First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 11 ENGLISH CORE - PRACTICE QUESTIONS

For solutions, download the FirstHope app now.

Scan or click here

Click here to get solutions >

Available on Google Play

JOIN THE FIRSTHOPE COMMUNITY

Join our Telegram channel

Click here to join Telegram >

Scan or click here

@FirstHope_CBSE_Notes

Instagram

@firsthope.school

Click here to follow >

YouTube channel

@firsthope.school

Click here to watch >

FirstHope website

firsthope.co.in

Click here to visit our website >

CBSE / Class 11 / English Core

For solutions, download the FirstHope app now.

CLASS 11

English Core

Sample Paper 4 - Questions

16 questions | 80 marks | 2026-27

Time: 3 hours. Answer all questions and subparts unless a choice is stated. Marks are shown on the right. Write answers on separate sheets. Independently prepared practice paper.

Literature contexts are retold prompts. Use the prescribed work for supporting evidence.

Section A - Reading skills

1. Read the original passage. **10**

At the community repair morning, Nikhil expected to spend most of his time opening broken appliances. He had practised replacing a loose switch in a training session and carried a new set of tools. His first task was to sit at the welcome table with a pencil and a stack of forms. Visitors described their objects while he wrote down what had happened. He felt that someone else was doing the interesting work.

An elderly visitor brought a desk lamp that stopped working whenever it was moved. Nikhil wrote that the bulb was faulty. The volunteer beside him asked whether the visitor had actually said that. She had described a symptom, not identified its cause. The difference mattered: a loose connection required different attention from a failed bulb. Nikhil crossed out his first diagnosis and recorded the visitor's words more carefully. A trained electrician later inspected the lamp and explained why it should not be tested repeatedly without a proper safety check.

As the queue grew, the organisers divided objects into categories. Some repairs could be considered immediately; others needed specialist equipment or parts that were unavailable. A few items were unsuitable for the session. Visitors sometimes felt disappointed when an object was returned unrepaired. The coordinator explained the limits of the service and offered information about appropriate next steps. Promising to fix everything would have made the morning sound more generous, but it would not have made

the work more responsible.

At another table, a volunteer showed a teenager how to sew a torn bag. The repair was simple, yet the conversation lasted longer than expected. The teenager wanted to understand why the fabric had split and where an extra layer would help. Meanwhile, a damaged radio remained closed because the right replacement part could not be found. Counting only repaired objects would have treated the bag as one success and the radio as one failure. It would have missed the learning at one table and the sensible decision at the other.

Before closing, the organisers invited suggestions. Several visitors praised the repairs. One person pointed out that the forms were difficult to read, and another had struggled to hear instructions across the crowded room. Nikhil proposed larger print and a quieter place for explanations. He had repaired fewer objects than he had imagined, but he understood the event differently. Listening, explaining limits, recording information and making room for learners were part of the work. The welcome table had not kept him outside the project. It had helped him see what the whole project needed.

(a) What did Nikhil initially expect to do? **1**

(b) Why was faulty bulb an inaccurate first entry? **1**

(c) Why were some objects not repaired during the session? **1**

(d) How did the coordinator respond to disappointed visitors? **1**

(e) What did the teenager want beyond a stitched bag? **1**

(f) Identify one barrier mentioned in the feedback. **1**

(g) Explain a limitation of counting repaired objects as the only measure of success. **2**

(h) How does Nikhil's view of the welcome table change? **2**

2. Read the fictional data passage. **8**

The following survey data are fictional. A school asked 240 students to select one preferred activity: gardening received 72 choices, reading 96, music 48 and drama 24. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 50 in its first week to 70 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 35 were returned. The survey was voluntary and covered one school. Preference, attendance and feedback measure different things; the school has no comparison group and no information about people who did not respond.

(a) How many students preferred gardening? **1**

(b) Which activity received the most choices? **1**

(c) Find the percentage choosing gardening. **1**

(d) Which activity received the fewest choices? **1**

(e) Calculate the attendance increase. **1**

(f) Find the percentage attendance increase. **1**

(g) Calculate the feedback response rate. **1**

(h) Explain why the figures cannot establish improved experience for every learner. **1**

3. Make notes on the prose passage using headings, subheadings and suitable abbreviations. Add a concise summary in about 50 words. **8**

Section B - Grammar and writing

4. Language practice: answer as directed. **7**

(a) Choose: The tools in this box (belong/belongs) to the club. **1**

(b) Complete: By the time we arrived yesterday, the session ___ (begin). **1**

(c) Report: Riya said, "I will bring the forms tomorrow." **1**

(d) Report the question: He asked me, "Where is the repair desk?" **1**

(e) Choose: We have (a little/a few) thread left. 1

(f) Complete: If I had read the instructions, I ___ (avoid) the error. 1

(g) Use the passive: The volunteers have repaired the chair. 1

5. Draft a classified advertisement of up to 50 words seeking volunteers with relevant skills for a community repair workshop. Include duties, location and a contact method. 3

6. Prepare a poster announcing a reuse and repair fair. Include a slogan, purpose, date, venue and organiser. 3

7. Write a 120-150-word assembly speech about learning practical skills responsibly. Address the audience and propose an action students can take. 5

8. Write a 120-150-word debate speech for or against the motion: "Community projects should prioritise learning practical skills responsibly over impressive publicity." Develop reasons and address an opposing view. 5

Section C - Literature

9. Read the retold context below (not a textbook quotation): A parent wants connection but struggles to understand the son's separate identity. 4
Explain how this situation develops the concern identified as Father and son.
Support your response with relevant details from the prescribed work.
Develop your answer by examining a contrast or a change in perspective.

10. Read the retold context below (not a textbook quotation): The boys return the horse after trust and conscience influence them. 4
Explain how this situation develops the concern identified as Honesty and temptation. Support your response with relevant details from the prescribed work. Develop your answer by examining a contrast or a change in perspective.

11. Discuss Memory and possessions in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

12. Discuss Labour and dignity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

13. Discuss Professional responsibility in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

14. Discuss Satire and authority in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

15. Discuss Grandmother and change in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

16. Discuss Photograph and time in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 8

First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 11 ENGLISH CORE - PRACTICE QUESTIONS

For solutions, download the FirstHope app now.

Scan or click here

Click here to get solutions >

Available on Google Play

JOIN THE FIRSTHOPE COMMUNITY

Join our Telegram channel

Click here to join Telegram >

Scan or click here

@FirstHope_CBSE_Notes

Instagram

@firsthope.school

Click here to follow >

YouTube channel

@firsthope.school

Click here to watch >

FirstHope website

firsthope.co.in

Click here to visit our website >

CBSE / Class 11 / English Core

For solutions, download the FirstHope app now.