



CAMBRIAN PUBLIC SCHOOL

KANKE ROAD, RANCHI

REVISION ASSIGNMENT - 2

Subject: English Core (301)

Class: XI

Competency-Based & Application-Oriented Assignment

General Instructions

- Attempt all 10 questions. Sub-parts are compulsory unless an internal choice is given.
- The questions assess comprehension, inference, analysis, evaluation, creativity and application.
- Follow CBSE formats and prescribed word limits for Debate and Speech.
- For literature questions, support your answers with relevant textual references and reasoning.
- Write answers neatly and number them clearly.

SECTION A – READING SKILLS

1) Unseen Passage

Read the passage carefully and answer all the questions that follow.

The ability to think critically has become increasingly important in a world overflowing with information. Students can now access articles, videos, opinions and statistics within seconds. Yet access to information does not automatically produce understanding. A thoughtful learner pauses to ask whether a claim is reliable, what evidence supports it, whether another explanation is possible and how the new information connects with existing knowledge.

Technology can support this process when it is used deliberately. For example, a student researching climate change may consult several sources, compare their evidence and identify the difference between a scientific finding and an unsupported opinion. The same student may use digital tools to organize but must still make the final judgement about its credibility.

Schools can strengthen such habits through discussion, projects and problem-solving. When students are asked to defend an interpretation with evidence, they learn that an answer is stronger when it can be justified. When an experiment produces an unexpected result, students can learn to investigate rather than simply label it a failure. These habits are useful beyond examinations. They help people judge news reports, advertisements, public arguments and everyday decisions.

In an age when information is abundant, education therefore has a responsibility to develop not only knowledgeable students but also careful thinkers.

- a) What is the central idea of the passage?
- b) Why does access to information not automatically produce understanding?
- c) What does the example of researching climate change illustrate about responsible learning?
- d) Which classroom practices does the writer recommend for developing critical thinking? Mention any two.
- e) Explain the meaning of “used deliberately” in the context of technology.
- f) Do you agree that an unexpected experimental result can be a learning opportunity? Give a reasoned answer in 50–60 words.

2) Note Making

Urban green spaces are important parts of healthy cities. Parks, community gardens, tree-lined roads and small areas of vegetation can reduce heat, absorb rainwater and support birds and insects. They also provide places for walking, recreation, reading and social interaction. For children, green areas can encourage imaginative play and direct observation of nature.

However, simply creating a park is not enough. Green spaces must be safe, accessible, clean and maintained. Community participation can make such projects more successful because local residents understand neighbourhood needs. Schools can contribute through tree planting, biodiversity surveys and responsible waste management.

Thus, urban greenery should not be considered a luxury. It contributes to environmental resilience, public well-being and stronger communities. Cities that plan adequate green spaces are more likely to become liveable and sustainable.

- 3) Read the following passage. Prepare notes with a suitable title, four main headings, relevant sub-headings and at least four standard abbreviations. Also write a summary in 80–100 words.

SECTION B – CREATIVE WRITING SKILLS

4) Debate

Your school is considering replacing some printed textbooks with digital learning resources. Write a debate either FOR or AGAINST the motion: “Digital learning should replace printed textbooks in senior classes.” Use logical arguments, examples and a rebuttal. (120–150 words)

5) Speech

You are invited to speak at a school assembly on “The Power of Reading in the Age of Short Videos”. Explain how reading develops attention, imagination, vocabulary and critical thinking. End with a strong appeal to students. (120–150 words)

SECTION C – LITERATURE

6) The Voice of the Rain

- Why does the rain call itself the “Poem of Earth”? Explain the metaphor in relation to the water cycle and renewal.
- How does personification make the poem more meaningful and engaging?
- The poem combines scientific observation with poetic imagination. Explain this statement with two examples.
- Write a 60–80-word message in the voice of the rain to people living in a city facing water scarcity.

7) The Laburnum Top

- Explain the contrast between the silent laburnum tree at the beginning and the sudden activity after the goldfinch arrives.
- Why is the goldfinch’s movement compared to a machine? What does this reveal about her movement?
- How do sound and visual imagery help the reader experience the scene?
- What does the poem suggest about the relationship between family, shelter and nature?

8) Discovering Tut: The Saga Continues

- Why is the discovery of Tutankhamun’s tomb historically significant? Give two reasons.
- How does modern technology, especially scientific examination, change the way Tut’s mummy can be studied?

- c) How does the chapter demonstrate that scientific investigation can refine earlier assumptions about the past?
- d) Do you think scientific curiosity should always be balanced with respect for cultural and historical remains? Give a reasoned response in 100–120 words.

SECTION D – INTEGRATED COMPETENCY-BASED QUESTIONS

9) Comparative Thinking

Both *The Voice of the Rain* and *The Laburnum Top* present nature as active rather than merely decorative. Compare how the two poems use movement, imagery, sound or personification to create this effect. (120–150 words)

10) Application & Critical Thinking

A student says, “Poetry is only about feelings, while *Discovering Tut* is only about facts.” Evaluate this statement with reference to *The Voice of the Rain*, *The Laburnum Top* and *Discovering Tut: The Saga Continues*. Show how all three texts require observation, interpretation and inference. (150–180 words)

11) Integrated Creative Task

Your school is organising an exhibition titled “Nature, Memory and Discovery”. Prepare a 150–180-word curator’s note connecting the three literature texts. Your note should explain:

- a) One important idea from each text,
- b) One connection among the texts, and
- c) What students can learn from these texts about observing the world and interpreting evidence.

— **End of Assignment** —