



# B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS  
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL



## PRE BOARD 3 - 2025-26 ENGLISH (301) SET 2 (MS)

Class: XII

Date: 09.01.26

Admission no:

Time: 3 hrs.

Max Marks: 80

Roll no:

### SECTION A – READING (22 Marks)

**Q1. Read the following passage carefully and answer the questions that follow.**

**I. (c) Reduced physical activity and processed food intake**

**II. (b) Deficiency of micronutrients**

**III. Undernutrition leads to stunted growth and weak immunity, causing children to fall ill frequently, miss school, and struggle physically and mentally.**

(Any ONE relevant quoted idea acceptable)

**Value Points (any two):**

- Stunted growth
- Weak immunity
- Poor physical/mental performance
- Frequent illness

**IV. (a) 1–ii, 2–iv, 3–i, 4–iii**

Condition	Result
Obesity	Joint pain & diabetes risk
Stunting	Restricted height growth
Micronutrient deficiency	Weak immunity
Wasting	Severe weight loss

**V. The triple challenge is undernutrition, over-nutrition, and micronutrient deficiency (hidden hunger).**

**VI. A child may eat sufficient food but still suffer fatigue and poor concentration due to lack of essential micronutrients like iron, zinc, and vitamin D, leading to hidden hunger.**

**VII. Over-nutrition causes obesity, diabetes, hypertension, and joint problems, proving it is as harmful as undernutrition.**

**VIII. Answer (Any TWO):**

- Encouraging **balanced and wholesome meals**
- Promoting **outdoor physical activity**
- **Routine health check-ups**
- Nutrition awareness and education
- Affordable nutritious school meals

**IX. Balanced diet : healthy development :: Excess junk food : obesity / health complications**

**Q2. Read the following passage carefully and answer the questions that follow.**

**i. ...learning preferences are evolving with technological advancement.**

**ii. (a) Research objective**

**iii. Answer (Any TWO):**

- **Flexibility of time**
- Easy accessibility
- Compatibility with work schedules
- Convenience of learning anywhere

**iv. Sentence 1: Motivation**

**Sentence 2: Influence**

**v. (c) College students**

**vi. Universities prefer blended learning because it **combines benefits of digital tools and printed resources**, enhancing understanding.**

**vii. Tailored learning resources improve **accessibility, engagement, and understanding**, leading to **better learning outcomes for all age groups**.**

**viii. (c) Creating adaptable learning systems**

**SECTION B – CREATIVE WRITING (18 MARKS)**

*(Answers evaluated on format, content, tone & word limit. Indicative points below)*

**Q3 & Q4 (Notice / Invitation / Reply)**

**3. Format :1** Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left) Authorisation name, designation & signature (bottom left) NOTE-full credit if all aspects included. Partial credit ( $\frac{1}{2}$  mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**Content: 2**

**Accuracy of Spelling and Grammar: 1**

**4. Format – 1**

**Content -2**

**Accuracy of spelling and grammar -1**

**A-(Letter type formal / third person)**

**B-(Letter type formal, first/ third person)**

### **Q5. A. Letter to the Editor**

**Format: 1** (Note -use of ‘Yours truly’ at close) **Organisation of Ideas: 1, Content: 2** As per cues + ideas, Accuracy of Spelling and **Grammar :1**

### **B. Job Application**

**Format: 1    Organisation of Ideas: 1    Content: 2 → Covering Letter** • Reference to the advertisement • Conveying suitability for the position (as advertised) • Submission of application → Bio data as separate enclosure • Profile of self • Educational Qualifications (include advertised requirements) • Work experience/s (if relevant) • References • Any other relevant information • Accuracy of Spelling and Grammar :1

### **Q6. Article / Report**

**A.Format:1    Organisation of Ideas:1    Content:2    Accuracy of Spelling and Grammar:1**

Article Writing Format • Title & By line Organisation & Content:Examples

**B. Report: Format** • Headline & By line • Reporting place and date Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts) Organisation & Content:

- Who / What / When / Where / Why / How
- Formal language

## **SECTION C – LITERATURE**

### **Q7. Extract – A Thing of Beauty (6 Marks)**

**I.(b) Gloom**

**II. TRUE**

**III. Beauty brings hope and joy even in despair.**

**IV. Beauty uplifts the human spirit, removes sadness, and provides emotional healing.**

**V. Ring**

**VI. (b) Metaphor**

### **B. Extract – My Mother at Sixty-six**

**I.(b) fear of loss**

**II. Calm acceptance: Mother’s silent endurance**

**III. (c ) Energetic**

**IV. (a) Both A and R are true and R explains A**

**V. Fear of loss, ageing, separation**

**VI. Avoidance of emotional pain**

### **Q8. Extract – A. Journey to the End of the Earth (4 Marks)**

I. Antarctica preserves **scientific data for study**

II. (c) **Historical climate patterns**

III. Natural climatic history stored in ice

IV. Scientific tone / factual description

**OR**

### **B. The Tiger King**

I. The literary device used by hinting at future events is **foreshadowing**.

II. The emotion MOST clearly reflected in the King's declaration is **(b) arrogance**.

III. The extract highlights the **theme of human arrogance and false pride**, showing how the King's overconfidence in challenging destiny becomes central to the story.

IV. The extract establishes **irony** by showing the King's bold claim that no tiger can defeat him, while the readers already sense—through the predictions—that his fate is inescapably linked with a tiger. His confidence contrasts sharply with the inevitable outcome, creating situational irony.

### **Q9. A. Extract – The Last Lesson**

I. Sensory images: silence, flags, maps, copies

II. Precious due to realisation of loss

III. Suggests tension and solemnity

IV. Regret: “*taken for granted*”

V. Meaning: not valuing earlier

VI. **(b) A Student's Realisation**

**OR**

### **B. Extract – Lost Spring**

I. The author compares the boys to “**shadows**” to show their **swift movement, invisibility, and neglected existence** in society, suggesting that they are often unnoticed and ignored.

II. The description of clothing mainly highlights — **(b) poverty**.

III. The contrast in “**joy and longing**” shows that although the children laugh and enjoy small moments of happiness, they still yearn for a better life that remains out of reach.

IV. A phrase from the extract that shows the children's poverty is “**some had no shirts at all.**”

V. The phrase “**unspoken dreams**” suggests the children's **suppressed hopes and aspirations** which they cannot express because of their harsh circumstances.

VI. The tone of the passage can be best described as — **(c) compassionate**

### **Q10. Short Answers (Any $5 \times 2 = 10$ )**

**I.** Gandhi refused to leave Champaran because he felt it was his **moral duty** to support the **oppressed indigo farmers**. He believed obeying his **inner voice of conscience** was more important than complying with an unjust order, thus marking the beginning of **civil disobedience**

**II.** Douglas' near-drowning experience filled him with **intense fear of water**, which later motivated him to **overcome his terror** through **determination and perseverance**. Conquering this fear gave him **self-confidence** and taught him that **fear can be defeated**, changing his outlook on life.

**III.** The peddler believed the world was like a rattrap because it offered temptations such as wealth and comfort that lured people in. Once trapped by greed, humans lost their freedom and morality, just as rats are caught in a trap.

**IV.** Umberto Eco meant that the novel was shaped by his intellectual maturity, life experiences, and scholarly interests at that particular time. Writing it earlier or later would have changed its depth, perspective, and style, making it a different work altogether.

**V.** Jansie tries to convince Sophie because she is practical and realistic, aware of their working-class background. She understands that Sophie's dreams of wealth and fame are impractical and wants to protect her friend from future disappointment.

**VI.** Subbu was indispensable because of his creativity, loyalty, and versatility. He contributed ideas, wrote scripts and lyrics, and always supported the boss's vision. His cheerful nature and commitment to the studio made him highly valued.

### **Q11. Short Answers (Any $2 \times 2 = 4$ )**

**I.** Mr. Lamb helps Derry develop self-acceptance by encouraging him to look beyond his physical disability. Through positive conversation, openness, and warmth, he teaches Derry that fear and isolation are self-created and that confidence and human connection give life meaning.

**II.** The toy tiger becomes an instrument of destiny when its sharp sliver pierces the Maharaja's hand, causing infection and death. Ironically, after killing ninety-nine real tigers, the Maharaja is finally defeated by a harmless wooden toy, fulfilling the prophecy.

**III.** Zitkala-Sa felt humiliated because she did not understand the rules of table manners in the boarding school. She was forced to eat according to unfamiliar customs, which made her feel confused, embarrassed, and culturally oppressed, highlighting the loss of her native identity.

### **Q12. Long Answer (5 Marks)**

**A. "Keeping Quiet" urges collective introspection. Discuss.**

Pablo Neruda's poem "*Keeping Quiet*" advocates collective introspection through silence. The poet urges humanity to pause from constant activity, violence, and selfish pursuits. By asking us to count to twelve and remain silent, Neruda symbolically suggests a universal moment of reflection. This silence would help people realise the futility of wars, exploitation, and environmental destruction, where humans harm both one another and nature for personal gain.

He contrasts this silence with inactivity by clarifying that it does not mean death or stagnation, but thoughtful awareness. For example, fishermen would stop killing whales, and salt gatherers would rest their injured hands, indicating compassion and healing. Through silence, humans can understand their shared existence and develop empathy, harmony, and responsibility. Thus, the poem promotes silence as a powerful tool for self-realisation and global peace.

**OR**

**B. Example: Moments of Realisation: Franz and the Peddler**

Franz's moment of realisation is triggered when he learns that French will no longer be taught in Alsace schools. Hearing M. Hamel's emotional lesson, Franz understands the importance of his mother tongue, which he had earlier taken lightly. This awareness transforms his fear into regret and respect, conveying the message that language is central to identity and freedom.

The Peddler – The peddler's transformation is triggered by Edla Willmannsson's kindness and trust, despite knowing his theft. Her compassion awakens his conscience, leading him to return the stolen money. His change conveys the message that human goodness and empathy have the power to reform even the most lost souls.

**Q13. Answer ANY ONE in about 120–150 words. (5 Marks)**

**A. Patriotism, Humanitarianism, and Family Tradition in *The Enemy***

In *The Enemy*, Pearl S. Buck presents a conflict between patriotism, humanitarianism, and family tradition through Dr Sadao. As a Japanese citizen and a loyal subject of the Emperor, Sadao feels bound by patriotic duty to report the American prisoner of war. However, his humanitarian conscience as a doctor compels him to save the wounded man, as he believes it is his professional duty to preserve life regardless of nationality. Sadao's family upbringing, especially his father's emphasis on honour and service to Japan, deepens his inner struggle. Despite fear of being labelled a traitor, Sadao operates on the soldier and shelters him. Ultimately, Sadao resolves the conflict by secretly helping the soldier escape, thus balancing national loyalty with human compassion, highlighting the triumph of humanity over blind patriotism.

**B. Blurring of Imagination and Reality in *The Third Level***

In *The Third Level*, Jack Finney blurs the line between imagination and reality to reflect Charlie's desire to escape the stress and insecurity of modern life. Overwhelmed by war fears, job pressure, and materialism, Charlie longs for the peace and simplicity of the past. This yearning manifests in his hallucination of the third level of Grand Central Station, leading to the year 1894. The realistic details of gaslights, old currency, and Victorian clothing make the fantasy appear real, intensifying the confusion between reality and imagination. Charlie's fascination with Galesburg symbolises a romanticised past free from anxiety and competition. Through this narrative technique, Finney suggests that escapism is a psychological refuge, and the human mind often creates alternate realities to cope with the pressures of contemporary life.