NOVEMBER 2025 **71282/100L2Z/ 100H2Z**

Time : Three hours Maximum : 75 marks

SECTION A — (15 marks)

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

(i) Quit	(a) depart	(b) begin	(c) continue	(d) stay
(ii) Scarred	(a) graceful	(b) improved	(c) damaged	(d) untwisted
(iii) Spellbound	(a) disenchanted	(b) captivated	(c) disillusioned	(d) embittered
(iv) Termagant	(a) carefree	(b) battling	(c) calm	(d) insincerity
(v) Perseverance	(a) cowardice	(b) honesty	(c) irresolution	(d) determination
(vi) Vanish	(a) improve	(b) strengthen	(c) dissolve	(d) stiffen
(vii) Exuberant	(a) excited	(b) depressed	(c) heavy	(d) lethargic
(viii) Venomous	(a) gentle	(b) friendly	(c) destruct	(d) healthy
(ix) Obstacle	(a) advantage	(b) benefit	(c) promotion	(d) barrier
(x) Mysterious	(a) familiar	(b) visible	(c) magical	(d) comprehensible
(xi) Enormous	(a) common	(b) excessive	(c) miniature	(d) tiny

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

During my stay at Ramanathapuram, my relationship with him grows beyond that of teacher and pupil. In his company, I learn 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 become a Reverend, taught me that before anything I want 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 longing to fly. Simple, provincial boy though I was, I was convinced that one day I, too, would soar up into the skies. Indeed, I am the first child from Rameswaram to fly.

Iyadurai Solomon was a great teacher because he instills in all the children a sense of their own worth. Solomon raising 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. One day, when I am in the fourth form, my mathematics teacher, Ramakrishna Iyer, was teaching another class. Inadvertently, I wandering into that classroom and in the manner of an old-fashioned despot, Ramakrishna Iyer caught me by the neck and caned me in front of the whole class.

SECTION B — (20 marks)

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

Often the struggler has given up when he might have captured the victor's cup;

and he learned too late when the night came down,

how close he was to the golden crown.

Success is failure turned inside out - the silver tint of the clouds of doubt,

and when you never can tell how close you are,

it may be near when it seems afar;

so stick to the fight when you're hardest hit - its when things seem worst, you must not quit.

(i) What does the phrase 'the victor's cup' symbolize in the context of perseverance? (1)

(ii) How does the author describe the relationship between success and failure? (2)

(iii) How does the author suggest one should respond to feelings of doubt? (2)

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

I 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) What emotions does the speaker express despite their struggles? (3)

(ii) How does the speaker feel about their current state of being? (2)

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

I made preparations to leave the town in a couple of days, leaving the engine to its fate, with all its commitments. However, Nature came to my rescue in an unexpected manner. You may have heard of the earthquake of that year, which destroyed whole towns in Northern India. There was a reverberation of it in our town too. We were thrown out of our beds that night, and doors and windows rattled.

Next morning, I went over to take a last look at my engine before leaving the town. I could hardly believe my eyes. The engine was not there. I looked about and raised a hue and cry. Search parties went round. And the engine was found in a disused well nearby, with its back up. I prayed to heaven to save me from fresh complications. But when the owner of the house came round and saw what had happened, he laughed heartily and beamed at me, "You have done me a service. It was the dirtiest water in that well and the municipality was sending notice to close it, week after week. I was dreading the cost of closing, but your engine fits it like a cork. Just leave it there."

(i) What unexpected event led to the discovery of the engine in the well? (1)

(ii) How did the owner of the house react to the discovery of the engine in his well? (1)

(iii) What was the municipality's action regarding the well before the engine was found? (1)

(iv) What did the owner of the house think about the engine fitting in the well? (2)

4. Write an email to formally announce your team members that official working time has increased by an hour, for completion of target. (5)

SECTION C — (20 marks)

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

In the very olden time there lived a semi-barbaric king, whose ideas, though somewhat polished and sharpened by the progressiveness of distant Latin neighbors, were still large, florid, and untrammeled, as became the half of him which was barbaric. He was a man of exuberant fancy, and, withal, of an authority so irresistible that,

at his will, he turned his varied fancies into facts. He was greatly given to self-communing, and, when he and himself agreed upon anything, the thing was done.

When every member of his domestic and political systems moved smoothly in its appointed course, his nature was bland and genial; but, whenever there was a little hitch, and some of his orbs got out of their orbits, he was blander and more genial still, for nothing pleased him so much as to make the crooked straight and crush down uneven places.

Among the borrowed notions by which his barbarism had become semified was that of the public arena, in which, by exhibitions of manly and beastly valor, the minds of his subjects were refined and cultured.

(i) How did the king react when things did not go smoothly in his domestic and political systems? (2)

(ii) What was one of the borrowed notions that influenced the king's semi-barbarism? (3)

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

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) How does the phrase 'the one less traveled by' speak to the concept of individuality and personal choice. (2)

(ii) Reflect on a personal experience where you faced a choice between two divergent paths. What was the outcome? (3)

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

He lifted his head from his drinking, as cattle do,

And looked at me vaguely, as drinking cattle do,

And flickered his two-forked tongue from his lips, and mused a moment,

And stooped and drank a little more,

Being earth-brown, earth-golden from the burning bowels of the earth

On the day of Sicilian July, with Etna smoking.

The voice of my education said to me

He must be killed,

For in Sicily the black, black snakes are innocent, the gold are venomous.

And voices in me said, If you were a man

You would take a stick and break him now, and finish him off.

But must I confess how I liked him,

How glad I was he had come like a guest in quiet, to drink at my water-trough

And depart peaceful, pacified, and thankless,

Into the burning bowels of this earth?

(i) What duality is represented in the voices the speaker hears regarding the snake? (2)

(ii) How does the poet describe the snake? (3)

6. As a Head of the Department, write a circular informing the faculty members about the meeting to be conducted in connection with the result analysis. (5)

SECTION D — (20 marks)

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

One of her novels, called Kashi Yatre, was appearing as a serial in the Kannada weekly Karmaveera then. It is the story of an old lady and her ardent desire to go to Kashi or Varanasi. Most Hindus believe that going to Kashi and worshipping Lord Vishweshvara the ultimate punya. This old lady also believed in this, and her struggle to go there was described in that novel. In the story there was also a young orphan girl who falls in love butthere was no money for the wedding. In the end, the old lady gives away all her savings without going to Kashi. She says, 'The happiness of this orphan girl is more important than worshipping Lord Vishweshwara at Kashi.'

My grandmother, Krishtakka, never went to school so she could not read. Every Wednesday the magazine would come and I would read the next episode of this story to her. During that time she would forget all her work and listen with the greatest concentration. Later, she could repeat the

entire text by heart. My grandmother too never went to Kashi, and she identified herself with the novel's protagonist. So more than anybody else she was the one most interested in knowing what happened next in the story and used to insist that I read the serial out to her.

(i) What is the title of the novel referred to in the above paragraph? (1)

(ii) Find out the correct answer from the above paragraph.

A child who has lost both his/her parents (1)

(iii) What significance does the location, Kashi hold in the context of Indian spirituality and culture? (3)

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

NARRATOR 4: Kimana went to Rabbit.

KIMANA: (holds out letter) Will you take this letter?

NARRATOR 4: Rabbit said,

RABBIT: I cannot go to Heaven. (hops away)

NARRATOR 2: Kimana went to Antelope

KIMANA (holds out letter) will you take this letter?

NARRATOR 2: Antelope said,

ANTELOPE I cannot go to Heaven. (leaps away)

(i) What action does Kimana take when approaching Rabbit? (1)

(ii) What is Rabbit's response to Kimana's request? (1)

(iii) Who does Kimana approach after Rabbit? (1)

(iv) What is the main theme of the interactions between Kimana and the animals? (2)

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

I stayed on the St. Joseph's campus for four years and shared my room with two others. One was an orthodox Iyengar from Srirangam and the other a Syrian Christian from Kerala. The three of us had a wonderful time together. When I was made

secretary of the vegetarian mess during my third year in the hostel, we invited the Rector, Rev. Father Kalathil, over for lunch one Sunday. Our menu included the choicest preparations from our diverse backgrounds. The result was rather unexpected, but Rev. Father was lavish in his diverse of our efforts. We enjoyed every moment with Rev. Father Kalathil, who participated in our unsophisticated conversation with childlike enthusiasm. It was a memorable event for us all. My teachers at St. Joseph were the true followers of Kanchi Paramacharya, who evoked people to "enjoy the action of giving". The vivid memory of our mathematics teachers, Prof. Thothathri Iyengar and Prof. Suryanarayana Sastry, walking together on the campus inspires me to this day. When I was in the final year at St. Joseph's, I acquired a taste for English literature. I began to read the great classics, Tolstoy, Scott and Hardy being special favourites despite their exotic settings, and then I moved on to some works in Philosophy. It was around this time that I developed a great interest in Physics. The lessons on subatomic physics at St. Joseph's by my

physics teachers, Prof. Chinna Durai and Prof. Krishnamurthy, introduced me to the concept of the half-life period and matters related to the radioactive decay of substances. Sivasubramania Iyer, my science teacher at Rameswaram, had never taught me that most subatomic particles are unstable and that they disintegrate after a certain time into other particles. All this I was learning for the first time. But when he taught me to strive with diligence because decay is inherent in all compounded things, was he not talking of the same thing? I wonder why some people tend to see science as something which takes man away from God. As I look at it, the path of science can always wind through the heart. For me, science has always been the path to spiritual enrichment and self-realisation. Even the rational thought-matrices of science have been home to fairy tales. I am an avid reader of books on cosmology and enjoy reading about celestial bodies. Many friends, while asking me questions related to space flights, sometimes slip into astrology Quite honestly, I have never really understood the reason behind the great importance attached by people to the

faraway planets in our solar system. As an art, I have nothing against astrology, but if it seeks acceptance under the guise of science, I reject it. I do not know how these myths evolved about planets, star constellations, and even satellites-that they can exercise power on human beings. The highly complicated calculations manipulated around the precise movements of celestial bodies, to derive highly subjective conclusions appear illogical to me. As I see it, the Earth is the most powerful and energetic planet. As John Milton puts it so beautifully in Paradise Lost, Book VIII: What if the Sun Be centre to the World, and other stars The planet earth, so steadfast though she seem

(i) What was the author's experience of sharing a room during their time at St. Joseph's campus? (2)

(ii) What role did the author take on during their third year in the hostel? (1)

(iii) Who were the author's mathematics teachers at St. Joseph's, and what impact did they have? (2)

8. As a project head, write a memo to the team informing the milestone achieved. (5)

Or

9. Write minutes of the meeting for Students' Redressal Committee conducted in your college. (5)

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