



EMRS (PGT)

← →

English

Eklavya Model Residential Schools

Vol - 1



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1 CHAPTER

Reading

- **Unseen Passage:**
 - Factual, descriptive, or literary passages to assess:
 - Comprehension
 - Interpretation
 - Inference
 - Vocabulary

Reading Unseen Passages: What They Are and What You Need to Do

Unseen Passages are reading sections given to you that you have not seen before. You read them and then answer questions about what you have read.

The main goal of this exercise is to check **how well you can read, understand, and think** about new information.

Types of Passages You Might Read

The passages can be about different subjects:

1. **Factual Passages:** These passages give you real information, data, or reports. They are based on facts.
 - Example: A passage discussing **Organ Donation and transportation** ("green corridor") or about **ocean plastic pollution**.
 - Case-Based Factual Passages: Sometimes, these factual passages come with extra visual information like **charts, graphs, or statistical data** (like a bar chart showing internet usage for work or leisure). You must read both the text and the visuals to answer correctly.
2. **Descriptive Passages:** These passages aim to describe a person, place, or thing in detail, making you feel like you are there.
 - Example: A passage describing the **Naga Hills and the monsoon season** or a travelogue like the one about **Jerusalem**.
3. **Literary Passages:** These passages often tell a story, include complex emotions, or focus on narrative writing.
 - Example: A passage recounting the narrator's attempt to **cook rice** or the story about **Sherlock Holmes and Watson**.

Four Skills the Questions Will Check

The questions following the passage are usually Multiple Choice Questions (MCQs). They check four main skills:

1. Comprehension (Understanding the Facts)

This skill checks if you can understand the information that is **directly stated** in the passage.

- **Easy Language Explanation:** Can you find the basic details that the writer explicitly gave you?
- **What you must do:** Look for the direct answers to "who," "what," "where," or "when" questions.
- Example: Finding out where the **first green corridor in India** was created or the **percentage of ocean plastic that comes from land** (80%).

2. Interpretation (Explaining Meaning)

This skill checks if you can explain the meaning of ideas, arguments, or claims made in the passage.

- **Easy Language Explanation:** Can you explain why something is said, or what the significance of a statement is?
- **What you must do:** Go beyond the literal words and understand the purpose or intention.
- Example: Determining that the father's question about cooking rice was intended to **make the process sound simple**, rather than criticize the narrator.

3. Inference (Drawing Conclusions)

This is the ability to use the facts presented to draw a logical conclusion, even if that conclusion isn't explicitly written down.

- **Easy Language Explanation:** What can you figure out or guess logically based on the clues the passage gives you?
- **What you must do:** Read critically and relate the text to previous knowledge to draw conclusions.
- Example: A question asking what the narrator's **experimentation** showed about his character in the cooking passage (the answer being **presumptuous**). Or concluding that many states refer organ transplant cases to big hospitals because **they don't have well-trained experts**.

4. Vocabulary (Words and their Meanings)

This skill checks your knowledge of individual words and phrases, especially how they are used in the context of the passage.

- **Easy Language Explanation:** Do you know what difficult words mean, especially when they are used in a unique way in the story?
- **What you must do:** Look for synonyms or antonyms within the passage itself or determine the meaning based on how the word functions in the sentence. When answering vocabulary questions, you should **understand the context** rather than relying only on the dictionary definition.
- Example: Finding a word in the passage that means the same as 'save' (which is '**preserve**') or the meaning of '**onerous**'.

Important Tips for Reading Passages

- The total length of the passages combined is usually **700–750 words**.
- It is helpful to quickly **glance through the questions** before reading the passage thoroughly. This helps you anticipate the answers and identify important parts of the text.
- If you encounter a word you don't know, **concentrate on its usage** in the sentence to figure out its meaning, instead of getting frustrated.
- If the passage includes a chart or graph, **study the visual input carefully** to reach an accurate conclusion for related questions.

Understanding and Practice

1. Factual Passage Example: Ocean Plastic Pollution

The questions below assess **Comprehension**, **Interpretation**, **Inference**, and **Vocabulary** based on the factual passage, "Ocean Plastic Pollution".

Passage: Ocean Plastic Pollution

- (1) All of Earth's oceans share one thing in common: "plastic pollution". When people litter, or when the trash is not properly disposed off, things like plastic bags, bottles, straws, foam and beverage cups get carried to the sea by winds and waterways. About **80 percent of ocean plastic originates on land**. The rest comes from marine industries such as shipping and fishing.
- (2) In 2015, engineer Jenna Jambeck at the University of Georgia and other researchers calculated that at least **8 million tons of plastic trash are swept into the ocean from coasts every year**. That's the equivalent of a full garbage truck of plastic being dumped into the sea every minute. If current trends in plastic production and disposal continue, that figure will double by 2025. A report published by the World Economic Forum last year predicts that by 2050, **ocean plastic will outweigh all the fish in the sea**.
- (3) In today's world, plastic is everywhere. It's found in shoes, clothing, household items, electronics and more. There are different types of plastics, but one thing they all have in common is that they're made of **polymers**—large molecules made up of repeating units. Their chemical structure gives them a lot of advantages: they're cheap and easy to manufacture, lightweight, water-resistant, durable and can be moulded into nearly any shape.
- (4) Sea turtles eat plastic bags and soda-can rings, which resemble jellyfish, their favourite food. Seabirds eat bottle caps or chunks of foam cups. Plastic pieces may make an animal feel full, so it doesn't eat enough real food to get the nutrients it needs. Plastic can also block an animal's digestive system, making it unable to eat.
- (5) Plastic and its associated pollutants can even make it into our own food supply. Scientists recently examined fish and shellfish bought at markets in California and Indonesia. They found plastic in the guts of more than a quarter of samples purchased at both locations; in organisms that people eat whole, such as sardines and oysters, that means **we're eating plastic too**. In larger fishes, chemicals from plastic may seep into their muscles and other tissues that people consume.
- (6) One way to keep the ocean cleaner and healthier is through clean-up efforts. A lot of plastic waste caught in ocean currents eventually washes up on beaches. Removing it prevents it from blowing out to sea again.

Beach clean-up is ocean clean-up.

Questions and Options (Passage III)

Comprehension

1. Percentage of ocean plastic that originates from land is _____.

(A) 20% (B) 50%
(C) **80%** (D) 25%

Option (C) is correct.

Comprehension

2. Plastic is not biodegradable because it is made up of _____.

Option (D) is correct.

Interpretation

3. Which properties make plastic great for consumer goods?

(A) Biodegradability. (B) **Durability.**
(C) The dyes and flame retardants. (D) Ability of chemical absorption.
Option (B) is correct.

Comprehension

4. Which articles made of plastic generally cause pollution in the sea?

(A) Discarded plastic bags. (B) Beverage cups.
(C) Soda can-rings. (D) **All of these.**
Option (D) is correct.

Interpretation

5. How are larger fish affected by plastic?

(A) They can get entangled in plastic netting.
(B) Plastic may lead them to starvation.
(C) Plastic is found in their guts.
(D) **Plastic may go into their muscles and other tissues.**
Option (D) is correct.

Inference

6. What is the ultimate way to clean up an ocean?

(A) **The beach clean-up.** (B) Ban of plastic items.
(C) Prohibition of seabirds. (D) No food supply in surrounding area.
Option (A) is correct.

2. Descriptive Passage Example: Monsoon in the Naga Hills

The questions below assess **Comprehension**, **Interpretation**, **Inference**, and **Vocabulary** based on the descriptive passage, "Monsoon in the Naga Hills".

Passage: Monsoon in the Naga Hills

- (1) When you grow up in a place where it rains for five months a year, wise elders help you to get acquainted with the rain early. They teach you that it is ignorance to think that it is the same rain falling every day. Oh no! the rain is always doing different things at different times. There is rain that is gentle, and there is also rain that falls too hard and damages the crops. Hence, pray for the sweet rain that helps the crops to grow.
- (2) The monsoon in the Naga Hills goes by the native name, Khuthotei (which means the rice-growing season). It lasts from May to early or mid-October. The local residents firmly believe that Durga Puja in October announces the end to rain. After that, one might expect a couple of short winter showers, and the spring showers in March and April. Finally, comes the 'big rain' in May; proper rainstorms accompanied by heart-stopping lightning and ear-splitting thunder. I have stood out in storms looking at lightning arc across the dark skies, a light-and-sound show that can go on for hours.
- (3) This is the season when people use the word 'sezuo' and 'suzu' to refer to the week-long rains, when clothes don't dry and smell of mould, when fungus forms on the floor and you can't see the moon or the stars.

(4) The rains are also called after flowering plants and people believe that the blossoming of those plants draws out rain. Once the monsoon sets in, field work is carried out in earnest and the work of uprooting and transplanting paddy in flooded fields is done. The months of hard labour are June, July and August. In August, as the phrago plant begins to bloom, a rain will fall. This August rain, also called phrago, is a sign that the time for cultivation is over. If any new grain seeds are sown, they may not sprout; even if they do sprout, they are not likely to bear grain. The rain acts as a kind of **farmer's almanac**.

(5) For non-farmers, the month of September can be depressing, when the rainfall is **incessant** and the awareness persists that the monsoons will last out till October. One needs to have the heart of a farmer to remain grateful for the watery days, and be able to observe from what seems to the inexperienced as a continuous downpour—many kinds of rain.

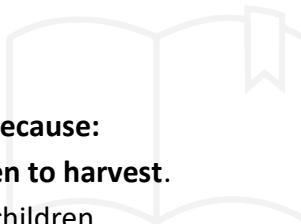
Questions and Options (Passage V)

Interpretation

1. The rains are called after flowering plants because:

(A) heavy rains kill plants. (B) flowers grow in the rainy season.
(C) it is believed that the plants bring the rain. (D) flowers grow all the year round.

Option (C) is correct.



Inference

2. The rain is like a calendar for farmers because:

(A) it tells them when to sow and when to harvest.
(B) it tells them the birthdays of their children.
(C) each month has a time for plantation.
(D) different kinds of rains tell different things.

Option (A) is correct.

Comprehension

3. What do elders want you to understand about rains?

(A) That rains are always welcomed.
(B) That the same rain falls every day.
(C) That the rain always damages the crops.
(D) That rain always does different things at different times.

Option (D) is correct.

Comprehension

4. What kind of rain is called 'sezuo' or 'suzu'?

(A) Winter monsoon. (B) Summer rains.
(C) Week long rain. (D) Short winter shower.

Option (C) is correct.

Interpretation

5. People pray asking the rain to retreat because:

(A) the fungus and mould need to dry. (B) children don't get a chance to play.
(C) the crops need the sun and heat to ripen. (D) they like to pray.

Option (C) is correct.

Vocabulary/Context

6. Pick up the option in which the word 'furrow' has not been used in the same way as in the passage.

(A) When he frowns a deep furrow forms in his brow.
(B) A ploughed field is divided into sections of equal width separated by furrows.
(C) Rapidly reaping the furrows, he fled across the field.
(D) The incessant rain filled all the furrows in the field with water.

Option (A) is correct.

3. Literary Passage Example: Cooking Rice

The questions below assess **Comprehension, Interpretation, Inference, and Vocabulary** based on the literary passage, "Cooking Rice".

Passage: Cooking Rice

(1) "Who doesn't know how to cook rice? Cooking rice hardly takes time," said my father. So, I challenged myself. I switched from news to You Tube and typed, "How to cook rice?" I took one and a half cups of rice. Since I didn't have access to a rice cooker, I put the rice in a big pot. Firstly, the rice has to be washed to get rid of dust and starch. I thought I won't be able to drain the rice and that it will fall out of the pot. I observed the chef as I swirled the rice around and used my **dexterous** hands to drain it, not once, not twice, but three times. I looked down at the sink and saw less than 50 grains that made their way out of the pot. Suffice to say, I was up to the mark.

(2) The video stated that the key to perfect rice is equal amount of rice and water. I have heard that professionals don't need to measure everything; they just know what the right amount is. But as this was my first time in the kitchen, I decided to experiment by not measuring the water needed for boiling the rice. I wanted the rice to be firm when bitten, just like pasta. I don't enjoy the texture of mushy rice. It has to have that **chutzpah**; it has to resist my biting power just for a bit before disintegrating.

(3) After what seemed like 10 minutes, all the water disappeared. I went in to give it a good stir. To my surprise, some of the rice got stuck to the pot. I tried to scrape it off but to no avail. At the same time, there was a **burning smell** coming from it. I quickly turned the stove off. "What have you done to the kitchen?" My mother shouted while coming towards the kitchen. I managed to ward her off.

(4) Finally, when the time came to taste my creation, I was surprised! It wasn't bad at all. The rice had the desired consistency. Sure, a little more salt would've been better, but I just added that while eating. The experience was fairly rewarding and memorable. It taught me a new sense of respect for those who cook food on a regular basis.

Questions and Options (Passage I)

Interpretation

1. Father's question to the narrator, about knowing how to cook rice, was intended to:

(A) criticize the narrator's lack of abilities.
(B) **make the process sound simple.**
(C) encourage the narrator to take up cooking.
(D) showcase his own expertise in cooking rice.

Option (B) is correct.

Comprehension

2. Based on your understanding of the passage, choose the option that lists the correct sequence of the process.

1. Use water to wash the rice.
2. Repeat the process three times.
3. Drain the water off.
4. Put rice in a utensil.
5. Swirl the rice around in water.

(A) 4,2,1,3,5
(B) 1,3,2,5,4
(C) 4,1,5,3,2
(D) 5,1,2,4,3

Option (C) is correct.

Vocabulary

3. The narrator says that he has dexterous hands. He would have had a problem had it been the opposite. NOT BEING dexterous means, being _____.

(A) uncomfortable
(B) clumsy
(C) unclear
(D) clueless

Option (B) is correct.

Inference

4. According to the passage, the fact that the narrator risked experimentation, on his maiden attempt in the kitchen, shows that he was _____.

(A) conscientious
(B) nervous
(C) presumptuous
(D) courteous

Option (C) is correct.

Vocabulary

5. Pick the option showing the CORRECT use of the word 'chutzpah'.

(A) It is the court's duty to dispense chutzpah to everyone irrespective of caste or creed.
(B) The speaker may not have much of a stage presence, but you've got to admit she's got chutzpah.
(C) I could crack the code easily which proved me to be a chutzpah and I was the only one who could do so.
(D) After his father's demise, the daughter took over the family's chutzpah to save it from disaster.

Option (B) is correct.

Interpretation

6. Pick the option that correctly lists the final feelings of the writer with reference to the cooking experience.

1. frustrating
2. amusing
3. satisfying
4. disillusioning
5. exacting
6. Enlightening.

(A) 1 and 4
(B) 2 and 5
(C) 3 and 6
(D) 1 and 3

Option (C) is correct.

More Practice

Passage 1: The Old Banyan (extended)

A village square was dominated by an ancient banyan tree whose roots hung like curtains and whose canopy shaded market stalls and gossip alike. Generations had tied festival lamps to its branches, read letters beneath it, and resolved disputes on its broad roots. When the municipal men planned to widen the road, many villagers pleaded to save the banyan. In the end the road curved around the tree, and life continued—children chased kites under its branches while elders remembered names and stories the tree had sheltered. The banyan’s trunk bore carved initials from decades of visitors; its leaves recorded seasons in a slow, green ledger. Even newcomers learned to orient themselves by the tree’s shadow and the bench beneath it where old men played chess.

Section A — Comprehension

(4 × 2)

1. Summarise the passage in three sentences.
2. Identify two factual details about the banyan’s uses.
3. Why was the road widened and what final decision was made?
4. What physical evidence shows the tree’s long social history?

Section B — Inference & Analysis

(3 × 3)

5. What values does the village place on the banyan? Provide two textual proofs.
6. Identify one literary device in the passage and explain its effect on tone.
7. How does the passage present continuity between generations? Give two examples.

Section C — Vocabulary & MCQs

(4 × 1)

8. Choose the best synonym for canopy: (a) root (b) covering (c) noise (d) market.
9. What does the phrase “green ledger” suggest? (short answer)
10. MCQ: The word pleaded most nearly means: (a) demanded (b) begged (c) ignored (d) planned.
11. Give the meaning of “orient” as used here.

Section D — Cloze

(4 × 1)

- Remove four advanced words from the passage and supply an 8-item bank. Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Word bank: canopy; ledger; carved; pleaded; shelter; orient; disputes; bench.

Section E — Extended HOT essay

(10)

12. Write a 300–400 word analytical essay discussing how public spaces shape communal identity, using the banyan passage as your primary text and suggesting two practical policies local councils could adopt to preserve such spaces.

Passage 2: A Dawn on the Lake (extended)

Mist hovered low over the lake as the first fishermen pushed off in single wooden skiffs. A heron stood on a rock, patient as a sentry, waiting for a ripple to betray a fish. The sky faintly blushed from grey to pink; even the distant hills seemed to wake more slowly. The village behind the reed beds was still; only the oars whispered against water and the soft cluck of returning birds disturbed the hush. As light strengthened, nets were checked and thermoses opened; a child on the shore squealed at a crab and a woman called the names of those still at the stall.

Section A — Comprehension**(4 × 2)**

1. Summarise the scene in three sentences.
2. List two actions performed by fishermen.
3. Where is the village in relation to the lake?
4. What auditory details does the author use to set the scene?

Section B — Inference & Analysis (3 × 3)

5. What mood does the author create and which two phrases convey it?
6. How does the heron function symbolically within the scene? Offer two reasons.
7. Discuss the role of small domestic actions (thermoses, calling names) in grounding the passage's realism.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define "skiff" in one line.
9. MCQ: "patient as a sentry" implies the heron is: (a) restless (b) alert and still (c) loud (d) playful.
10. What does "hush" mean here? Give a one-word synonym.
11. Explain "reeds" in ecological context.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: mist; skiff; heron; reed; thermos; whisper; crab; ripple.

Section E — Extended HOT essay**(10)**

12. In 300–400 words, analyze how the author balances human activity and natural description to create a unified scene. Conclude with one suggestion for using such imagery in environmental education.

Passage 3: The Solar Farm (extended factual)

A new solar farm covers 250 hectares on previously unused land. It contains 80,000 photovoltaic panels and produces up to 60 megawatts of power—enough to serve approximately 30,000 homes. The project reduced carbon emissions by an estimated 45,000 tonnes annually and includes a battery array to smooth supply during brief cloud cover. Local schools receive educational visits, a share of revenue supports community health services, and a small perimeter is set aside for wildflower strips to support pollinators. Project planners emphasize maintenance training for local youth to create ongoing employment.

Section A — Comprehension**(4 × 2)**

1. Summarise the project's key features in three sentences.
2. How much power does the farm produce and for how many homes?
3. List two social benefits mentioned.
4. Why is a battery array included?

Section B — Inference & Analysis**(3 × 3)**

5. What does the inclusion of wildflower strips and training suggest about sustainability scope? Provide two points.
6. Evaluate the claim of reducing emissions by 45,000 tonnes—what assumptions might underlie that figure?
7. Assess potential trade-offs between land use and renewable energy expansion.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “photovoltaic.”
9. MCQ: “perimeter” most nearly means: (a) center (b) boundary (c) height (d) color.
10. What is meant by “smooth supply” in one sentence.
11. Explain “pollinators” in ecological terms.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: photovoltaic; megawatts; battery; wildflower; revenue; hectares; pollinators; maintenance.

Section E — Extended HOT essay**(10)**

12. Discuss in 300–400 words whether large-scale solar farms should prioritize biodiversity measures and local employment alongside energy targets. Use this passage as evidence and propose two policy recommendations.

Passage 4: Market at Dusk (extended)

Streetlamps flickered on as traders closed their stalls, folding bright fabrics and stacking earthen pots. Aromas of spices and frying snacks drifted past, mingling with the scent of wet pavement. Children chased a stray dog until a vendor laughed and offered them warm samosas. Lanterns reflected on puddles; the market’s chatter softened into friendly farewells before the lane emptied and the night watchman walked the rows, tapping his stick. Nearby, a rickshaw driver leaned his bicycle and salted tea cooled as an old couple counted coins for the day’s profit.

Section A — Comprehension**(4 × 2)**

1. Give a three-sentence summary of the closing market scene.
2. Name two sensory images used to depict the market.
3. What action does the vendor take toward the children?
4. Who secures the market at night and how is he described?

Section B — Inference & Analysis**(3 × 3)**

5. What does the vendor’s gesture reveal about community relations? Cite two lines.
6. Identify and explain the passage’s tone.
7. Analyze how small economic details (coins, daily profit) contrast with communal warmth.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “lantern” in one line.
9. MCQ: “farewells” is closest to: (a) greetings (b) goodbyes (c) meals (d) transactions.
10. What is the connotation of “wet pavement” in this context? One sentence.
11. Explain “rickshaw” to an international reader.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: pavement; samosas; lanterns; vendor; rickshaw; twilight; watchman; puddles.

Section E — Extended HOT essay**(10)**

12. Write 300–400 words analyzing how everyday rituals at dusk sustain urban social life, drawing on evidence in the passage and suggesting one municipal program to support street vendors.

Passage 5: The Hidden Stream (extended literary)

He found the stream by accident, a silver ribbon threading the valley, secret as an old promise. Dragonflies stitched the air above it; moss clung to stones like soft green letters. He lingered where the water curved and listened to the tiny, steady speech of currents and pebbles. For a while the world narrowed to the stream's hush, and memories, light as leaves, floated up and away. Later he sat on a bank and catalogued sounds—water on stone, a distant bell, the hush of rain in far foliage—and wondered how small places could hold such vast private histories.

Section A — Comprehension

(4 × 2)

1. Summarise the narrator's experience in three sentences.
2. List two images used to describe the stream.
3. What sensory detail is exploited to evoke intimacy?
4. Where does the narrator sit later and what does he catalogue?

Section B — Inference & Analysis (3 × 3)

5. What might the stream symbolize for the narrator? Provide two interpretations with textual support.
6. How does the metaphor "moss clung to stones like soft green letters" affect meaning?
7. Discuss the theme of memory in the passage and link it to one phrase.

Section C — Vocabulary & MCQs (4 × 1)

8. Define "linger" as used here.
9. MCQ: "threading the valley" suggests: (a) cutting (b) running smoothly (c) breaking (d) hiding.
10. What is a suitable synonym for "hush"?
11. Explain "catalogued" in this context.

Section D — Cloze (4 × 1)

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: ribbon; dragonflies; moss; lingered; hush; catalogue; currents; pebbles.

Section E — Extended HOT essay (10)

12. In 300–400 words, analyze how small natural places function as repositories of memory and self-reflection. Use examples from the passage and one philosophical or psychological idea to support your argument.

Passage 6: Urban Rooftop Garden (extended factual/descriptive)

On a tenth-floor rooftop, residents converted an unused terrace into a garden of raised beds and insect-friendly flowers. Over two years the plot produced vegetables for participating families, lowered the balcony temperatures by several degrees, and attracted bees and butterflies. Workshops taught composting and water-saving irrigation. The council now offers small grants and encourages other buildings to replicate the model, while a local NGO coordinates seed-sharing and pest-management clinics. Seasonal harvest festivals further strengthened neighbourly ties and informal markets exchanged surplus produce.

Section A — Comprehension

(4 × 2)

1. Summarise the rooftop project in three sentences.
2. List three practical benefits of the garden.
3. Who coordinates seed-sharing and what else is offered?
4. How has the council responded?

Section B — Inference & Analysis**(3 × 3)**

5. What social changes does the garden bring to the building? Provide two textual proofs.
6. Evaluate scalability: what challenges might other buildings face in replicating this model? List two and justify.
7. Explain how the garden contributes to urban climate resilience.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “raised beds” in horticulture.
9. MCQ: “pest-management clinics” most nearly refer to: (a) medical clinics (b) workshops on dealing with pests (c) marketplaces (d) festivals.
10. What does “seasonal” mean here? One-word synonym.
11. Explain “replicate” as used in the passage.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: raised; composting; grants; NGO; irrigation; harvest; pollinators; festivals.

Section E — Extended HOT essay**(10)**

12. In 300–400 words argue whether city councils should prioritize green roofs over other urban investments, using evidence from the passage and two cost–benefit considerations.

Passage 7: A Letter Never Sent (extended literary)

She folded the letter three times and slid it into a drawer with postcards and cheap silver coins. On the paper she had written things she had never dared say aloud; the sentences trembled where grief and longing had left fingerprints. Each evening she opened the drawer and read a paragraph as if practicing for courage. The letter remained unsent not from indifference but from a careful reluctance to change what still felt whole in memory. Years later the drawer still held the letter, edges soft with handling, proof of a life kept in ink and habit rather than reclaimed in speech.

Section A — Comprehension**(4 × 2)**

1. Summarise the woman’s routine in three sentences.
2. Where does she keep the letter and what else is in the drawer?
3. Why does she read it each evening?
4. How has the letter physically changed over time?

Section B — Inference & Analysis**(3 × 3)**

5. What internal conflict does the narrator face? Support with two lines.
6. Discuss the theme of memory versus action in the passage.
7. Identify one image that conveys tenderness and explain its effect.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “reluctance” in one line.
9. MCQ: “trembled where grief and longing had left fingerprints” most nearly suggests: (a) physical fingerprints (b) emotional traces (c) legal marks (d) weathering.
10. What does “unsent” imply about communication? One sentence.
11. Explain the connotation of “soft with handling.”

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: folded; postcards; trembled; reluctance; unsent; fingerprints; drawer; habit.

Section E — Extended HOT essay (10)

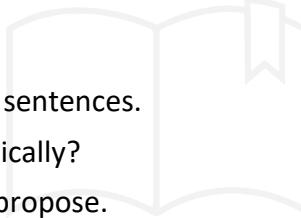
12. Write 300–400 words reflecting on how private artifacts preserve identity, comparing the passage to one example from history, literature, or personal observation. Conclude with a critical statement about public versus private memory.

Passage 8: The Migratory Shorebird (extended factual)

Each winter, thousands of shorebirds travel along a narrow coastal flyway to a protected wetland where they feed on mudflat invertebrates. Studies show the site is a critical refuelling stop: birds double their weight there before the next leg. Disturbance by recreational visitors reduces feeding time and can lower survival rates during migration. Conservationists propose timed visitor zones, interpretive boards, and seasonal closures to balance tourism and protection. Local guides now lead quiet tours and a volunteer warden program records disturbance incidents to inform adaptive management.

Section A — Comprehension**(4 × 2)**

- Summarise the wetland's role in three sentences.
- What happens to birds at the site physically?
- Name two measures conservationists propose.
- What monitoring action is used to manage disturbance?

**Section B — Inference & Analysis****(3 × 3)**

- Why might recreational visitors lower survival rates? Provide two mechanisms.
- Evaluate the effectiveness of timed visitor zones versus seasonal closures. Provide advantages of each.
- Discuss how community involvement is represented in the passage and why it matters.

Section C — Vocabulary & MCQs**(4 × 1)**

- Define “refuelling” in a biological migration context.
- MCQ: “invertebrates” are animals that: (a) have bones (b) lack a backbone (c) are plants (d) are mammals.
- What does “flyway” mean? One-line definition.
- Explain “interpretive boards” as used here.

Section D — Cloze (4 × 1)

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: flyway; refuelling; invertebrates; disturbance; volunteers; seasonal; warden; mudflat.

Section E — Extended HOT essay (10)

12. In 300–400 words, propose a balanced visitor-management plan for a sensitive wetland that supports both local livelihoods and bird conservation, using evidence from the passage.

Passage 9: Forgotten Workshop (extended descriptive)

The workshop smelled of oil and old wood. Tools lay like sleeping animals on pegboards; a plane's blade still gleamed even though no one had used it in weeks. Sunlight from a high window fell in a dust-mote theatre across the central workbench. Photographs pinned to a beam showed apprentices smiling beside benches, hands raw with effort, pride visible in sweat and sawdust. A calendar on the wall listed classes that had ended; a faded poster advertised a fair long past. The place suggested absence but preserved traces of sustained workmanship.

Section A — Comprehension

(4 × 2)

1. Summarise the scene in three sentences.
2. List two details that indicate the workshop is seldom used.
3. What evidence shows the workshop's teaching past?
4. What sensory image dominates the description?

Section B — Inference & Analysis

(3 × 3)

5. What emotion does the workshop evoke and which two phrases support this?
6. How do visual artifacts (photographs, posters) function to tell history?
7. Analyze the metaphor "tools lay like sleeping animals" and its effect.

Section C — Vocabulary & MCQs

(4 × 1)

8. Define "pegboard" briefly.
9. MCQ: "gleamed" most nearly means: (a) rusted (b) shone (c) fell (d) broke.
10. What does "dust-mote theatre" convey in one sentence.
11. Explain "apprentices" in trade education.

Section D — Cloze

(4 × 1)

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: oil; pegboard; gleamed; apprentices; sawdust; poster; theatre; calendar.

Section E — Extended HOT essay

(10)

12. In 300–400 words evaluate how preserving craft workshops contributes to cultural heritage and vocational education, proposing two measures to revive such places.

Passage 10: The Apprentice Bee (extended)

A worker bee will spend weeks learning the hive's choreography—cleaning cells, feeding larvae, and fanning the queen's chamber. The smallest gestures ensure the colony's survival. One young bee paused at the edge of the comb, sunlight tracing the hair on her thorax, and for a moment the hive seemed as intricate as any city—an economy of service and unspoken loyalty woven into wax. Scientists describe hive roles with precise terms; the passage renders them as intimate, showing how collective order creates resilience.

Section A — Comprehension

(4 × 2)

1. Summarise the hive description in three sentences.
2. List three tasks performed by worker bees.
3. What analogy does the author draw to describe the hive?
4. What does the passage suggest about the relationship between individual acts and colony survival?

Section B — Inference & Analysis**(3 × 3)**

5. How does the city metaphor change a reader's perception of insect life? Two effects.
6. Discuss the balance between scientific precision and poetic description in the passage.
7. What ethical or environmental lessons might a human society draw from the hive?

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define "thorax" in entomological terms.
9. MCQ: "larvae" refers to: (a) adult bees (b) immature developmental stage (c) queen bees (d) flowers.
10. What does "choreography" imply about hive activity? One sentence.
11. Explain "resilience" as used here.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: cleaning; larvae; fanning; thorax; choreography; economy; resilience; wax.

Section E — Extended HOT essay**(10)**

12. In 300–400 words, discuss what human organizational models might learn from eusocial insects like bees, referencing the passage and two contemporary examples (workplace, community initiatives, governance).

Passage 11: The Last Tram (extended literary)

The tram hummed like a tired machine through the old quarter, passing shuttered bookshops and the café that had served its last espresso. Only a few passengers rode tonight; a man with a satchel, a woman rehearsing phone calls, and an old conductor who still wore his brass badge with ceremony. When the final bell sounded at the terminus, the conductor closed the gate slowly as if sealing an era. In the depot, the tram's brass handles still bore polished wear from years of commuters; graffiti on the siding told newer, louder stories. The last run felt like a small civic funeral.

Section A — Comprehension**(4 × 2)**

1. Summarise the final tram scene in three sentences.
2. Name three passengers or people on the tram.
3. What detail suggests long public use of the tram?
4. How does the author describe the conductor's action at the end?

Section B — Inference & Analysis**(3 × 3)**

5. What emotions does the passage evoke about urban change? Provide two textual extracts.
6. Explain the metaphor "small civic funeral" and its implications.
7. How does the juxtaposition of polished handles and graffiti comment on history and modernity?

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define "terminus."
9. MCQ: "sealed an era" most nearly means: (a) opened a new era (b) closed a phase (c) celebrated (d) ignored.
10. What nuance does "hummed like a tired machine" give the tram? One sentence.
11. Explain "polished wear" as evidence of use.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: hummed; shuttered; conductor; terminus; brass; graffiti; depot; funeral.

Section E — Extended HOT essay (10)

12. Write 300–400 words on how transport networks shape urban memory, using the tram passage and two historical or contemporary examples to argue for or against preserving old transport lines.

Passage 12: Rainfed Farming (extended factual)

In the dry plateau, farmers depend on monsoon rains for crops. When rainfall arrives on time, sorghum and pulses flourish, improving incomes and food security. In years of scant rain, households turn to drought-tolerant crops, water-harvesting pits, and staggered sowing dates. Agricultural extension services now teach soil moisture retention and low-cost drip irrigation, helping farmers reduce vulnerability and stabilize yields. Cooperative groups also negotiate better seed prices and micro-loans to manage lean seasons.

Section A — Comprehension**(4 × 2)**

- Summarise farming strategies on the plateau in three sentences.
- Name three adaptation methods farmers use during scarce rain.
- What do extension services teach?
- How do cooperatives assist farmers financially?

Section B — Inference & Analysis**(3 × 3)**

- What long-term benefits could staggered sowing bring beyond a single season? Give two reasons.
- Evaluate how low-cost drip irrigation might change gendered labor patterns on farms. Provide one justified inference.
- Discuss trade-offs between traditional cropping and drought-tolerant varieties.

Section C — Vocabulary & MCQs**(4 × 1)**

- Define “drought-tolerant” succinctly.
- MCQ: “harvesting pits” are primarily for: (a) irrigation (b) storing harvested grain (c) collecting runoff water (d) planting seeds.
- What does “stabilize yields” mean in one sentence.
- Explain “micro-loans” for rural households.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: monsoon; sorghum; drought-tolerant; drip; extension; cooperative; pits; sowing.

Section E — Extended HOT essay**(10)**

12. In 300–400 words, propose an integrated rural resilience program for the plateau region combining traditional knowledge and modern techniques, using passage details and two concrete project ideas.

Passage 13: The Small Library (extended literary)

The library occupied two rooms above a bakery, the air always puffed with flour and pages. Its shelves were an uneven city of spines—some new and proud, others soft with handling. Children came after school to sit on mismatched chairs and read aloud to one another, learning accents and courage between chapters. The librarian, who wore spectacles like small moons, recommended a stack of books and smiled as if the right story could reroute a life. Storytime ended with sticky fingers and borrowed extensions of time; neighbours donated books and a shelf of local histories grew.

Section A — Comprehension

(4 × 2)

1. Summarise the library scene in three sentences.
2. What sensory image links the bakery and library?
3. What does the librarian do that suggests belief in books' power?
4. How is community involvement described?

Section B — Inference & Analysis

(3 × 3)

5. How does the library foster social mobility or confidence in children? Give two examples.
6. Discuss the metaphor “uneven city of spines” and its implications for diversity of readers.
7. Evaluate the role of local histories on the shelf in community identity.

Section C — Vocabulary & MCQs

(4 × 1)

8. Define “spectacles” in one line.
9. MCQ: “soft with handling” most nearly means: (a) brand new (b) frequently read (c) rare (d) discarded.
10. What nuance does “reroute a life” carry? One sentence.
11. Explain “donated” in the context given.

Section D — Cloze

(4 × 1)

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: bakery; spines; spectacles; storytime; mismatched; donated; shelf; histories.

Section E — Extended HOT essay

(10)

12. In 300–400 words argue for the importance of small community libraries in educational equity, using the passage and two policy suggestions to support your case.

Passage 14: River Restoration (extended factual/environmental)

A community-led river restoration removed invasive reeds, re-planted native willow and tamarisk, and created riffles to oxygenate water for fish. Within three seasons fish diversity rose by 60 percent and migratory insect numbers increased. Volunteers monitor water quality monthly and local schools use the river as an outdoor classroom. The project won a regional sustainability award, inspired neighbouring towns, and led to a small eco-tourism initiative that employs former reed-cutters.

Section A — Comprehension

(4 × 2)

1. Summarise the restoration project in three sentences.
2. Name two ecological actions taken during restoration.
3. What measurable ecological outcomes occurred?
4. How did the project affect local livelihoods?

Section B — Inference & Analysis**(3 × 3)**

5. What does a 60 percent rise in fish diversity indicate about ecosystem health? Provide two implications.
6. Analyze how converting former reed-cutters into eco-tourism staff reflects adaptive management.
7. Discuss potential long-term challenges for sustaining restoration gains.

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “riffles” in stream ecology.
9. MCQ: “invasive” most nearly means: (a) native and beneficial (b) non-native and harmful (c) seasonal (d) aquatic only.
10. What is an “outdoor classroom” and why is it educationally valuable? One sentence.
11. Explain “eco-tourism” in practical terms.

Section D — Cloze**(4 × 1)**

- Blanks: (A) _____ (B) _____ (C) _____ (D) _____. Bank: invasive; willow; riffles; diversity; volunteers; classrooms; award; eco-tourism.

Section E — Extended HOT essay**(10)**

12. In 300–400 words propose a five-year monitoring plan to ensure the river’s ecological recovery is sustained, citing passage evidence and two monitoring indicators.

Passage 15: Night Notes (extended literary)

From his window he heard the city at night—distant horns, a radio’s half-remembered song, someone arguing softly, a child’s laughter. He kept a small notebook and recorded these sounds as if they were a private score. Sometimes the noises stitched together into something like a memory he had never lived; other times a single laugh could open a map of old streets. He slept with the notebook beside him, afraid that morning might erase the music. On some nights he transcribed sound into little poems and mailed them anonymously to friends who said they recognised the places.

Section A — Comprehension**(4 × 2)**

1. Summarise the narrator’s nightly practice in three sentences.
2. List three sounds mentioned.
3. Why does he keep the notebook beside him?
4. What additional step does he take with some transcriptions?

Section B — Inference & Analysis**(3 × 3)**

5. What does the notebook reveal about his relationship to memory and place? Support with two examples.
6. Analyze the phrase “private score” and its literary resonance.
7. How does anonymous mailing add complexity to the narrator’s character?

Section C — Vocabulary & MCQs**(4 × 1)**

8. Define “transcribe” in this context.
9. MCQ: “half-remembered” most nearly means: (a) fully recalled (b) dimly remembered (c) forgotten completely (d) loudly played.
10. What is the connotation of “erase the music” here? One sentence.
11. Explain “map of old streets” as a metaphor.