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CLASS 11 ENGLISH ELECTIVE - PRACTICE QUESTIONS

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CLASS 11

English Elective

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 prose passage. **12**

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? 2

(f) Identify one barrier mentioned in the feedback. 2

(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 original poem. **5**

A button waited in a tin,
a coat beside a chair;
my neighbour brought a length of thread
and time enough to spare.
She did not hide the older seam
or promise something new;
she showed me where the cloth was weak
and what a stitch could do.
I wore the coat into the street,
its patch a different blue;
the place that once had come apart
now held a lesson too.

(a) What practical task is described? **1**

(b) What does the neighbour provide besides thread? **1**

(c) Why is the older seam left visible? **1**

(d) What does the different blue patch suggest? **1**

(e) Explain the double meaning of the final line. **1**

3. 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

Section B - Grammar and writing

4. Write a 150-200-word article for the school magazine on learning practical skills responsibly. Develop a clear viewpoint with examples and a reasoned conclusion. 5

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

6. 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

7. Read the retold context below (not a textbook quotation): Iona's unsuccessful attempts to speak lead him toward a listener outside human society.
Explain how this situation develops the concern identified as Unheard grief.
Support your response with relevant details from the prescribed work.
Develop your answer by examining a contrast or a change in perspective. 5

8. Read the retold context below (not a textbook quotation): Paul seeks luck while the household's material anxiety persists.
Explain how this situation develops the concern identified as Destructive desire. Support your response with relevant details from the prescribed work.
Develop your answer by examining a contrast or a change in perspective. 5

9. Discuss Holmes and loyalty 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. **2**

10. Discuss Migration and belonging 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**

11. Discuss Racial prejudice 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. **5**

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

A. How does Bluntschli's practical experience challenge Raina's romantic picture of warfare in Arms and the Man? Develop your answer by examining a contrast or a change in perspective.

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. How does Shaw use comedy to question social pretence and romantic heroism in Arms and the Man? Develop your answer by examining a contrast or a change in perspective.

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. Why is Santiago's achievement in The Old Man and the Sea not fully measured by the material catch he brings home? Develop your answer by examining a contrast or a change in perspective.

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. Discuss the significance of Manolin's relationship with Santiago in The Old Man and the Sea. Develop your answer by examining a contrast or a change in perspective.

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. Discuss how Santiago's struggle develops the novel's ideas about effort, dignity and the limits of human control. Develop your answer by examining a contrast or a change in perspective.

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.

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