First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 11 ENGLISH ELECTIVE - 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 Elective

For solutions, download the FirstHope app now.

CLASS 11

English Elective

Sample Paper 1 - 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 prose passage. **12**

An oral-history project began with a disagreement about the sound of a factory whistle. One former worker remembered it as an unwelcome command that divided the day. Another remembered the same whistle as reassurance that work and wages were still available. The students recording the interviews initially assumed that one account must be wrong. Their teacher asked whether a sound could carry different meanings for people in different circumstances.

The project aimed to document life around a factory that had closed many years earlier. Written records listed production figures, ownership changes and dates. Interviews added details about travel, meals, friendships and the ways work entered family life. The students soon discovered that these sources answered different questions. A balance sheet could not describe the feeling of waiting outside a manager's office, while a vivid memory could not by itself establish a year's total output.

Before each interview, the team explained how the recording might be used and asked for permission. Interviewees could decline a question, request a pause or restrict publication of a particular section. Some students worried that these limits would weaken the archive. The librarian argued that trust was part of the method: collecting a story did not automatically give the collector unlimited control over it.

The students also learned to distinguish transcription from interpretation. A transcript could preserve a speaker's words, but punctuation, section headings and the removal of pauses could still influence how those words were read. The team retained the recordings and noted substantial editorial changes. It avoided silently replacing unfamiliar expressions with more formal language merely to make every speaker sound alike.

Contradictions remained. Two witnesses placed an important strike in different years. The students compared newspaper reports and a surviving union notice, then recorded the uncertainty where the evidence did not settle every detail. They resisted the temptation to make the exhibition smoother by choosing whichever account fitted their preferred story. An unanswered question could be a useful part of the historical record.

At the exhibition, the two memories of the whistle appeared side by side. Visitors could listen to both and read a short explanation of the project. The students had not abandoned the search for accuracy. They had learned that accuracy required attention to perspective, source limits and the decisions involved in presenting evidence. The archive became more valuable when it showed how its account had been made, rather than asking readers to mistake a carefully arranged display for an unmediated window onto the past.

(a) Why do the first two interviewees remember the whistle differently? **1**

(b) What do interviews add to the written factory records? **1**

(c) Why can neither source type replace the other? **1**

(d) Identify two controls offered to interviewees. **1**

(e) Why does the librarian connect trust with method? **2**

(f) How can editing affect a transcript even when words are preserved? **2**

(g) How does the team respond to conflicting dates? **2**

(h) Explain the final contrast between an archive and an unmediated window. **2**

2. Read the original poem. **5**

The key was borrowed for an hour,
the room was ours to mend;
we set the crooked chairs in rows
and asked a neighbour's friend.
She moved one chair beside the door
and left a wider way;
the smallest change upon the floor
changed what the room could say.
At dusk we gave the key back,
its ring against our hands;
a place belongs through what we do,
not only where it stands.

(a) What has the group borrowed? **1**

(b) Which practical change does the visitor make? **1**

(c) What does the wider way suggest beyond a physical gap? **1**

(d) Explain the contrast in the final two lines. **1**

(e) Identify one feature that gives the poem a reflective tone. **1**

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

The following data are fictional. A school asked 240 learners to select one preferred workshop from four options. Art received 72 choices, sport 96, science 48 and debate 24. Each learner selected exactly one option. The school then ran a workshop programme. Total attendance was 60 in its first week and 84 in its fourth week. The weeks did not necessarily contain the same participants. The timing changed during the programme, and no comparison group was used. In week four, 42 of the 60 people who received a feedback form returned it. The school wants to plan its next programme using the survey, attendance records and written comments. The records measure different things: an initial preference, participation on particular dates and the views of those who returned a form. They should not be treated as interchangeable evidence.

(a) How many learners selected art? **1**

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

(c) What percentage selected art? 1

(d) Which workshop received the fewest choices? 1

(e) Find the increase in attendance between the two weeks. 1

(f) Find the percentage increase from the first-week attendance. 1

(g) Calculate the feedback response rate. 1

(h) Why do these figures not prove that the programme improved every learner's experience? 1

Section B - Grammar and writing

4. Write an article of 150-200 words for the school magazine on learning from mistakes. Develop examples and explain the difference between accepting an error and ignoring its consequences. 5

5. Write a speech of 120-150 words for the school assembly on recognising the less visible work behind a successful event. Use concrete examples and suggest one action students can take. 5

6. Write an original narrative of 150-200 words beginning with the discovery of an old notebook. Show how a particular entry changes a character's understanding of an event. 5

Section C - Literature

7. Answer either A or B. **5**

A. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): Bluntschli's practicality unsettles romantic expectations.
Explain how this situation develops the concern identified as Romance and realism. Support your response with relevant details from the prescribed work.

OR

B. Explain how Santiago’s conduct in The Old Man and the Sea develops the ideas of endurance and dignity. Support your response with relevant details.

8. Answer either A or B. **5**

A. Support your interpretation with relevant textual evidence. Read the retold context below (not a textbook quotation): The struggle with the marlin and the return test the meaning of achievement.
Explain how this situation develops the concern identified as Santiago's endurance. Support your response with relevant details from the prescribed work.

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

9. Support your interpretation with relevant textual evidence. Discuss Possession and nature in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **2**

10. Support your interpretation with relevant textual evidence. Discuss Racial prejudice in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

11. Support your interpretation with relevant textual evidence. Discuss Migration and belonging in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **5**

12. Answer either A or B. **5**

A. How does Bluntschli's behaviour on his first arrival challenge Raina's expectations about soldiers in Arms and the Man?

OR

B. Explain how Santiago’s conduct in The Old Man and the Sea develops the ideas of endurance and dignity. Support your response with relevant details.

13. Answer either A or B. **5**

A. Discuss the significance of the difference between Sergius's public image and private behaviour in Arms and the Man.

OR

B. Explain how Santiago’s conduct in The Old Man and the Sea develops the ideas of endurance and dignity. Support your response with relevant details.

14. Answer either A or B. **2**

A. What does Santiago's care for his equipment reveal about him in The Old Man and the Sea?

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

15. Answer either A or B. **3**

A. Explain how Santiago's relationship with the marlin complicates the idea of a simple victory over nature.

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

16. Answer either A or B. **5**

A. How do solitude and companionship shape Santiago's endurance in The Old Man and the Sea?

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 11 ENGLISH ELECTIVE - 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 Elective

For solutions, download the FirstHope app now.