APRIL 2026 **71282/100L2Z/ 100H2Z**

Time : Three hours Maximum : 75 marks

SECTION A — (15 marks)

1. Choose the appropriate option that gives the correct meaning : (5)

	(i)	(ii)	(iii)	(iv)
(a) Queer –	happy	strange	angry	upset
(b) Afraid –	afraid	relaxed	thrilled	angry
(c) Forlorn –	joyful	resentful	optimistic	sad
(d) Fidelity –	loyalty	dishonesty	freedom	neglect
(e) Trash –	treasure	art	gift	waste
(f) Barbaric –	cultured	savage	intelligent	kind
(g) Diverged –	separated	joined	stopped	continued
(h) Trivial –	insignificant	important	complex	urgent
(i) Ardent –	clam	angry	apathetic	passionate
(j) Fetch –	throw	create	hide	bring

2. Read the following passage and correct the errors : (10)

The abandoned library sit at the edge of town, it's cracked stone walls covered in ivy that writhe like snakes. Moonlight pour through the shattered roof, casting ghostly shadows across the dusty shelves. The air smell of mold and forgotten secrets, and a clock on the wall tick irregularly, though no one had wound it. You walk between the rows, your footsteps echo strangely, as if someone mimic them from afar. A book fall from the highest shelf with no warning, opening to a page with words you cannot read. The flicker of your lantern grow weaker, the flame trembling like it fear something. Suddenly, a whisper call your name from the darkness, but there is no lips moving. The floorboard sag under your weight, and the room seem to tilt, making you stumble. Before you can reach the door, it slam shut behind you, and a shadow stretch toward you, growing taller.

SECTION B — (20 marks)

3. (a) Read the following passage and answer the questions that follow : (5)

When I was released from the lockup I found the following consequences awaiting me : several yards of compound wall to be built by me; wages of fifty men who ran away (they would not explain how they were entitled to the wages when they had not done their job); Joseph's fee for steering the engine over the wall; cost of medicine for treating the knee of the temple elephant, which had received some injuries while kicking down the wall (here again the temple authorities would not listen when I pointed out that I didn't engage an elephant to break a wall); last, but not least, the demand to move the engine out of its present station. Sirs, I was a poor man. I really could not find any means of paying these bills. When I went home my wife asked, 'What is this I hear about you everywhere?' I took the opportunity to explain my difficulties. She took it as a hint that I was again asking for her jewels, and

she lost her temper and cried that she would write to her father to come and take her away. I was at my wits' end. People smiled at me when they met me in the streets. I was seriously wondering why I should not run away to my village. I decided to encourage my wife to write to her father and arrange for her exit. Not a soul was going to know what my plans were. I was going to put off my creditors and disappear one fine night. At this point came unexpected relief in the shape of a Swamiji. One fine evening under the distinguished patronage of our Municipal Chairman a show was held in our small town hall. It was a free performance and the hall was packed with people. I sat in the gallery. Spellbound we witnessed the Swamiji's yogic feats. He bit off glass tumblers and ate them with contentment; he lay on spike boards; gargled and drank all kinds of acids; licked white-hot iron rods; chewed and swallowed sharp nails; stopped his heartbeat and buried himself underground. We sat there and watched him in stupefaction. At the end of it all he got up and delivered a speech in

which he declared that he was carrying on his master's message to the people in this manner. His performance was the more remarkable because he had nothing to gain by all this extraordinary meal except the satisfaction of serving humanity, and now he said he was coming to the very masterpiece and the last act. He looked at the Municipal Chairman and asked, 'Have you a road engine? I would like to have it driven over my chest.' The chairman looked abashed and felt ashamed to acknowledge that he had none. The Swamiji insisted, 'I must have a road engine.'

(i) What were some of the expenses the narrator had to pay after being released from the lockup? (1)

(ii) How did the narrator's wife react when he explained his difficulties? (1)

(iii) What extraordinary feats did the Swamiji perform during his show? (1)

(iv) How did the arrival of the Swamiji bring unexpected relief to the narrator? (2)

(b) Read the following stanza and answer the questions that follow : (5)

been scarred and battered.

My hopes the wind done scattered.

Snow has friz me,

Sun has baked me,

Looks like between 'em they done

Tried to make me

Stop laughin', stop lovin', stop livin'--

But I don't care!

I'm still here!

(i) According to the poem, what two natural elements have caused the speaker hardship? (1)

(ii) What three things did the speaker's hardships try to make them do, and what is their ultimate response to this? (2)

(iii) Explain what the phrases "scarred and battered" and "hopes the wind done scattered" reveal about the speaker's past experiences. (2)

(c) Read the following paragraph and answer the questions that follow. (5)

The fact that the narrator personalises the road engine may also be important as by doing so he may be filling a void in his own life. It may be a case that the road engine represents a shift (upwards) in class for the narrator or at least he hopes it might. He has an object that is unique however nobody is interested in owning it. The road engine is simply not practical. So problematic is ownership of the road engine that the narrator advises his wife to contact her father to take her back to her village. While the narrator himself hopes to run away from his troubles. Which is not necessarily the most responsible of actions. Where once the narrator had huge admiration for the road engine. This is no longer the case. It is also ironic that the road engine, which is meant to move, does very little moving in the story. This may be because nobody knows how to drive the road engine.

The narrator's second piece of luck comes through the Swami. However due to the restrictions imposed on the Swami by the magistrate things do not work out as planned for the narrator. For the second time the narrator has been frustrated by those in authority. Which may be Narayan's way of highlighting to the reader that those in authority may have too much power or influence over people. There's no disputing that the narrator's life would be a lot easier if those in authority did not interfere with his plans. It is those in authority who are dictating the law though they may not necessarily have valid reasons for their directives. Which again may be the point that Narayan is attempting to make. Rather than blind adherence to authority it is possible that Narayan is suggesting that at times those in authority need to be questioned. As the Swami attempts to do to the police inspector. Though he doesn't actually get anywhere with the police inspector.

(i) What does the narrator hope the road engine might represent in his life? (1)

(ii) Why does the narrator advise his wife to contact her father? (1)

(iii) Who imposes restrictions on the Swami that affect the narrator's plans? (1)

(iv) How does the author portray the relationship between the narrator and authority figures in the story? What point might the author be making through this portrayal? (2)

4. You are the Principal of a school. Write an email to the parents of students in your school, informing them about the upcoming Parent-Teacher Conference. Include the date, time. (5)

SECTION C — (20 marks)

5. (a) Read the following paragraph and answer the questions that follow. (5)

This Semi-barbaric king had a daughter as blooming as his most florid fancies, and with a soul as fervent and imperious as his own. As is usual in such cases, she was the apple of his eye, and was loved by him above all humanity. Among his courtiers was a young man of that fineness of blood and lowness of station common to the conventional heroes of romance who love royal maidens. This royal maiden was well satisfied with her lover, for he was handsome and brave to a degree unsurpassed in all this kingdom, and she loved him with an ardor that had enough of barbarism in it to make it exceedingly warm and strong. This love affair moved on happily for many months, until one day the king happened to discover its existence. He did not hesitate nor waver in regard to his duty in the premises. The youth was immediately cast into prison, and a day was

appointed for his trial in the king's arena. This, of Course, was an especially important occasion and his majesty, as well as all the people, was greatly interested in the workings and development of this trial. Never before had such a case occurred; never before had a subject dared to love the daughter of the king. In after years such things became commonplace enough, but then they were, in no slight degree novel and starting.

The tiger-cages of the kingdom were searched for the most savage and relentless beasts, from which the fiercest monster might be selected for the arena; and the ranks of maiden youth and beauty throughout the land were carefully surveyed by competent judges in order that the young man might have a fitting bride in case fate did not determine for him a different destiny. Of course, everybody knew that the deed with which the accused was charged had been done. He had loved the princess, and neither he, she, nor anyone else, thought of denying the fact; but the king

would not think of allowing any fact of this kind to interfere with the workings of the tribunal, in which he took such great delight and satisfaction. No matter how the affair turned out, the youth would be disposed of, and the king would take an aesthetic pleasure in watching the course of events, which would determine whether or not the young man had done wrong in allowing himself to love the princess.

(i) Describe the relationship between the princess and the young man, and explain how the king responded upon discovering their love. (3)

(ii) How did the king prepare for the young man's trial in the arena? (2)

(b) Read the following stanza and answer the questions that follow. (5)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

(i) Why did the poet choose the road "less traveled by," and what does it symbolize? (2)

(ii) Describe the central idea of the poem and explain how the choices we make in life influence our future, as reflected in the poem. (3)

(c) Read the following stanza and answer the questions that follow. (5)

A snake came to my water-trough

On a hot, hot day, and I in pyjamas for the heat,

To drink there.

In the deep, strange-scented shade of the great dark carob tree

I came down the steps with my pitcher

And must wait, must stand and wait, for there he was at the trough before me.

He reached down from a fissure in the earth-wall in the gloom

And trailed his yellow-brown slackness soft-bellied down, over the edge of the stone trough

And rested his throat upon the stone bottom,

And where the water had dripped from the tap, in a small clearness,

He sipped with his straight mouth,

Softly drank through his straight gums, into his slack long body,

Silently.

Someone was before me at my water-trough,

And I, like a second-comer, waiting.

(i) How does the poet describe the snake's appearance and drinking behavior at the water-trough? (2)

(ii) What feelings and attitude does the poet show towards the snake in the given lines, and how does he present the encounter between man and nature? (3)

6. As the head boy/head girl of Greenpark Public School, draft a circular to be sent to the students of Classes XI and XII regarding the school's new policy on mobile phone usage during school hours. Invent necessary details. (5)

SECTION D — (20 marks)

7. (a) Read the following paragraph and answer the questions that follow. (5)

The next day onwards I started my tuition. Avva was a wonderful student. The amount of homework she did was amazing. She would read, repeat, write and recite. I was her only teacher and she was my first student. Little did I know then that one day I would become a teacher in Computer Science and teach hundreds of students. The Dassara festival came as usual. Secretly I bought Kashi Yatre which had been published as a novel by that time. My grandmother called me to the puja place and made me sit down on a stool. She gave me a gift of a frock material. Then she did something unusual. She bent down and touched my feet. I was surprised and taken aback. Elders never touch the feet of youngsters. We have always touched the feet of God, elders and teachers. We consider that as a mark of respect. It is a great tradition but today the reverse had happened. It was not correct. She said, 'I am touching the feet of a teacher, not my grand daughter; a teacher who taught me so well,

with so much of affection that I can read any novel confidently in such a short period. Now I am independent. It is my duty to respect a teacher. Is it not written in our scriptures that a teacher should be respected, irrespective of the gender and age?' I did return namaskara to her by touching her feet and gave my gift to my first student. She opened it and read immediately the title Kashi Yatre by Triveni and the publisher's name. I knew then that my student had passed with flying colours.

(i) What does the relationship between the narrator and her grandmother reveal about the values of respect, learning, and the teacher-student bond in the story?

(b) Read the following dialogue and answer the questions that follow. (5)

GIRLS : *(come singing)*
Good day to you, my sister.
Good day to you.

NARRATOR 2 : They carried him to Heaven.

NARRATOR 5 : Frog jumped out. He spit in all the jugs of water.

FROG : *(spits in jars) Ptui. Ptui. Ptui.*

NARRATOR 3 : Then he hid in an empty jug.

NARRATOR 1 : The people of the house came and drank the water.

NARRATOR 4 : They all got sick.

SUN CHIEF, MOON LADY, SKY MAIDEN, GIRLS, OTHER SKY PEOPLE: *(come and dip cup in water, drink, get sick)*

NARRATOR 2: The Sun Chief called for the spirit doctor. The doctor told him,

DOCTOR : You promised your daughter to a man of earth, but she has not gone. He has sent an evil spirit with a sickness. The evil spirit is in the shape of... a frog!

NARRATOR 5 : The Sun Chief went to his wife. The Moon Lady said,

MOON LADY : Don't ask me! Ask your daughter!

NARRATOR 3 : He went to his daughter. The Sky Maiden said,

SKY MAIDEN : I will go.

NARRATOR 1 : The next day, the Sky Maiden went with the girls down to the well.

GIRLS : *(come singing)*

Good day to you, my sister.

Good day to you.

NARRATOR 4 : The girls filled their jugs, and Frog jumped out. Then the girls left the Sky Maiden and went home.

NARRATOR 2 : Frog jumped out of the well.

FROG : I Will lead you to your husband.

NARRATOR 2 : The Sky Maiden laughed.

SKY MAIDEN : *(laughs)* Can a frog lead a woman?

FROG : I took a letter to Heaven. I brought a purse of money. I fetched a bride. Whatever it was, I could do it. But only since I tried.

SKY MAIDEN : Then it is you I will marry!

NARRATOR 5 : She took Frog back to Heaven and married him.

NARRATOR 3 : They lived on and on.

NARRATOR 1 : And Kimana is still waiting for his bride.

(i) What did the frog do to the jugs of water? (1)

(ii) Who told the Sun Chief that the evil spirit was in the shape of a frog? (1)

(iii) Whom did the Sky Maiden decide to marry? (1)

(iv) How did the frog convince the Sky Maiden that he was capable of leading her to her husband? (2)

(c) Read the following stanza and answer the questions that follow. (5)

Once I settled down at the Schwartz High School,

Ramanathapuram, the enthusiastic fifteen-year-old within

me re-emerged. My teacher, Iyadurai Solomon, was an ideal

guide for an eager young mind that was yet uncertain of the possibilities

and alternatives that lay before it. He made his students feel very

comfortable in class with his warm and open-minded attitude. He used

to say that a good student could learn more from a bad teacher than a

poor student from even a skilled teacher.

During my stay at Ramanathapuram, my relationship with him grew

beyond that of teacher and pupil. In his company, I learnt that one could

exercise enormous influence over the events of one's own life. Iyadurai Solomon used to say, "To succeed in life and achieve results, you must understand and master three mighty forces- desire, belief, and expectation." Iyadurai Solomon, who later became a Reverend, taught me that before anything I wanted could happen, I had to desire it intensely and be absolutely certain it would happen. To take an example from my own life, I had been fascinated by the mysteries of the sky and the flight of birds from early childhood. I used to watch cranes and seagulls soar into flight and longed to fly Simple, provincial boy though I was, I was convinced that one day I, too, would soar up into the skies. Indeed, I was the first child from Rameswaram to fly.

Iyadurai Solomon was a great teacher because he instilled in all the children a sense of their own worth. Solomon raised my self-esteem to a high point and convinced me, the son of parents who had not had the benefits of education, that I too could aspire to become whatever I wished. "With faith, you can change your destiny," he would say

(i) What were the three mighty forces that Iyadurai Solomon believed one must master to succeed in life? (2)

(ii) How did Iyadurai Solomon influence the narrator's self-esteem and aspirations? (2)

(iii) What example from his own life did the narrator give to show his intense desire and belief in his dreams? (1)

8. Write the minutes of a meeting held by the College Environmental Club to discuss the celebration of "World Environment Day." Include details of date, time, members present, key discussions, and decisions taken. (5)

Or

9. Draft a memo to all students informing them about a workshop on "Career Guidance and Skill Development", including details of date, time, venue, and key benefits of attending. (5)

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