BHARTIYA SHIKSHA BOARD

SAMPLE QUESTION PAPER

CLASS XI

SESSION: 2026-27

Roll No. /रोल नं.

Code No. 103

Candidates must write the code on the title page of the answer book.

ENGLISH

General Instructions:

Read the following instructions very carefully and strictly follow them.

Time allowed: 3 hours **Maximum Marks:** 80

Note:

(i) *Please check that this question paper contains **10** printed pages.*

(ii) Code number given on the right-hand side of the question paper should be written on the title-page of the answer-book by the candidate.

*(iii) Please check that this question paper contains **13** questions.*

*(iv) **Please write down the serial number of the question in the answer-book before attempting it.***

*(v) **15 minutes** have been allotted to read this question paper. The question paper will be distributed at **10.15 a.m.** From **10.15 a.m.** to **10.30 a.m.**, the students will read the question paper only and will not write any answer in the answer-book during this period.*

*(vi) This question paper comprises **three** sections - **Section A**, **Section B** and **Section C**. All questions are compulsory.*

Section A** - Reading Skills - **22 marks

Section B** - Creative Writing Skills - **18 marks

Section C** - Literature - **40 marks

*(vii) There is no overall choice in the question paper. However, internal choice has been provided in **Section B** and **Section C**. You have to attempt only one of the choices in such questions.*

(viii) In addition to this, separate instructions are given with each section and question wherever necessary.

(ix) Answers should be brief and to the point. The prescribed word limit should be adhered to, as far as possible, while answering the questions.

SECTION A – READING SKILLS (22 MARKS)

1. Read the following passage carefully. 12

I. In an age of instant messages and endless notifications, attention has become an essential resource. Students often believe that doing several things at once saves time, but frequent switching between tasks can weaken concentration. Every interruption forces the mind to rebuild focus.

II. Deep attention is not the same as studying for long hours. A learner may sit with a book for two hours while repeatedly checking a phone and accomplish less than another learner who works attentively for forty minutes. The quality of attention matters as much as the quantity of time.

III. Schools can develop better habits through periods devoted to uninterrupted reading, reflection, and discussion. Students can set small goals, keep distracting devices away and take purposeful breaks. Such habits do not reject technology; they place it under conscious control.

IV. Attention also has an ethical dimension. Listening carefully shows respect. Reading an argument fully before responding reduces misunderstanding. Attention is therefore not merely an academic skill but also a social responsibility.

The goal is not to eliminate every distraction but to recognise when attention has wandered and deliberately bring it back. Like any skill, concentration improves through practice.

VI. Focus also helps learners handle online information responsibly. A focused reader is more likely to notice weak evidence, distinguish fact from opinion and resist reacting immediately to emotionally charged claims.

Answer the following questions, based on the passage.

i. Which evidence from paragraph II shows that time spent studying does not necessarily equal effective learning? (1)

ii. Complete with a suitable reason: Technology should be placed under 'conscious control' because _____. (1)

iii. Based on paragraph IV, how can attention function as a form of respect? (1)

iv. Which option best captures 'rebuild focus'? (Para I) (1)

a. memorise again b. restore concentration after interruption

c. increase study hours d. change the task

v. Which is NOT suggested? (1)

a. small goals

b. keeping distracting devices away

c. eliminating technology completely

d. purposeful breaks

vi. **Assertion (A):** Concentration can improve through deliberate practice. (1)

Reason (R): Attention is presented as a skill rather than a fixed ability.

a. Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

b. Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

c. The Assertion (A) is true, but the Reason (R) is false.

d. The Assertion (A) is false, but the Reason (R) is true.

vii. How does paragraph VI extend the argument from academic concentration to responsible digital citizenship? Answer in about 40 words. (2)

viii. The writer's tone is: (1)

a. alarmist

b. explanatory and reflective

c. humorous

d. nostalgic

ix. Why is the distinction between quality of attention and quantity of time important for students? Answer in about 40 words. (Para II) (2)

x. Fill in the blank with a suitable word from the passage:

Attention is not merely an academic skill but also a social _____. (1)

2. Read the following case-based factual passage. (10)

I. A school eco-club studied the survival of saplings planted at four sites over one year. The aim was to understand whether regular community care affected survival.

II. Planting alone did not guarantee success. Species had to suit local climate and soil, and young trees needed watering and protection. Where students and residents shared responsibility, problems were noticed earlier.

III. The eco-club concluded that urban greening is both an environmental and community task. Scientific planning helps decide what and where to plant, while local participation provides continuity.

Site	Planted	Survived	Regular Care Plan
A	120	96	Yes
B	100	76	Yes
C	140	63	No
D	140	70	No

Based on your understanding of the passage, answer the questions given below.

i. What was the primary purpose of the survey? (1)

a) compare height

b) study regular care and survival

c) calculate costs

d) identify old trees

ii. Which site recorded the highest survival percentage? (Para III) (1)

a) A b) B

c) C d) D

iii. Which statement best describes the data? (1)

a) No-care sites did better.

b) Care and survival were unrelated.

c) Care-plan sites showed stronger survival.

d) All were identical.

iv. **Assertion (A):** Planting many saplings is sufficient for a healthy urban forest. (1)

Reason (R): Young trees require suitable selection, watering, protection and monitoring.

(a) Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

(b) Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

(c) The Assertion (A) is true, but the Reason (R) is false.

(d) The Assertion (A) is false, but the Reason (R) is true.

v. Evaluate how shared responsibility can improve long-term success. Answer in about 40 words. (Para III) (2)

vi. Which is NOT discussed? (1)

a) species suitability
b) community participation
c) maintenance
d) commercial timber value

vii. Regular/community care makes urban greening more _____. (sustainable / decorative / temporary) (1)

viii. Give two reasons why a school should prepare a maintenance plan before planting. Answer in about 40 words. (2)

SECTION B – CREATIVE WRITING SKILLS (18 MARKS)

All names and addresses used in the questions are fictitious.

3. Attempt ANY ONE of the two, (A) or (B), in about 50 words. 1 × 4 = 4

A. You are Aarav Mehta, Secretary, Literary Club, Vidya Bharati Senior Secondary School, Jaipur. Draft a notice inviting students to an Inter-House Poetry Recitation on 'Courage and Freedom'. Include necessary details and registration process. Put your notice in a box.

OR

B. You are Meera Nair, Secretary, Reading Club, Saraswati Senior Secondary School, Kochi. Draft a notice for a Book Exchange Day. Include necessary details and submission procedure. Put your notice in a box.

4. Attempt ANY ONE of the two, (A) or (B), in about 50 words. 1 × 4 = 4

A. You are Riya Sharma, Literary Captain, Aryavart School, Delhi. Draft a formal invitation to noted author Dr Kavita Rao to inaugurate Literary Week and address senior students.

OR

B. You are Dr Sameer Khanna, a writer in Gurugram. You have been invited to judge an inter-school debate but cannot attend due to a prior commitment. Write a formal reply declining the invitation.

5. Attempt ANY ONE of the two, (A) or (B), in 120-150 words. 1 × 5 = 5

A. You are Ananya Singh, 24 Green Park, Bhopal. Write a letter to the editor of the local newspaper suggesting ways schools and families can promote responsible digital-reading habits among teenagers.

Cues: attention span; source verification; scheduled reading; libraries; mindful technology use.

OR

B. You are Kabir Malhotra of Class XI. Apply for the position of Student Editorial Assistant for the school magazine, with a brief bio-data.

6. Attempt ANY ONE of the two, (A) or (B), in 120-150 words. **1 x 5 = 5**

A. Write an article for the school magazine: 'Education Beyond Examinations: Learning to Think, Question and Act Responsibly'.

Cues: critical thinking, ethical knowledge, collaboration, real-life application, reflection.

OR

B. As Secretary of the Reading Club, write a report on a 'Reading and Reflection Week' featuring book circles, author talks, silent reading, and student reviews.

SECTION C – LITERATURE (40 MARKS)

7. Read the following extracts and solve ANY ONE of the given two, (a) or (b). **1 x 6 = 6**

A. *Where words come out from the depth of truth;*

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

i. 'Depth of truth' suggests _____. (sincerity of expression / factual reporting / public approval) **(1)**

ii. Complete: 'Tireless striving' remains meaningful because _____. **(1)**

iii. 'Clear stream of reason' is best interpreted as: **(1)**

a) uncontrolled emotion

b) rational thought moving freely

c) traditional learning

d) physical freedom

iv. **Assertion:** Unquestioned habit is an obstacle to progress.

Reason: 'Dead habit' is desert sand into which reason can lose its way. **(1)**

(a) Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

(b) Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

(c) The Assertion (A) is true, but the Reason (R) is false.

(d) The Assertion (A) is false, but the Reason (R) is true.

v. How does the stream-desert metaphor strengthen the message? **(1)**

vi. What does the poet 's use of the word 'dreary' convey about dead habits? **(1)**

OR

B. *Not enjoyment, and not sorrow,*
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

i. The speaker rejects the idea that life's purpose is limited to _____. **(1)**

ii. 'Farther than to-day' suggests _____. (continuous growth / physical travel / escape from duty) **(1)**

iii. The tone of the stanza is: **(1)**

a) resigned b) motivational

c) satirical d) nostalgic

iv. **Assertion:** Life is presented as purposeful action. **(1)**

Reason: Each tomorrow should advance beyond today.

(a) Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

(b) Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

(c) The Assertion (A) is true, but the Reason (R) is false.

(d) The Assertion (A) is false, but the Reason (R) is true.

v. How does balanced phrasing reinforce the didactic quality? **(1)**

vi. What idea of progress is conveyed? **(1)**

8. Read the following extracts and solve ANY ONE of the given two, (A) or (B). **1 x 4 = 4**

A. *The foreigner listened to Muni with fascination, "I wish I had my tape-recorder here," he said. "Your language sounds wonderful. But you don't have to waste your breath in sales talk. I appreciate the article."*

i. Why does he call it 'sales talk'? **(1)**

a) Muni is the seller.

b) He assumes Muni owns the statue.

c) Muni asks for money.

d) He understands Muni fully.

ii. He _____ Muni's language without understanding it. (admires / rejects / translates) **(1)**

iii. What can be inferred about their communication? **(1)**

iv. State one way the extract contributes to humour. **(1)**

OR

B. "No more halwa for you, Papa. We must be sensible at your age ... But nothing fried, nothing rich." **(1)**

i. The tone of the line is:

a) medically firm

b) indifferent

c) mocking

d) frightened

ii. The restrictions are imposed primarily because _____. **(1)**

iii. What can be inferred about Varma's emotional response? **(1)**

iv. How does the extract develop the conflict between devotion and autonomy? **(1)**

9. Read the following extracts and solve ANY ONE of the given two, (A) or (B).

1 x 6 = 6

A. It was on a dreary night of November, that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me....

i. 'The accomplishment of my toils'' refers to Victor's _____. **(1)**

ii. Which phrase most strongly foreshadows trouble? **(1)**

a) night of November

b) accomplishment

c) anxiety that almost amounted to agony

d) instruments of life

iii. Why is Victor's anxiety important to the mood? **(1)**

iv. **Assertion:** Victor's success immediately resolves his inner conflict. **(1)**

Reason: His dream soon turns into horror and disgust.

(a) Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

(b) Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

(c) The Assertion (A) is true, but the Reason (R) is false.

(d) The Assertion (A) is false, but the Reason (R) is true.

v. What does his emotional reversal reveal about unchecked ambition? **(1)**

vi. How does the moment introduce responsibility as a theme? **(1)**

OR

B. "But, Mother," Laura began again. She couldn't look at herself; she turned aside... "People like them don't expect sacrifices from us."

i. Laura cannot look at herself because she feels _____. **(1)**

ii. 'People like them' refers to: **(1)**

a) party guests

b) workers

c) poorer neighbours

d) relatives

iii. What does Mrs Sheridan's response reveal about her class attitude? **(1)**

iv. **Assertion:** Laura's discomfort shows moral conflict. **(1)**

Reason: She sees a contradiction between celebration and a neighbour's death.

(a) Both the Assertion (A) and the Reason (R) are true, but the reason is not the correct explanation of the assertion.

(b) Both the Assertion (A) and the Reason (R) are true and the reason is the correct explanation of the assertion.

(c) The Assertion (A) is true, but the Reason (R) is false.

(d) The Assertion (A) is false, but the Reason (R) is true.

v. What social divide is exposed in the exchange? **(1)**

vi. How does the conversation contribute to Laura's developing awareness? **(1)**

10. Answer ANY FIVE of the following six questions in about 40–50 words each. **5 x 2 = 10**

i. Why does Gandhi argue in 'On Education: A Dialogue' that literacy is not the same as true education?

ii. How does 'The Ice Age Cometh' encourage readers to distinguish scientific reasoning from sensational prediction?

iii. Explain how 'The Ideal of Karma Yoga' connects action with detachment from reward.

iv. How does 'Indian Weavers' use weaving to represent different stages of human life?

v. How does 'The Dear Departed' use satire to expose greed and weakened family values?

vi. What does 'A Psalm of Life' suggest about action and progress?

11. Answer ANY TWO of the following three questions in about 40–50 words each. **2 × 2 = 4**

i. In 'Three Broken Threads', how do observation and deduction shape Sherlock Holmes's investigation?

ii. What does 'Learn and Teach, Teach and Learn' suggest about *svaadhyaaya* and *pravachana*?

iii. In 'Swami and Friends', explain one way a relationship or institution shapes Swami's experience.

12. Answer ANY ONE of the following two questions in about 120–150 words. **1 x 5 = 5**

A. Compare the idea of purposeful living in 'Where the Mind Is Without Fear' and 'A Psalm of Life'.

OR

B. 'Care can become control when the wishes of the person being cared for are ignored.' Analyse with reference to 'A Devoted Son'.

13. Answer ANY ONE of the following two questions in about 120–150 words. **1 x 5 = 5**

A. Analyse how school, home, and friendships shape Swami's growth and conflicts.

OR

B. Analyse friendship as a source of loyalty, happiness, misunderstanding, pressure and disappointment in 'Swami and Friends'.