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CLASS 12

English Elective

Sample Paper 5 - 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**

The town's transport committee displayed two maps of a proposed footbridge. One showed the shortest route between the bus stop and the market. The other marked the paths people already used, including a longer route around a steep bank. On the first map, the bridge seemed an obvious improvement. Farah, a student attending the meeting with her grandfather, wondered why the second map had so many handwritten notes.

The notes came from walks organised at different times of day. Traders had described moving loaded carts before sunrise. Older residents had pointed out places where they stopped to rest. Parents had mentioned the difficulty of crossing after school, when the road was crowded. A cleaner described the bank after heavy rain. These accounts did not all ask for the same solution. They showed that a route could be short on paper and difficult in use.

An engineer explained that the first design could be built within the proposed budget. Adding a gentler approach would require a different arrangement of space and cost. One committee member wanted an immediate vote. Another suggested observing the site during rain before choosing between the designs. Several people were impatient: the town had discussed the crossing for years. Waiting for evidence could become an excuse for avoiding a decision, they argued. Yet deciding quickly without examining a known difficulty could create a problem that would last much longer.

The committee agreed to a short, clearly defined review. Volunteers counted users on three days and recorded the weather and time. They also spoke with people who avoided the crossing. The count alone would not have found those residents, since they had chosen another route. The report distinguished observed journeys from estimates and included the limits of its small sample. Farah helped type the notes and noticed how often a neat sentence became less certain when its supporting detail was added.

The revised plan was presented two weeks later. It did not satisfy every request, and some questions about maintenance remained. However, the committee could explain why particular changes had been made and what would be checked after construction. Farah kept both original maps. She no longer thought of the handwritten notes as untidy additions to a finished design. They recorded the experience that the first drawing had left out. A useful plan, she decided, should help people understand a choice and return to it when conditions changed.

(a) What does the first map emphasise? **1**

(b) Where did the handwritten notes come from? **1**

(c) Why can a short route still be difficult to use? **1**

(d) What concern supported a quick decision? **1**

(e) Why did the review include people who avoided the crossing? **2**

(f) What information accompanied the user counts? **2**

(g) How does the fixed review period address the disagreement about delay? **2**

(h) Explain the changed significance of the notes for Farah. **2**

2. Read the original poem. **4**

A pencil crossed the river first,
a narrow line of grey;
we thought it made the distance small
and folded it away.
Then someone named the climbing path,
the cart, the winter rain;
we opened out the paper sheet
and drew the line again.
The bridge began in listening,
before the stone was laid;
the map grew wider than the page
through every change we made.

(a) What crosses the river at the start? **1**

(b) Why is the paper opened again? **1**

(c) Name one such difficulty. **1**

(d) Explain the idea that the bridge began in listening. **1**

3. Read the fictional data passage. **4**

The following survey data are fictional. A school asked 280 students to select one preferred activity: gardening received 84 choices, reading 112, music 56 and drama 28. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 60 in its first week to 80 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 40 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**

Section B - Grammar and writing

4. Language practice: answer as directed. **8**

(a) Choose: Everyone on the committee (has/have) received a map. **1**

(b) Complete: We ___ (visit) the site twice last week. **1**

(c) Report: Farah said, "We are comparing two designs." **1**

(d) Report the question: She asked me, "Can you read the notes?" **1**

(e) Choose: There is (many/much) traffic near the crossing. **1**

(f) Complete: If the path were gentler, more residents ___ (use) it. **1**

(g) Use the passive: The engineer will review the plan. **1**

(h) Correct: The information in these reports are useful. **1**

5. Write a 150-200-word article for the school magazine on listening before making decisions. Develop a clear viewpoint with examples and a reasoned conclusion. **5**

6. Write a 120-150-word assembly speech about listening before making decisions. Address the audience and propose an action students can take. **5**

7. Write an original 150-200-word narrative in which the discovery of two maps showing different routes changes a character's understanding of an event. **5**

8. Write a formal letter of 120-150 words to the editor explaining the value of listening before making decisions in community projects. Discuss a concrete problem and propose practical action. **5**

Section C - Literature

9. Answer either A or B. **6**

A. Read the retold context below (not a textbook quotation): The tiger's changing experiences invite reflection beyond a simple human-animal opposition.
Explain how this situation develops the concern identified as Raja's perspective. Support your response with relevant details from the prescribed work. Evaluate the significance of the concern, supporting your judgement with relevant details.

OR

B. Discuss how The Financial Expert examines the difference between financial success and a secure, meaningful life.

10. Read the retold context below (not a textbook quotation): The possibility of leaving does not resolve the character's inner hesitation. **6**
Explain how this situation develops the concern identified as Eveline's paralysis. Support your response with relevant details from the prescribed work. Evaluate the significance of the concern, supporting your judgement with relevant details.

11. Discuss Dream and interpretation in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. **2**

12. Discuss Memory and identity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. **3**

13. Discuss Love and shadows in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. **5**

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

A. How does Raja's narrative perspective in A Tiger for Malgudi challenge human self-importance? Evaluate the significance of the concern, supporting your judgement with relevant details.

OR

B. Explain how Margayya’s concern for wealth affects a family relationship in The Financial Expert.

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

A. Contrast Raja's experience of exploitation with the different influence of the Master in A Tiger for Malgudi. Evaluate the significance of the concern, supporting your judgement with relevant details.

OR

B. Discuss how The Financial Expert examines the difference between financial success and a secure, meaningful life.

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

A. Discuss power, freedom and transformation in A Tiger for Malgudi, with reference to Raja and the Master. Evaluate the significance of the concern, supporting your judgement with relevant details.

OR

B. How does Margayya’s financial advice create a relationship of dependence in The Financial Expert?

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