corrected Statement: The child's socialization and development begins in the family.

Quick Tip

For True/False questions, locate the exact sentence in the passage that supports or contradicts the statement. False statements often contain a negative word (like 'not') that inverts the meaning, or they misattribute a cause and effect.

(A2). Pick out the sentences from the extract which indicate the strict behaviour of parents affecting the children.

Correct Answer: The sentences are:

1. Authoritarian parents are rigid and punitive in nature.
2. Children of such parents become unfriendly, unsocial and uninvolved.

Solution:

Step 1: Understanding the Question:

The question asks to find and write down the sentences from the passage that describe strict parenting and its effect on children.

Step 2: Detailed Explanation:

The passage describes three parenting styles. We need to focus on the one that represents "strict behaviour." The description of "Authoritarian parents" fits this perfectly.

The passage says: "**Authoritarian parents are rigid and punitive in nature.**" This sentence directly describes their strict behavior.

The following sentence describes the effect on children: "**Children of such parents become unfriendly, unsocial and uninvolved.**" This shows how the strictness affects the children.

Step 3: Final Answer:

The two key sentences indicating strict parental behaviour and its effects are:

1. Authoritarian parents are rigid and punitive in nature.
2. Children of such parents become unfriendly, unsocial and uninvolved.

 Quick Tip

When asked to "pick out sentences," ensure you copy them exactly as they appear in the text, including punctuation. Look for keywords in the question (e.g., "strict," "affecting children") and scan the passage for those or their synonyms.

(A3). Give reasons for the following and rewrite:

(a) In nuclear family children become demanding and selfish because

(b) Children of permissive parents become dependent and immature because

Solution:

Step 1: Understanding the Question:

We need to complete the sentences by finding the reasons provided in the passage for the given outcomes.

Step 2: Detailed Explanation:

(a) For the first statement:

We look for the part of the text discussing nuclear families and children becoming "demanding and selfish".

The passage says: "Children get too much attention from their parents and **so** they become demanding and selfish." The word "so" indicates the reason.

Reason: ...they get too much attention from their parents.

(b) For the second statement:

We look for the part discussing "permissive parents" and their children becoming "dependent and immature".

The passage says: "Permissive parents are inconsistent in their behaviour. **So** children of such parents become dependent, immature." Again, "so" points to the reason.

Reason: ...permissive parents are inconsistent in their behaviour.

Step 3: Final Answer:

The completed sentences are:

(a) In nuclear family children become demanding and selfish because **they get too much attention from their parents**.

(b) Children of permissive parents become dependent and immature because **their parents are inconsistent in their behaviour**.

 Quick Tip

Questions that ask for reasons often have answers in sentences containing conjunctions like 'because', 'so', 'as', 'since', or 'due to'. Scan the text for these signal words near the key phrases from the question.

(A4). Family plays an important role in developing your social behaviour. Write your thoughts on the given statement.

Solution:

Step 1: Understanding the Question:

This is a personal response question asking for my opinion on the statement that family is crucial for developing social behaviour. I need to structure an answer that explains why I agree with this statement.

Step 2: Structuring the Answer:

1. Start by agreeing with the statement.
2. Explain that the family is the first school of a child.
3. Give examples of social behaviours learned in a family (e.g., sharing, respect, communication, empathy).
4. Contrast the learning environment in a joint family (learning from many members) versus a nuclear family (deep bonds with parents).
5. Conclude by reiterating the foundational role of the family.

Step 3: Model Answer:

I strongly agree with the statement that family plays a pivotal role in shaping an individual's social behaviour. The family is our first society, the first institution where we learn the fundamental rules of interaction and conduct. It is within the family that we first learn virtues like sharing, respecting elders, communicating our needs, and empathizing with others' feelings. Values taught by parents and behaviour modelled by siblings and grandparents are subconsciously absorbed, forming the bedrock of our personality. Whether in a joint family, where one learns adjustment and cooperation with a diverse group of people, or in a nuclear family, where intimate bonds foster deep emotional intelligence, the family is the primary training ground for our life in the larger community. A strong, positive family environment invariably leads to a well-adjusted and socially adept individual.

 Quick Tip

In personal response questions, use phrases like "I believe," "In my opinion," or "I agree with the statement because..." to clearly state your position. Support your opinion with logical points and examples from your own observations or general knowledge.

(A5)(1). Children do not get complete attention from their parents. (Identify the correct passive voice of the above sentence from the given options and rewrite.)

- (a) Complete attention do not get from their parents by the children.
- (b) Complete attention from their parents does not get by the children.

- (c) Complete attention from their parents is not got by the children.
(d) Complete attention from their parents are not got by the children.

Correct Answer: (c) Complete attention from their parents is not got by the children.

Solution:

Step 1: Understanding the Question:

We need to change the given sentence from Active Voice to Passive Voice. The sentence is in the Simple Present Tense (negative).

Step 2: Key Formula or Approach:

Active Voice: Subject + do/does not + V1 + Object.

(Children do not get complete attention.)

Passive Voice: Object + is/am/are + not + V3 (past participle) + by + Subject.

Step 3: Detailed Explanation:

Original Sentence: "Children do not get complete attention from their parents."

- **Subject:** Children

- **Verb:** do not get

- **Object:** complete attention

Applying the passive voice rule:

1. The object "complete attention" becomes the new subject.
2. "complete attention" is a singular noun, so we use the auxiliary verb "is".
3. The sentence is negative, so we add "not".
4. The past participle (V3) of 'get' is 'got' or 'gotten'. 'Got' is used here.
5. The original subject "Children" is introduced by "by".

Combining these gives: "Complete attention is not got by the children from their parents."

Step 4: Final Answer:

Let's analyze the options:

- (a) Incorrect grammatical structure ("do not get").
(b) Incorrect grammatical structure ("does not get").
(c) This matches our derived passive sentence: "Complete attention ... is not got by the children."
(d) Incorrect verb agreement. "are" is used for plural subjects, but "attention" is singular.

 Quick Tip

When changing to passive voice, first identify the Subject, Verb, and Object (SVO). The Object of the active sentence becomes the Subject of the passive sentence. The verb agreement in the passive voice must match this new subject.

(A5)(2). Authoritarian parents are rigid and punitive in nature. (Identify the correct Wh-question to get an underlined answer from the given options and rewrite.)

- (a) What are authoritarian parents in nature?
- (b) What authoritarian parents are in nature?
- (c) How the authoritarian parents in nature are?
- (d) How are the authoritarian parents in nature?

Correct Answer: (d) How are the authoritarian parents in nature?

Solution:

Step 1: Understanding the Question:

We need to frame a 'Wh-' question for which the underlined part of the sentence, "rigid and punitive," would be the answer.

Step 2: Key Formula or Approach:

The underlined words describe the manner or quality of the parents. The 'Wh-' word used to ask about quality, manner, or condition is "How".

The structure of a 'Wh-' question is: **Wh-word + auxiliary verb + subject + main verb/rest of sentence + ?**

Step 3: Detailed Explanation:

Statement: "Authoritarian parents are rigid and punitive in nature."

- The answer we want is "rigid and punitive". This describes *how* they are.
- So, the question should start with "How".
- The auxiliary verb is "are".
- The subject is "authoritarian parents".
- The rest of the sentence is "in nature".
- Assembling the question: "How" + "are" + "the authoritarian parents" + "in nature" + "?"
→ "How are the authoritarian parents in nature?"

Step 4: Final Answer:

Let's check the options:

- (a) "What" asks for a definition, which is less precise than "How" for describing qualities.
- (b) Incorrect question structure.
- (c) Incorrect question structure ("How the...are?").
- (d) This perfectly matches the correct structure for a 'Wh-' question asking about manner/quality.

💡 Quick Tip

To frame a 'Wh-' question, first identify what the answer part represents. - **Who/Whom** for people. - **What** for things/ideas/actions. - **Where** for places. - **When** for time. - **Why** for reasons. - **How** for manner/quality/process. Ensure the final question follows the correct syntax (Wh-word + auxiliary + subject...).

(A6). Find the synonyms of the words given below from the extract:

- (i) impress
- (ii) close

Correct Answer: (i) influence (ii) intimate

Solution:

Step 1: Understanding the Question:

We need to find words in the passage that have the same or a very similar meaning (synonyms) to 'impress' and 'close'.

Step 2: Detailed Explanation:

(i) Synonym for 'impress':

'Impress' means to have a strong effect on someone's mind or feelings. We need to find a word in the text with a similar meaning.

The passage states: "Parenting styles do **influence** children's behaviour." The word 'influence' means the capacity to have an effect on the character, development, or behaviour of someone or something, which is a very close synonym for 'impress' in this context.

(ii) Synonym for 'close':

In the context of relationships, 'close' means intimate or having a strong bond.

The passage, while describing nuclear families, says: "Parent child relationships are very **intimate**." The word 'intimate' is a direct synonym for 'close' in this context.

Step 3: Final Answer:

The synonyms found in the extract are:

- (i) impress → **influence**
- (ii) close → **intimate**

💡 Quick Tip

When searching for synonyms in a passage, consider the context. A word can have multiple meanings, so find the one that fits the context of the sentence where it is used. For example, 'close' can mean 'near' or 'shut', but here it means 'intimate'.

(B). Summarising:

Write a 'Summary' of the above extract by using the following points -
[Types of families - role of the parents - development of personality - socialization of behaviour]

Solution:

Step 1: Understanding the Question:

The task is to write a summary of the provided passage, focusing on the given key points. The summary should be concise and cover all the mentioned aspects.

Step 2: Structuring the Summary:

1. Start with a title.
2. Introduce the two types of families: joint and nuclear.
3. Briefly describe the characteristics and impact on socialization in each family type.
4. Connect this to the role of parents and different parenting styles (permissive, authoritarian, authoritative).
5. Explain how these styles influence a child's personality and behaviour.
6. Conclude by summarizing the main idea.

Step 3: Model Summary:

Title: Family Structure and Its Impact on Child Development

The passage explains the role of family in a child's socialization and personality development, focusing on two types: joint and nuclear. The joint family, with multiple members, facilitates quicker socialization and teaches adjustment, though children may get less individual attention. In contrast, the nuclear family offers intimate parent-child bonds and focused attention, but children may become selfish and lack adjustment skills.

The text further highlights that parental roles and styles are crucial. It outlines three styles: permissive, which leads to dependent children due to inconsistency; authoritarian, whose rigid nature makes children unfriendly and detached; and authoritative, which promotes self-reliance and social skills by being firm yet encouraging. Ultimately, the family type and the parenting style adopted within it profoundly influence a child's behaviour and personality.

 Quick Tip

For summary writing, first, read the passage carefully and underline the main points related to the given keywords. Then, weave these points together into coherent sentences using your own words as much as possible. Stick to the word limit and avoid adding personal opinions or examples not mentioned in the text.

(C). Mind Mapping:

Prepare a mind map on 'Competitive Exams' using your ideas / thoughts / con-

cepts to illustrate.

Solution:

Step 1: Understanding the Question:

The task is to create a mind map on the topic 'Competitive Exams'. A mind map is a diagram that visually organizes information. Since I cannot draw, I will present the structure in a hierarchical list format.

Step 2: Structuring the Mind Map:

- **Central Idea:** Competitive Exams
- **Main Branches:** These will be the key aspects of competitive exams. Examples: Preparation, Types of Exams, Challenges, Benefits.
- **Sub-branches:** These will be details under each main branch.

Step 3: Model Mind Map Structure:

Central Topic: COMPETITIVE EXAMS

- **1. Preparation Strategy**
 - **1.1. Understanding Syllabus & Pattern**
 - **1.2. Time Management**
 - * Daily Schedule
 - * Weekly Targets
 - **1.3. Study Material**
 - * Textbooks
 - * Online Resources
 - * Coaching Notes
 - **1.4. Practice & Revision**
 - * Mock Tests
 - * Previous Year Papers
 - * Regular Revision
- **2. Major Fields**
 - **2.1. Engineering** (e.g., JEE)
 - **2.2. Medical** (e.g., NEET)
 - **2.3. Civil Services** (e.g., UPSC)
 - **2.4. Management** (e.g., CAT)
 - **2.5. Banking** (e.g., IBPS)
- **3. Challenges to Overcome**
 - **3.1. Stress and Anxiety**

- 3.2. Vast Syllabus
- 3.3. High Competition
- 3.4. Maintaining Consistency
- 4. Key Skills Required
 - 4.1. Critical Thinking
 - 4.2. Problem Solving
 - 4.3. Speed and Accuracy
 - 4.4. Perseverance

Quick Tip

When creating a mind map, start with the central topic in the middle. Use main branches for the most important ideas related to the topic. From these main branches, draw smaller sub-branches for details. Use keywords, short phrases, and images/symbols to make it visually appealing and easy to remember.

SECTION - II : POETRY

(Poetry and Appreciation)

3. Read the extract and complete the activities given below:

Home again, I see him drinking weak tea,
 Eating a stale chapati, reading a book.
 He goes into the toilet to contemplate
 Man's estrangement from a man-made world.
 Coming out he trembles at the sink,
 The cold water running over his brown hands,
 A few droplets cling to the greying hair on his wrists.
 His sullen children have often refused to share
 Jokes and secrets with him.
 He will now go to sleep
 Listening to the static on the radio, dreaming
 Of his ancestors and grandchildren, thinking
 Of nomads entering a subcontinent through a narrow pass.

(A1). Select and write the two statements from the given list which justify the theme of the poem:

- (a) The father has problems in performing daily activities.
- (b) The routine of the father is explained in detail.
- (c) Isolation from the society makes the father introvert.

(d) The father is lost in his own thoughts.

Correct Answer: (c) Isolation from the society makes the father introvert. and (d) The father is lost in his own thoughts.

Solution:

Step 1: Understanding the Question:

The question asks to identify two statements that best represent the central theme of the poem. The theme of the poem "Father Returning Home" is the alienation, loneliness, and isolation of an elderly man in a modern, indifferent urban environment.

Step 2: Detailed Explanation:

Let's analyze the options in the context of the theme:

(a) The father has problems in performing daily activities. - The poem shows his routine, not necessarily problems with it. This is a minor detail, not the core theme.

(b) The routine of the father is explained in detail. - This is a factual description of the poem's content but does not explain the underlying theme of loneliness.

(c) Isolation from the society makes the father introvert. - This statement directly addresses the theme. His "estrangement," the refusal of his children to interact ("sullen children have often refused to share"), and his retreat into his own world all point to isolation leading to introversion.

(d) The father is lost in his own thoughts. - This is a direct consequence of his isolation. He "contemplates," "dreams," and "thinks" because he has no one to communicate with. This supports the theme of alienation.

Step 3: Final Answer:

Statements (c) and (d) are the most accurate descriptions of the poem's central theme of isolation and estrangement.

 Quick Tip

When identifying the theme of a poem, look beyond the literal descriptions. Ask yourself: What is the underlying message or emotion the poet is trying to convey? The theme is the central idea, not just the plot or a list of events.

(A2). Complete the given points about the problems and difficulties faced by the father.

(a) Food:

(b) Response of the children:

Correct Answer:

(a) Food: He eats a stale chapati.

(b) Response of the children: His sullen children often refused to share jokes and secrets with him.

Solution:

Step 1: Understanding the Question:

We need to extract specific information from the poem about the father's food and his children's response to him.

Step 2: Detailed Explanation:

(a) **Food:** We need to find the line in the poem that describes what the father eats.

The second line of the poem states: "Eating a **stale chapati**, reading a book." This indicates the poor quality of his food, highlighting his neglect.

(b) **Response of the children:** We need to find the lines describing his children's attitude towards him.

The eighth and ninth lines state: "**His sullen children have often refused to share Jokes and secrets with him.**" This clearly shows their negative and distant response.

Step 3: Final Answer:

The completed points are:

(a) Food: **He eats a stale chapati.**

(b) Response of the children: **His sullen children have often refused to share jokes and secrets with him.**

Quick Tip

For specific detail questions, scan the poem for keywords from the question (e.g., 'food', 'children'). The answer is usually stated directly in the text. Quote the relevant phrase or line accurately.

(A3). Write about the way you respond to your father when he comes home from his work.

Solution:

Step 1: Understanding the Question:

This is a personal response question. It asks me to describe my own behaviour towards my father after he returns from work, contrasting with the behaviour of the children in the poem.

Step 2: Structuring the Answer:

1. Acknowledge the contrast with the poem.

2. Describe initial greetings (e.g., welcoming him, taking his bag).
3. Mention offering him comfort (e.g., a glass of water, tea).
4. Talk about communication (e.g., asking about his day, sharing my own news).
5. Conclude by emphasizing the importance of making him feel valued and loved.

Step 3: Model Answer:

Unlike the sullen children in the poem, I try to make my father feel welcomed and appreciated when he returns home from a long day at work. The first thing I do is greet him with a smile and help him with his bag. I then offer him a glass of water, which I know he needs after his commute.

Later in the evening, I make it a point to sit with him and ask about his day. Sharing these small conversations helps him to unwind and shows that I care about his life beyond just being a provider. I also share interesting events from my day. This simple act of communication builds our bond and ensures he never feels the kind of isolation depicted in the poem. It's my way of showing gratitude and love for all his hard work.

Quick Tip

For personal response questions related to a text, it is effective to draw a contrast between your own experience and what is depicted in the text. This shows that you have understood the text's emotional core and can reflect on it personally.

(A4). Identify and explain the figure of speech in the following line:
'Man's estrangement from a man-made world'

Solution:

Step 1: Understanding the Question:

We need to identify the literary devices (figures of speech) used in the given line and explain how they function.

Step 2: Detailed Explanation:

The line contains multiple figures of speech:

1. **Paradox:** A paradox is a statement that appears self-contradictory but contains a latent truth. The line presents a paradoxical situation: How can a man be a stranger ('estrangement') in a world that he himself has created ('man-made world')? This contradiction highlights the theme of alienation in modern, impersonal urban life, where individuals feel disconnected from the very environment they built.
2. **Alliteration:** This is the repetition of consonant sounds at the beginning of words. Here, the sound /m/ is repeated in "Man's" and "man-made", creating a musical effect and emphasizing the words.
3. **Repetition:** The word 'man' is repeated for emphasis, underscoring the central subject of this philosophical contemplation.

Step 3: Final Answer:

The dominant figure of speech is **Paradox**. It expresses the contradictory idea that man feels alienated from the modern world which he himself has created.

Other figures of speech present are:

- **Alliteration** due to the repetition of the 'm' sound in 'Man's' and 'man-made'.
- **Repetition** of the word 'man' for emphasis.

💡 Quick Tip

When a line has multiple figures of speech, identify all of them but focus your explanation on the most significant one that contributes most to the meaning or theme. In this case, Paradox is more thematically important than Alliteration.

(A5). Compose a poem of your own in about 2 to 4 lines on the topic 'Family.'

Solution:

Step 1: Understanding the Question:

The task is to write a short, original poem (2-4 lines) on the theme of 'Family'.

Step 2: Model Poem:

A harbor safe in life's rough sea,
Where loving hearts will hold the key.
A timeless bond, a guiding light,
That makes the darkest moments bright.

💡 Quick Tip

For short poetry composition, think of a central metaphor or image related to the topic. For 'Family', common metaphors are a tree, an anchor, a home, or a light. Use simple rhyming words (like sea/key, light/bright) to give it a poetic structure.

(B). Appreciation:

Read the extract and write the appreciation of the poem :

Weavers, weaving at break of day,
Why do you weave a garment so gay?
Blue as the wing of a halcyon wild,
We weave the robes of a new-born child.
Weavers, weaving at fall of night,

Why do you weave a garment so bright?
 Like the plumes of a peacock, purple and green.
 We weave the marriage-veils of a queen.
 Weavers, weaving solemn and still,
 What do you weave in the moonlight chill
 White as a feather and white as a cloud,
 We weave a dead man's funeral shroud.

Solution:

Step 1: Understanding the Question:

The task is to write a critical appreciation of the given poem, "Indian Weavers" by Sarojini Naidu. An appreciation typically covers the poem's theme, structure, language, and overall message.

Step 2: Structuring the Appreciation:

1. **About the Poem and Poet:** Mention the title and poet. Briefly state what the poem is about.
2. **Theme/Central Idea:** Explain the central idea, which is the cycle of human life from birth to death.
3. **Language and Poetic Devices:** Discuss the rhyme scheme, imagery, symbolism, and other figures of speech used.
4. **Special Features/Message:** Comment on the poem's structure (question-answer format) and the message it conveys.
5. **My Opinion:** Give a personal opinion on why you like the poem.

Step 3: Model Appreciation:

The poem 'Indian Weavers' by Sarojini Naidu is a short but profound poem that uses the metaphor of weaving to represent the journey of human life. The poet uses a conversation between an observer and the weavers to explore the three key stages of life: birth, marriage (adulthood), and death.

The central theme of the poem is the cyclical and perpetual nature of life. Each of the three stanzas corresponds to a specific time of day and a specific stage of life. The morning represents birth (robes for a new-born child), the evening represents adulthood and celebration (marriage-veils of a queen), and the cold night represents death (a dead man's funeral shroud). The weavers, who work tirelessly, symbolize the creators or fate (Brahma, Vishnu, Mahesh) who spin the threads of life.

The poem has a simple and musical quality, with a consistent rhyme scheme of 'aabb, ccdd, eeff'. The language is rich with imagery and symbolism. The colours are highly symbolic: bright blue ('wing of a halcyon wild') for the joy of birth, vibrant purple and green ('plumes of a peacock') for the celebration of marriage, and stark, still white ('white as a feather and white as a cloud') for the solemnity of death. Simile is the most prominent figure of speech used throughout the poem. The question-and-answer format makes the poem engaging and thoughtful.

The special feature of this poem is its conciseness and depth. In just twelve lines, the poet encapsulates the entire spectrum of human experience. It conveys the message that life and

death are two sides of the same coin, woven into the fabric of existence.

I find the poem very moving and beautiful. Its simplicity in structure and profoundness in meaning make it a timeless piece that effectively portrays the philosophy of life and death.

Quick Tip

When writing a poem appreciation, use the "point-example-explanation" method. State a point (e.g., "The poem uses colour symbolism"), give an example from the poem (e.g., "blue as the wing of a halcyon wild"), and then explain its significance (e.g., "symbolizing the joy of birth"). This structure makes your appreciation detailed and analytical.

SECTION - III

(Writing Skills)

4. (A) Attempt 'Any One' of the following activity

(I). Drafting a virtual message:

Mr. Avinash has been invited to attend a birthday programme. His son Rohit is at college and will reach home late by evening. Mr. Avinash has to convey the same as he has to leave early and would not be able to meet his son Rohit. Draft a 'virtual message' in about 50 words that he would write to his son Rohit.

Solution:

Step 1: Understanding the Question:

The task is to write a short, informal message from a father (Mr. Avinash) to his son (Rohit). The message needs to convey key information concisely within a 50-word limit.

Step 2: Key Points to Include:

- Recipient: Rohit
- Reason for absence: Attending a birthday party.
- Time of leaving: Leaving early.
- Instruction: Dinner is in the fridge.
- Sender: Dad

Step 3: Model Message:

MESSAGE

10 February, 2026

6:00 PM

Dear Rohit,

I am leaving to attend Mr. Sharma's birthday programme and won't be back till late. I couldn't wait as you were getting late from college. I have kept your dinner in the fridge; please have it on time. Call me if you need anything.

Dad

💡 Quick Tip

For a virtual message, always include the date and time. Keep the language clear, direct, and concise. Ensure all necessary information and any instructions are mentioned clearly. Sticking to the word limit is crucial.

OR

4(A) (II). Statement of purpose:

Imagine, after your HSC Exam, you wish to pursue a 'Bachelor's degree in Performing Arts,' with Classical Vocal Music in a reputed university in India or abroad. Prepare a 'Statement of Purpose' (SOP), in about 150 words which will help you to secure an admission in your dream university.

Solution:

Step 1: Understanding the Question:

The task is to write a Statement of Purpose (SOP) for a Bachelor's degree in Performing Arts. An SOP should highlight my passion, background, and suitability for the course.

Step 2: Structuring the SOP:

- Introduction: State the course I'm applying for and my long-standing passion for it.
- Background: Mention my experience and training in classical music.
- Why this university: Explain why I have chosen this specific institution.
- Goals: Briefly state my future aspirations in the field.
- Conclusion: Reiterate my commitment and enthusiasm.

Step 3: Model SOP:

Statement of Purpose

From the moment I first heard the nuances of a raga, classical vocal music became the language of my soul. My aspiration to transform this passion into a profession leads me to apply for

the Bachelor's degree in Performing Arts at your esteemed university. Having trained in the Kirana Gharana for over eight years and performed at several inter-school competitions, I have developed a strong foundational base and an unquenchable thirst for deeper knowledge. Your university, renowned for its distinguished faculty and rich cultural heritage, offers the ideal environment for my artistic growth. I am eager to learn under the guidance of maestros and collaborate with fellow musicians. My goal is to not only become a proficient performer but also to explore the therapeutic aspects of classical music. I am confident that my dedication, discipline, and reverence for this art form make me a deserving candidate for your programme.

 Quick Tip

An SOP should be a compelling narrative, not just a list of achievements. Showcase your personality and genuine passion. Research the university and mention specific aspects (like a professor's work or a unique course) that attract you to show your sincere interest.

OR

4(A) (III). Group Discussion:

Imagine, your class has attended a guest lecture on 'positive thinking.' Write a group discussion in the form of dialogues associated with this guest lecture, held among 3/4 student participants (150 words).

Solution:

Step 1: Understanding the Question:

The task is to write a group discussion in dialogue format. The topic is 'positive thinking', based on a guest lecture. The discussion should reflect different perspectives.

Step 2: Creating the Participants and Flow:

- Moderator/Initiator (Priya): Starts the discussion with a key point.
- Supporter (Sameer): Agrees and adds an example.
- Skeptic/Realist (Aditi): Raises a practical challenge.
- Concluder (Priya): Summarizes and offers a balanced view.

Step 3: Model Group Discussion:

Topic: The Power of Positive Thinking

Priya: "I found today's lecture on positive thinking really inspiring. The speaker's point that our mindset shapes our reality is so powerful. It's not about ignoring problems, but about focusing on solutions."

Sameer: "Exactly! I was thinking about the example of facing exams. If we approach them with a positive attitude, believing we can succeed, we're more likely to study effectively instead of being paralyzed by fear."

Aditi: "That's true in theory, but isn't it difficult to stay positive when things are genuinely going wrong? Sometimes, challenges can be overwhelming, and just 'thinking positive' might feel like a delusion."

Priya: "That's a valid point, Aditi. The speaker also addressed that. Positive thinking isn't magic; it's a tool. It's about building resilience. It means acknowledging the negative but choosing to act constructively. It gives us the strength to persevere, which I think is the core message."

 Quick Tip

A good group discussion includes multiple viewpoints. Don't make everyone agree on everything. Introduce a counter-argument or a practical doubt to make the discussion more realistic and engaging. Use phrases like "I agree, but...", "That's a valid point, however...", "To add to what you said...".

4. (B) Attempt 'Any One' of the following activity

(I). E-mail:

Draft an 'E-mail' to a director of a company, requesting him/her to help, support and facilitate educational resources, teaching materials and A/V aids by some funds and sponsorship. Specify the benefits and results about your requirements (150 words).

Solution:

To: director@abccorp.com

Subject: Request for Sponsorship for Community Learning Initiative

Dear Sir/Madam,

My name is Pratigya, and I am a student coordinator for 'Project Ujjwal', a community initiative aimed at providing quality education to underprivileged children in our locality. We are writing to you today with a heartfelt request for your support.

To enhance the learning experience, we are in urgent need of modern educational resources, including interactive teaching materials and audio-visual aids like a projector and a speaker system. Currently, our resources are limited, which hinders our ability to deliver engaging lessons.

A sponsorship from your esteemed company would not only empower these children with better learning tools but also serve as a great testament to your commitment to Corporate Social Responsibility. We would be honored to acknowledge ABC Corporation as our primary sponsor on all our materials. We believe this partnership would yield immense positive results for the community.

Thank you for considering our request. We look forward to hearing from you.

Sincerely,
Pratigya
Coordinator, Project Ujjwal

 Quick Tip

When writing a formal email for sponsorship, be polite, professional, and specific. Clearly state who you are, what you need, and why you need it. Crucially, explain the "What's in it for them?" aspect—how supporting you benefits their company's image or CSR goals.

OR

4(B) (II). Report Writing:

Imagine, your class attended a lecture on 'Self defense and Safety,' delivered by an expert speaker. Write a report on the details of this event organised at your college in about 150 words.

Solution:

Lecture on Self-Defense and Safety Conducted

- By a Student Reporter

Mumbai, February 10: A highly informative guest lecture on 'Self-Defense and Safety' was organized by the Women's Development Cell of XYZ College on February 9, 2026, in the college auditorium. The event aimed to empower students with essential safety knowledge and self-defense techniques.

The expert speaker for the day was Ms. Rina Das, a renowned martial arts trainer. She began the session by emphasizing the importance of situational awareness as the first line of defense. She demonstrated several simple yet effective self-defense techniques that could be used in emergencies, focusing on moves that help one break free and escape from a threatening situation. The session was interactive, with Ms. Das addressing numerous queries from the students regarding safety in public spaces and online. The lecture was well-received, and the students expressed their gratitude for such a practical and empowering session, which boosted

their confidence significantly.

💡 Quick Tip

A report should be factual and written in the past tense. Follow the standard format: Headline, Byline, Dateline, and Lead Paragraph (answering Who, What, When, Where). The body of the report should provide details, and the conclusion should summarize the event's outcome or impact.

OR

4(B) (III). Interview:

Imagine, you have to conduct an interview of an 'Ideal Teacher.' With the help of the format, draft questions on the given fields. (Do not change the sequence of the questions.)

Name of the interviewee :	
Field / Reputation :	
Date / Venue / Time :	
Duration of Interview :	
Questions :	
Questions based on :	
(1) Dream	
(2) Mission / Vision	
(3) Objective	
(4) Early Preparation	
(5) Support	
(6) Recognition	
(7) Awards / Felicitations	
(8) Aim / Destination	

Solution:

Name of the interviewee:	Mrs. Anjali Sharma
Field / Reputation:	Educationist / Recipient of National Teacher Award
Date / Venue / Time:	15th February 2026 / School Library / 11:00 AM
Duration of Interview:	30 Minutes
Questions:	
Questions based on:	
(1) Dream	When you started your career, what was your biggest dream as a teacher?
(2) Mission / Vision	What is the core mission that guides your teaching philosophy every single day?
(3) Objective	Beyond the syllabus, what is the one objective you hope every student of yours achieves?
(4) Early Preparation	Could you share how you prepared during your early years to become the teacher you are today?
(5) Support	Who or what has been your greatest source of support throughout your long and illustrious career?
(6) Recognition	How important is recognition from your students, and how does it compare to formal awards?
(7) Awards / Felicitations	Among all the awards you've received, which one is most special to you and why?
(8) Aim / Destination	Finally, what is the ultimate aim you still wish to achieve, or the legacy you want to leave behind?

💡 Quick Tip

When drafting interview questions, make them open-ended (using What, Why, How, Describe) rather than questions that can be answered with a simple 'yes' or 'no'. This encourages the interviewee to provide detailed and insightful answers. Keep the questions respectful and relevant to the given theme.

4 (C) Attempt 'Any One' of the following activity

(I). Speech:

Imagine, you have to deliver a speech on 'Making Vacation Meaningful' at a competition in your college. Draft a speech in about 150 words on the given topic.

Solution:

Making Vacation Meaningful

A very good morning to the respected principal, teachers, and my dear friends. Today, I stand before you to speak on 'Making Vacation Meaningful'.

For most of us, the word 'vacation' brings images of sleeping late, binge-watching shows, and endless scrolling. But is that all a vacation is for? I believe a vacation is a precious gift of time, an opportunity to grow beyond the classroom. Let's redefine our breaks!

Instead of letting time just slip by, let's invest it. Learn a new language, pick up a musical instrument, or join a sports club. Volunteer for a local NGO; the joy of giving is unparalleled. Travel not just to see sights, but to understand cultures. Read books that transport you to different worlds. A meaningful vacation recharges not just our bodies, but our minds and souls. It equips us with new skills, perspectives, and memories. So next time you have a break, don't just spend it, invest it. Make it meaningful.

Thank you.

 Quick Tip

A good speech has a clear structure: an engaging opening, a well-organized body, and a powerful conclusion. Use rhetorical questions and a confident tone to connect with your audience. Start with a formal salutation and end by thanking the audience.

OR

4(C)(II). Compering:

Imagine, you are given the responsibility to 'compere' a programme by your college authorities. You need to prepare your script on the programme titled, 'Read Literature, Enjoy Literature.' Draft the script to decide the flow of the programme. You may take help of the given points (150 words).

- Prayer / Welcome song
- Introduction of the event
- Introduction of the guests
- Felicitations
- Activities on Literature fest
- Conclusion

Solution:

Script for Compering: 'Read Literature, Enjoy Literature'

(Prayer / Welcome song)

"A very warm morning to our respected dignitaries, teachers, and all literature lovers. Let's begin this beautiful day by invoking the blessings of the Almighty with our college prayer."

(Introduction of the event)

"Today, we are gathered to celebrate the magical world of words at our annual literature fest, 'Read Literature, Enjoy Literature.' This is a day to explore the stories that shape us, the

poems that move us, and the ideas that challenge us.”

(Introduction of the guests)

”It is our distinct honor to have with us today the renowned author, Mr. Vikram Sharma, as our Chief Guest. Sir, your words have inspired a generation, and your presence here today is a great privilege for us all.”

(Felicitations)

”I would now like to request our esteemed Principal, Dr. Rai, to felicitate our Chief Guest with a small token of our appreciation and respect.”

(Activities on Literature fest)

”And now, the moment you’ve all been waiting for! We have a series of exciting activities, from poetry recitation to a literary quiz. Let the celebration of literature begin!”

(Conclusion)

”As this wonderful event comes to a close, I extend my heartfelt thanks to everyone who made it a grand success. Keep reading, keep exploring, and keep enjoying literature. Thank you!”

💡 Quick Tip

A compering script should be fluent, engaging, and transitional. Use enthusiastic and formal language. Prepare a separate short script for each segment of the event to ensure a smooth flow. Always acknowledge guests and the audience at appropriate times.

OR

4(C) (III). Expansion of Idea:

Expand the following idea with the help of the points given below (150 words):
’Self discipline is self-caring’

Essential qualities: Persistence / determination, Perseverance / hard work, Devotion / commitment, Focus / target / goal, Self learning

Solution:

Self-Discipline is Self-Caring

The phrase ’self-discipline’ is often misunderstood as a harsh, restrictive practice. However, in its truest sense, ’self-discipline is self-caring’. It is the ultimate act of love for our future self. When we choose to be disciplined, we are essentially prioritizing our long-term well-being over short-term gratification.

This act of caring requires several essential qualities. It takes **persistence** and **determination** to stick to a path, especially when it is difficult. This **perseverance** and **hard work** is fueled by a deep **devotion** and **commitment** to a chosen **goal** or **target**. Maintaining a sharp **focus** is

crucial to avoid distractions. This entire journey is a process of **self-learning**—understanding our weaknesses and building our strengths. By cultivating discipline to study, exercise, or save, we are not punishing ourselves; we are caring for our future health, knowledge, and security. Thus, discipline is the bridge between goals and accomplishment, built with the bricks of self-love.

💡 Quick Tip

When expanding an idea, start by explaining the core concept in your own words. Then, systematically incorporate the given points, weaving them into a coherent paragraph. Use each point to build upon your argument. End with a strong concluding sentence that summarizes the main idea.

4 (D) Attempt 'Any One' of the following activity

(I). Review:

You have recently watched a documentary on 'Wildlife in India.' Write a review on the same with the help of the following points:

Factual information, story, characters, Emotional impact, Place, event, people involved, Interview, footage, visual elements

Solution:

Review: 'India's Wild Treasures'

The recently aired documentary, 'India's Wild Treasures,' is a breathtaking journey into the subcontinent's most pristine habitats. The film masterfully documents the lives of iconic species, focusing on the story of a mother tigress in Ranthambore and the great annual migration of elephants in the Western Ghats.

The **factual information** is presented engagingly, with interviews of renowned conservationists like Dr. Anish Andheria providing deep insights into the challenges of conservation. The **visual elements** are simply spectacular; the drone **footage** of the Kaziranga grasslands and the underwater shots in the Andaman reefs are a cinematic marvel. The **emotional impact** is profound; one feels a sense of awe at the beauty of nature, followed by a pang of anxiety about its fragility. The documentary's strength lies in its ability to connect the viewer with its wild 'characters', making their struggle for survival a personal and poignant **event**. It's a must-watch for its stunning cinematography and a powerful conservation message.

💡 Quick Tip

When writing a review using given points, try to integrate them naturally into your paragraphs rather than listing them. Use descriptive adjectives to convey your opinion about the visual elements and emotional impact. Always give a concluding recommendation (e.g., "a must-watch," "highly recommended").

OR

4(D) (II). Blog:

Write a 'Blog' on 'Proper Study Habits' with the help of the following points (100-150 words): Importance, Self discipline, Titles / Quotes, Planning and organisation, Benefits and results

Solution:

Title: Study Smarter, Not Harder: The Magic of Good Habits

"Motivation is what gets you started. Habit is what keeps you going." - Jim Ryun

In the race to academic success, many of us believe that studying for long hours is the key. However, the real secret lies not in the quantity, but in the quality of our effort. This is where the **importance** of proper study habits comes in.

At the core of good habits is **self-discipline**. It's about choosing to study when you'd rather be doing something else. The next crucial step is **planning and organisation**. Create a realistic timetable, break down large topics into smaller chunks, and set achievable goals. This structured approach prevents last-minute cramming and reduces stress.

The **benefits and results** are incredible. You will find that you retain information better, feel more confident, and have more free time. Cultivating these habits is an investment in yourself that pays the best interest. Start today!

💡 Quick Tip

A blog post should have a catchy title and an engaging, conversational tone. Using a relevant quote can be a great way to start. Break down the content into short paragraphs with clear headings or keywords (like the points provided) to make it easy to read online.

4(D) (III). Appeal:

Prepare an 'Appeal' on the topic 'From Smart Phones to Smart Habits,' with the help of the following points (100-150 words): Engagement in smart phone and its effect, Cultivating some good habits and interests, Effect on mind and body,

Healthy lifestyle

Solution:

From Smart Phones to Smart Habits!
Don't let a 6-inch screen control your 24-hour day!

Dear Friends,

Are you constantly lost in the digital world? The endless scrolling and constant notifications from our **engagement in smart phones** are having a **serious effect on our mind and body**. It leads to eye strain, anxiety, and a disconnect from the real world.

Let's make a change! It's time to cultivate **smart habits and interests**.

- **Disconnect to Reconnect:** Dedicate an hour each day to be gadget-free. Talk to your family, play a sport, or go for a walk.
- **Read a Book:** Rediscover the joy of reading. It boosts creativity and reduces stress.
- **Pursue a Hobby:** Learn a new skill, be it painting, gardening, or cooking.

Let's choose a **healthy lifestyle** over a virtual one. Let's trade screen time for life time.

Join the 'Digital Detox' Movement Today!

Issued by: Student's Welfare Committee, XYZ College

💡 Quick Tip

An appeal should be persuasive and emotional. Use a catchy headline, rhetorical questions, and a clear call to action. Using bullet points can make your suggestions easy to read and follow. Conclude by stating who is issuing the appeal to give it authenticity.

SECTION - IV

(LITERARY GENRE - NOVEL)

5. (A)(I). Match the columns:

Column 'A'

- (1) Dominant literary genre
- (2) History of Novel
- (3) Lady Murasaki Shikibu
- (4) Modern Topics

Column 'B'

- (a) 2000 years
- (b) World's first novelist
- (c) 20th century
- (d) Novel

Correct Answer:

- (1) Dominant literary genre - (d) Novel
- (2) History of Novel - (a) 2000 years
- (3) Lady Murasaki Shikibu - (b) World's first novelist
- (4) Modern Topics - (c) 20th century

Solution:**Step 1: Understanding the Question:**

The question requires matching items from Column A with their correct corresponding items in Column B based on the history and characteristics of the novel as a literary genre.

Step 2: Detailed Explanation:

- **(1) Dominant literary genre:** The novel has been a dominant literary genre, especially since the 18th century. So, (1) matches with (d) Novel.
- **(2) History of Novel:** The novel as a form of writing has roots going back to Greek romances, giving it a long history. The textbook mentions a history of about two thousand years. So, (2) matches with (a) 2000 years.
- **(3) Lady Murasaki Shikibu:** She was a Japanese writer who wrote 'The Tale of Genji' in the early 11th century, which is widely considered to be the world's first novel. So, (3) matches with (b) World's first novelist.
- **(4) Modern Topics:** The novel as a genre evolved significantly in the 20th century, with writers exploring complex, modern topics like psychology, industrialization, and alienation. So, (4) matches with (c) 20th century.

💡 Quick Tip

These types of questions are based on factual information from the textbook's introduction to the novel genre. It is essential to remember key facts, names, and timelines associated with the history of literature.

5(A) (II). Choose the correct alternatives and rewrite the sentences:

- (a) 18th century people had _____ interest in romances and tragedies. (extreme / little / average)
- (b) _____ fiction is for general entertainment in pulp magazines. (Fantastic / Realistic / Creative)
- (c) _____ novel narrates the adventures of the protagonist. (Gothic / Psychological / Picaresque)
- (d) _____ is the background in which the story takes place. (Plot / Setting / Conflict)

Solution:

Step 1: Understanding the Question:

We need to fill in the blanks with the most appropriate word from the given options, based on our knowledge of literary genres and elements.

Step 2: Detailed Explanation:

(a) The 18th century saw the rise of the novel, which catered to the middle class's interest in realism. While older forms like romances and tragedies were still present, the new focus was on the novel. Thus, their interest in these older forms could be described as **average**, as it was neither non-existent ('little') nor the sole focus ('extreme').

(b) Pulp magazines were famous for publishing sensational, escapist stories that often involved science fiction, adventure, and horror elements. This type of fiction is best described as **Fantastic**.

(c) The **Picaresque** novel, originating from Spain, is specifically characterized by its episodic plot that follows the adventures of a clever, roguish hero (a 'picaro') of low social class.

(d) In literary terms, the **Setting** refers to the time, place, and social environment that forms the background for a story's events. The plot is the sequence of events, and conflict is the central struggle.

💡 Quick Tip

Understanding the definitions of different literary terms and novel sub-genres is key to answering such questions. Picaresque, Gothic, Realistic, etc., each have specific, defining characteristics that you should memorize.

5(B) (I). Write the character sketch of Mr. Florian.**Solution:**

Mr. Florian is the headmaster of Greenslade Secondary School in the novel 'To Sir, With Love'. He is portrayed as a wise, kind, and perceptive educator. Unlike many of his contemporaries, he is not disillusioned by the challenging behaviour of his students. He is a calm and composed man who believes in giving both his teachers and students the freedom to grow. He shows immense faith in the protagonist, Ricky Braithwaite, supporting his unconventional and respectful teaching methods. Mr. Florian understands that the students' difficult behaviour stems from their harsh social backgrounds and advocates for treating them as young adults rather than unruly children. He is a progressive and humane leader, whose quiet guidance and support are instrumental in the eventual success of Braithwaite and his class.

 Quick Tip

When writing a character sketch, go beyond physical descriptions. Focus on the character's personality traits, their role in the story, their relationships with other characters, and their beliefs or philosophy. Use specific examples from the text to support your points.

5(B) (II). Miss Joseph focuses on 'the importance of international and interracial cooperation.' - Justify.

Solution:

The statement is justified by Miss Joseph's speech during the half-yearly report of the Students' Council in 'To Sir, With Love'. As a senior student, she and Denham are responsible for hosting the event. During her presentation, Miss Joseph confidently and intelligently addresses the topic of the interdependence of mankind. She argues that the world has become smaller due to advancements in technology and that no country can be self-sufficient. She emphasizes that people of all races, colours, and creeds must cooperate for mutual benefit and progress. Her thoughtful and mature analysis of global relationships clearly demonstrates her focus on and deep understanding of the importance of international and interracial cooperation, impressing the teachers and the audience.

 Quick Tip

For "Justify" or "Explain" questions, you must provide specific evidence from the plot or character dialogues. Recall the key events or scenes where the character's actions or words support the given statement.

5(C) (I). 'Passepartout blamed himself for his master's misfortune.' Explain.

Solution:

In 'Around the World in Eighty Days', Passepartout blames himself for his master's misfortune primarily after the incident in Hong Kong. Detective Fix, who wants to delay Phileas Fogg, gets Passepartout intoxicated in an opium den. As a result, Passepartout fails to inform Fogg about the early departure of the Carnatic, the steamer to Yokohama. He is carried onto the ship alone while unconscious, getting separated from Fogg and Aouda. He feels immense guilt and considers himself responsible for this separation, the subsequent delay it caused his master, and the extra expenses Fogg incurred to find alternative transport. This feeling of guilt demonstrates his loyalty and deep sense of duty towards his master, as he sees his personal

failure as a direct cause of Fogg's troubles.

 Quick Tip

When explaining a character's motivation or feeling, pinpoint the specific event that caused it. Detail the cause-and-effect relationship clearly to show your understanding of the plot and character development.

5(C) (II). Describe, 'Winning heart over money,' as the central idea of the novel, 'Around the World in Eighty Days.'

Solution:

The central idea of 'Winning heart over money' is beautifully illustrated at the climax of 'Around the World in Eighty Days'. Throughout his journey, Phileas Fogg is obsessed with the mechanical precision of time and the £20,000 wager. However, his journey transforms him. The most significant gain from his travels is not the money, but his relationship with Aouda, whom he rescues in India. When he arrives in London, thinking he has lost the bet and his entire fortune, his primary concern is Aouda's well-being. He confesses his love for her, and his proposal is born out of genuine affection, not financial security. At this moment of supposed financial ruin, he finds true happiness in winning her heart. This proves that the human connection he forged was his real victory, far more valuable than the monetary prize he eventually wins.

 Quick Tip

To explain a central idea or theme, focus on the protagonist's transformation. Show how the character's values change from the beginning to the end of the story, and use the climax or resolution of the novel as the primary evidence.

5(D) (I). According to Miss Morstan, her case was not 'A singular case.' Explain.

Solution:

In 'The Sign of Four', when Sherlock Holmes remarks that her case is a singular one, Miss Mary Morstan humbly disagrees. She explains that her feeling of helplessness and confusion is not unique. She mentions having read the 'agony columns' of the newspapers, which are filled with advertisements from people seeking help for their own mysterious and desperate problems. By comparing her situation to those of countless others, she implies that her personal tragedy is just one among many in a large city like London. This response reveals her character; she is not self-pitying or dramatic. Instead, she is a grounded, realistic person who understands that

suffering and mystery are common parts of the human experience, and her case, while strange to her, is not exceptionally unique in the world.

 Quick Tip

Pay attention to character dialogues as they often reveal key personality traits. Explaining a character's statement involves understanding not just the literal meaning, but also what it shows about their personality, background, and perspective.

5(D) (II). Prove: Although Holmes appeared reserved, he worked on the case during their journey.

Solution:

The statement is proven by observing Sherlock Holmes's actions that contrast with his reserved appearance in 'The Sign of Four'. While Dr. Watson is occupied with his budding romantic feelings for Miss Morstan during their cab ride, Holmes is anything but idle. Though outwardly calm and quiet, his mind is fiercely at work. He is actively gathering data by observing the dreary, unfamiliar London suburbs they pass through, mentally mapping the route. He calculates the speed of the cab and cross-references streets with his extensive mental map of London. This demonstrates that his periods of silence are not inactivity but intense concentration and deduction. He is constantly processing information, analyzing possibilities, and looking for clues that others might miss. His reserved demeanor is merely a facade for a brain that is relentlessly working to solve the case.

 Quick Tip

To prove a point about a character like Holmes, focus on the contrast between his outward appearance and his inner mental process. The text often provides clues through the narrator's (Watson's) observations about Holmes's subtle actions, which reveal his constant state of deduction.