SAMPLE Flamingo Prose · The Last Lesson · Full chapter Free sample · 30 of 106 pages

Class 12 English | Flamingo – Prose | Chapter 1

The Last Lesson – Alphonse Daudet

Introduction

- 'The last lesson 'stresses on the importance of education and the necessity to respect and learn one's own language.
- This story draws our attention to the unfair practice of linguistic chauvinism.
- It refers to an unreasonable pride in one's own language while disregarding all the other languages as inferior.

Background of the Story

- The story, 'The Last Lesson'has been set in the background of the Franco-Prussian war that was fought in 1870- 71 between Prussia and France.
- The Prussians captured the districts of Alsace and Lorraine.
- New orders were issued according to which German language was to be taught in place of French in these two districts.

Summary of the Story

- The narration of this story is by a French boy, Franz.
- Franz is a lazy boy.
- However, in spite of his laziness, Franz likes to play and is of a sensitive nature.
- Furthermore, Franz hates his teacher M. Hamel in his school and has no interest in studying French.
- An order has come from Berlin after taking over the districts of Alsace and Lorraine in France that the German language rather than the French should be taught in the schools there.
- Furthermore, it is the school French teacher M. Hamel's last day.
- This teacher has been working there for forty years.
- Moreover, the teacher has feelings of patriotism.

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- He is also full of nostalgia and grief.
- The village men also attend his 'last lesson' so as to honour and respect him.
- The village is regretting and is sad that they didn't learn their mother tongue in their childhood.
- Franz receives a big shock when he learns that this is his last lesson in French.
- He is shocked because he does not know French.
- Furthermore, on learning about the last lesson, a sudden interest arises in him for learning French.
- Moreover, he pays careful attention and learns everything taught on this last day.
- Instantly, he develops a liking for the teacher M. Hamel.
- His feelings of hatred for him suddenly came to an end.
- Moreover, Franz develops respect for the hard work and sincerity of his teacher.
- Franz is sad and ashamed for being unable to recite his lesson.
- Hamel explains that they all are at fault for lacking eagerness to learn.
- Furthermore, he also includes himself in this fault.
- He blames himself for lack of sincerity in teaching them.
- There is a reflection of his patriotism in his praise for the French language.
- He says that the French language is the most logical and beautiful language in the world.
- It seems that M. Hamel got emotional on this occasion.
- Furthermore, he asks the class to guard their language.
- He says that being close to one's language is a way to escape the clutches of slavery.
- This language will assist them in attaining freedom from the Germans.
- The people realize the significance of their mother tongue.
- Moreover, they feel the reason for their defeat is illiteracy.

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- Franz feels that it is impossible to remove one's language from a person.
- This is because it is something that is natural to a person.
- This means that no matter how hard the opposition may try, they will fail to remove one's language.

Key Points

- The story covers the times when French districts of Alsace and Lorraine were taken over by Prussia.
- The language German was imposed on French people.
- People were deeply shattered.
- They realized what they had lost.

Franz notices the changes around him and in the school

- It was a bright day; birds were chirping and the Prussian soldiers were drilling
- A crowd was gathered around the bulletin board
- School was unusually quiet- No sound of desks opening
    - No Sound of lessons repeated
    - No Sound of rapping of teacher's ruler
- Mr. Hamel didn't scold him
- Mr. Hamel was wearing his Sunday dress -green coat, frilled shirt and black silk hat
- The backbenches were occupied by the adults of the village-Hauser, postmaster and others
- Mr. Hamel announced about that being the last lesson in French

Franz's reaction to the last lesson in French

- He was shocked.
- He realized his deficiency in the language and wished that he had not wasted his time.

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- He repented wasting his time in fruitless activities (chasing bird's eggs, sliding on the saar)
- He appreciated the efforts of Mr. Hamel and accepted him with all his faults
- He suddenly wanted to impress Mr. Hamel with his knowledge in French
- He understood why the villagers had come to the school
  - To thank the Master for his services
  - To show solidarity for the country that no longer was theirs
  - To express their repentance for not attending school and making themselves proficient in their language

Mr. Hamel laments and reflects upon the reasons for the students' deficiency in the language

- The Germans will laugh at their inability to speak their language
- This is all because of their habit of postponing learning to tomorrow
- It's too late to make amends that is there is no time to makeup for the lost time
- They are all to blame for the situation
  - Parents preferred sending them to work at farms than to school
- He himself sent them to water the plants whenever he wanted to go fishing, he declared a holiday.

Theme

- The story beautifully highlights the human tendency to postpone learning of things for one feels that there is plenty of time to do so. One never knows when the doomsday will dawn and bring an end to all our plans, hopes and aspirations.
- The natives of Alsace realize their folly of not giving importance to the study of French in their school days. So, they become victims of Linguistic Chauvinism with the acquisition of their districts by Prussia.

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- *The story also brings to light the brutality of war which makes man insensitive to human feelings and sentiments.*

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SAMPLE Flamingo Poetry · My Mother at Sixty-Six · Full chapter Free sample · 30 of 106 pages

Class 12 English | Flamingo – Poetry | Poem 1

My Mother at Sixty-Six – Kamala Das

Introduction

- *The poem "My Mother at Sixty-Six" beautifully portrays the deep bond between a mother and daughter.*
- *It explores themes of aging, fear of separation, love, and childhood insecurity.*
- *The poem captures a daughter's silent pain as she realizes that her aging mother is gradually moving closer to death.*
- *The tone of the poem is nostalgic, emotional, and reflective.*

Summary of the Story

- *The poet is driving from her parents' home to Cochin airport.*
- *Her mother is sitting beside her in the car, sleeping with her mouth open.*
- *The poet observes that her mother looks pale, weak, and lifeless — "like a corpse."*
- *This comparison suggests that her mother is aging rapidly and death seems near.*
- *This sight fills the poet with:*
  - *Pain*
  - *Fear*
  - *Anxiety*
  - *Helplessness*
- *She realizes that one day she may lose her mother forever.*
- *To escape this painful thought, she looks outside the car window.*
- *She sees:*
  - *Young trees speeding past*
  - *Happy children running out of their homes*

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- These lively images create a contrast with her mother's pale and lifeless face.
- The outside world represents youth, energy, and life, while her mother represents old age and nearing death.
- After reaching the airport and completing the security check, the poet looks at her mother again.
- Her mother's face appears pale and cold like the winter moon.
- The poet feels the same "familiar ache" — the childhood fear of losing her mother.
- However, she hides her sadness and smiles at her mother.
- She reassures her by saying they will meet again.
- Her smile is an attempt to mask her fear and give comfort to her mother.

Key Points

- Central theme: Fear of losing mother
- Contrast imagery
- Meaning of "familiar ache"
- Symbolism of winter moon
- Tone: Sad, reflective, emotional

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SAMPLE Vistas · The Third Level · Full chapter Free sample · 30 of 106 pages

Class 12 English | Vistas – Supplementary Reader | Chapter 1

The Third Level – Jack Finney

Summary of the Story

- The Third Level is a fascinating story that mixes fantasy, psychology, and mystery.
- The narrator, Charley, is a young man who works in New York City and lives with his wife Louisa.
- Like many people in modern society, Charley feels that life is becoming increasingly stressful and complicated.
- One day, while returning home from work through Grand Central Terminal, Charley accidentally wanders into an unfamiliar part of the station.
- Grand Central Station is known to have two levels, but Charley believes he has discovered a third level that does not officially exist.
- When Charley enters this mysterious level, he notices that everything looks old-fashioned and different from the modern world.
- The station is dimly lit with flickering gaslights instead of electric lights, and there are brass spittoons, wooden ticket counters, and antique furniture.
- The people around him are dressed in clothes typical of the late nineteenth century.
- Men wear derby hats and moustaches, while women wear long dresses with leg-of-mutton sleeves.
- As Charley observes his surroundings more closely, he realizes that he has somehow traveled back in time to the year 1894.
- He sees an old-style steam locomotive and notices newspapers mentioning Grover Cleveland, who was the President of the United States during that period.
- Charley becomes excited about the possibility of escaping the worries of modern life.

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- He decides to buy two tickets to Galesburg, Illinois, a small and peaceful town.
- Charley believes that Galesburg in 1894 would be the perfect place to live a calm and happy life with his wife Louisa, far away from the stress, insecurity, and conflicts of the twentieth century.
- However, when Charley tries to pay for the tickets, he faces a problem.
- The ticket clerk becomes suspicious because Charley is carrying modern currency, which looks strange and unfamiliar to people living in 1894.
- The clerk begins to question him, and Charley becomes frightened.
- He quickly leaves the place and returns to the modern world.
- Later, Charley tells his experience to his friend Sam, who is a psychiatrist.
- Sam listens carefully but dismisses Charley's story as a "waking-dream wish fulfillment."
- According to Sam, the pressures and anxieties of modern life have caused Charley to imagine a peaceful world in the past.
- Sam explains that many people experience similar fantasies when they feel overwhelmed by reality.
- Despite Sam's explanation, Charley continues to believe that the third level exists.
- He becomes interested in philately (stamp collecting), which allows him to connect with the past through old stamps and letters.
- One day, while examining his grandfather's stamp collection, Charley finds a first-day cover—an envelope with a stamp and postmark.
- The envelope is dated July 18, 1894, and it is addressed to Charley.
- To his surprise, the letter inside is written by Sam.
- In the letter, Sam says that he has discovered the third level and successfully traveled back to Galesburg in 1894.
- He describes the town as peaceful and beautiful, just as Charley had imagined.

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- *Sam writes that life in Galesburg is calm and enjoyable, and he invites Charley and Louisa to join him there.*
- *This revelation shocks Charley because Sam had always dismissed his story as imaginary.*
- *The story ends on an ambiguous note.*
- *Readers are left wondering whether the third level really exists as a secret passage through time or whether it is simply a powerful symbol of the human desire to escape from the pressures of modern life.*

Key Points

Themes

- ***Escapism*** *– The story shows how people try to escape from stressful realities through imagination or dreams.*
- ***Reality vs Imagination*** *– The story blurs the boundary between what is real and what is imagined.*
- ***Nostalgia for the Past*** *– The year 1894 symbolizes a peaceful and simpler era compared to modern life.*
- ***Stress of Modern Life*** *– The pressures of modern society create anxiety and dissatisfaction.*
- ***Time Travel and Possibility*** *– The mysterious third level suggests the possibility of hidden realities beyond normal perception.*

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SAMPLE Grammar · Conditional Sentences Free sample · 30 of 106 pages

Class 12 English | English Grammar | Topic 1

Conditional Sentences

Definition

- *A **conditional sentence** states a **condition** and its **result**. The main action happens (or would happen) only if the condition is fulfilled.*
- *Every conditional sentence has **two clauses**:*
  - ***If-clause** (subordinate clause) – tells the condition.*
  - ***Main clause** (result clause) – tells what happens if the condition is met.*
- *Example: If it rains, we will stay at home. Here, If it rains is the if-clause and we will stay at home is the main clause.*
- *Punctuation: if the if-clause comes first, put a comma after it; if the main clause comes first, no comma is needed.*
  - *If you work hard, you will succeed.*
  - *You will succeed if you work hard.*
- *Words that introduce a condition: **if, unless, provided (that), as long as, in case, suppose / supposing, on condition that**.*

Types of Conditional Sentences

Type	Meaning / Use	If-clause	Main clause
Zero	General truths, scientific facts, habits	Simple Present	Simple Present
First	Real / likely situation in present or future	Simple Present	will / shall + V1
Second	Unreal or unlikely situation in present or future	Simple Past (were)	would / could / might + V1
Third	Unreal situation in the past (regret, imagined result)	Past Perfect (had + V3)	would / could / might + have + V3
Mixed	Past condition with a result in the present	Past Perfect (had + V3)	would / could + V1

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Mixed Conditional

- The condition is in the **past**, but the result is in the **present**.
- If I had listened to my teacher, I would be a topper today.

Formulas to Remember

Zero : If + S + V1 (s/es), S + V1 (s/es)

First : If + S + V1 (s/es), S + will / shall + V1

Second : If + S + V2 (were), S + would + V1

Third : If + S + had + V3, S + would have + V3

Mixed : If + S + had + V3, S + would + V1

Important Rules

- Never use 'will' or 'would' in the if-clause. Wrong: If it will rain... Correct: If it rains...
  - Exception: 'will' is allowed when it means **willingness or a polite request**: If you will wait a moment, I will call the manager.
- Never use 'would have' in the if-clause. Wrong: If he would have come... Correct: If he had come...
- **Unless = if ... not.** After **unless** the verb is always positive; do not add 'not'.
  - If you do not hurry, you will miss the bus. = Unless you hurry, you will miss the bus.
- **Inversion** (dropping 'if' and putting the auxiliary first) is used in formal English:
  - Were I you, I would accept the offer. (= If I were you)
  - Had I known, I would have come. (= If I had known)
  - Should you need help, call me. (= If you need help)
- **Otherwise** also expresses a condition: Work hard, otherwise you will fail. (= If you do not work hard, you will fail.)

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Solved Examples

Example 1 – Fill in the blanks

Fill in the blanks with the correct form of the verbs:

(a) If I _____ (be) you, I would apologise to him.

(b) If she had left earlier, she _____ (catch) the train.

- ***(a) were*** *– the sentence is imaginary and the main clause has 'would', so the Second Conditional needs 'were'.*
- ***(b) would have caught*** *– the if-clause is in Past Perfect (had left), so the Third Conditional needs 'would have + V3'.*

Example 2 – Sentence transformation

Rewrite as a conditional sentence: He did not study hard, so he failed.

- ***Answer:*** *If he had studied hard, he would not have failed.*
- ***Reason:*** *The fact is in the past, so the Third Conditional is used. The negative 'did not study' becomes positive 'had studied', and the positive 'failed' becomes negative 'would not have failed'.*

Common Errors

Wrong	Correct	Reason
If it will rain, we will stay in.	If it **rains**, we will stay in.	No 'will' in the if-clause
If I was you, I would go.	If I **were** you, I would go.	'were' for all subjects (imaginary)
If he would have come, I would have met him.	If he **had come**, I would have met him.	Third Conditional uses had + V3
Unless you do not work, you will fail.	**Unless you work**, you will fail.	Unless already means 'if not'

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SAMPLE Grammar · Phrasal Verbs Free sample · 30 of 106 pages

Class 12 English | English Grammar | Topic 3

Phrasal Verbs

Definition

- A **phrasal verb** is a verb combined with a **preposition or an adverb** (called a **particle**). Together they work as one unit.
- The meaning of a phrasal verb is usually different from the meaning of its separate words.
  - **call off** = cancel, **look up** = search for information, **give up** = stop trying.
- Features of phrasal verbs:
  - They are **idiomatic**; the meaning cannot be guessed from the words, so it must be learnt.
  - Many phrasal verbs have **more than one meaning**: take off = remove (clothes) or leave the ground (a plane).
  - Only the verb changes for tense: call off, called off, calling off.
  - They are very common in speech and informal writing.
- **Literal use or phrasal verb?** The meaning decides.
  - The teacher asked us to look up at the board. (plain meaning – direction of the eyes)
  - The teacher asked us to look up the word in the dictionary. (phrasal verb – search)

Types of Phrasal Verbs

Type	Meaning	Example
Intransitive	No object; cannot be separated	The plane took off. He turned up late.
Transitive – separable	Has an object; the object can come **between** the verb and the particle	They called off the match. = They called the match off.
Transitive – inseparable	Has an object; the object always comes **after** the particle	She looks after her mother.
Three-word (verb + adverb + preposition)	Cannot be separated	put up with, look forward to, run out of, come up with, get along with

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Patterns to Remember

Separable : V + noun + particle or V + particle + noun

Separable with a pronoun : V + pronoun + particle (call **it** off)

Inseparable : V + particle + object (look after **her**)

Three-word : V + adverb + preposition + object (put up with **noise**)

- If the object is a pronoun (it, them, him, her, me, us), it must go between the verb and the particle in separable phrasal verbs.
  - Wrong: Please switch off it. Correct: Please switch it off.
- Inseparable verbs never split, even with a pronoun: I am looking after him. (not 'looking him after').

Meaning of Common Particles

- Knowing the basic idea of a particle helps you guess an unknown phrasal verb.

Particle	Basic idea	Examples
up	increase, complete, approach, rise	speed up, eat up, come up, grow up
down	decrease, stop, fail, write	slow down, break down, turn down, note down
off	leave, cancel, start, remove	take off, call off, set off, switch off
on	continue, start, wear	carry on, go on, switch on, put on
out	finish, find, distribute, disappear	run out, find out, hand out, give out
in / back	enter, submit / return	hand in, give in / get back, pay back

Phrasal Verbs Frequently Asked in Exams

Phrasal verb	Meaning	Example
set out	explain in detail; begin a journey	She set out her plan before the committee.
run down	criticise; lose power	Never run down your classmates.
rope in	persuade someone to help	Everyone was roped in to help at the fair.
stir up	cause (trouble, feelings)	His speech stirred up anger.
pull out	withdraw	The company pulled out of the deal.
level against	direct (an accusation) at someone	Serious charges were levelled against him.
wind down	bring gradually to an end	The firm is winding down its old business.

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Commonly Confused

- ***made of / made up of*** – ***made of*** *shows the* ***material***; ***made up of*** *shows the* ***parts or members*** *that form something.*
  - *The chair is made of wood. The committee is made up of ten members.*
- ***look for / look after / look into / look up*** – *search / take care of / investigate / search in a book.*
- ***put off / put on / put up with*** – *postpone / wear (or switch on) / tolerate.*

How to Solve Questions

- ***Step 1:*** *Check whether the verb + particle has a meaning that is different from its words. If yes, it is a phrasal verb.*
- ***Step 2:*** *Read the whole sentence and decide the* ***meaning needed*** *(cancel, postpone, tolerate, etc.).*
- ***Step 3 (fill in the blanks):*** *Put a one-word meaning in the blank and see which option matches it, e.g.* ***call off*** *=* ***cancel****.*
- ***Step 4:*** *Use the particle clue:* ***up*** *= increase / complete,* ***down*** *= reduce / fail,* ***off*** *= leave / cancel,* ***out*** *= finish / find.*
- ***Step 5 (one-word substitution):*** *Replace the phrasal verb with its formal single-word verb (****put off*** *= postpone,* ***take after*** *= resemble).*
- ***Step 6 (error spotting):*** *Check (1) the pronoun position in separable verbs, (2) a missing particle (****run out of****), (3) V-ing after* ***look forward to*** *and* ***give up****, (4) the correct tense form of the verb.*

Solved Examples

Example 1 – Fill in the blank

Choose the correct phrasal verb (called off / put up with / took after): The match was _____ because of heavy rain.

- ***Answer: called off***
- ***Reason:*** *The meaning needed is 'cancelled', and* ***call off*** *means* ***cancel****.*

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Class 12 English | English Grammar | Topic 4

Conjunctions

Definition

- A **conjunction** is a word that **joins** words, phrases or clauses and shows the relation between them.
  - Words: Jessica and James are twins.
  - Sentences / clauses: She worked hard yet she failed. I went out although it was hot.
- A conjunction can be a **single word** (and, but), a **group of words** (as long as, as soon as) or a **pair** (not only ... but also).
- Uses of conjunctions: they avoid short, choppy sentences, avoid repetition and show how one idea is related to another.

Types of Conjunctions

1. Coordinating Conjunctions

- They join words, phrases or clauses of **equal rank**. Remember them with FANBOYS: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

Kind	Conjunctions	Example
Addition	and, as well as, both ... and	Ravi and Mohan are friends.
Contrast	but, yet, still, whereas	He is poor but honest.
Choice	or, else, otherwise, nor	Hurry up, or you will be late.
Reason	for	He was happy, for he had won the prize.
Result	so	It was raining, so we stayed in.

- Put a comma before a coordinating conjunction when it joins two complete clauses. Tom walked his dog, and he collected the mail.
- No comma is needed when it joins two words or two parts of one clause: Tom walked his dog and collected the mail.

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Pair	Use	Example
no sooner ... than	one action right after another	No sooner had I left than it rained.
hardly / scarcely ... when / before	one action right after another	Hardly had he sat down when the bell rang.
rather ... than	preference	I would rather walk than wait.

- ***Compound conjunctions*** *are made of two or more words: as long as, as soon as, as well as, as if, so that, even if, provided that.*

Conjunctions and connectors

- ***Connectors*** *(however, therefore, moreover, nevertheless, besides, consequently) are* ***adverbs****, not conjunctions. They link ideas between sentences and are followed by a comma.*
  - *Cars are costly; moreover, they pollute the air. (connector)*
  - *Cars are costly and they pollute the air. (conjunction)*

Formulas to Remember

Not only *+ A +* ***but also*** *+ B (A and B must have the same form)*

No sooner had *+ S + V3 + than + S + V2*

Hardly / Scarcely had *+ S + V3 + when / before + S + V2*

Either *+ A +* ***or*** *+ B ,* ***Neither*** *+ A +* ***nor*** *+ B (verb agrees with B)*

Lest *+ S + should + V1 (lest = so that ... not)*

So *+ adjective / adverb +* ***that*** *,* ***Such*** *+ (a / an) + adjective + noun +* ***that***

Unless *=* ***if ... not*** *(no 'not' after unless)*

Rules of Use

- *Although / Though ... yet is correct, but although ... but is wrong. Use only one idea-linker: Although he is poor, he is honest.*
- *Because ... so is wrong. Use either one: He failed because he was lazy.*
- ***Unless*** *already has a negative meaning, so never write* ***unless ... not****.*
- ***Both*** *is followed by* ***and****, never by* ***but*** *or* ***as well as****: He is both sweet-natured and intelligent.*

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- **Step 5 (combining sentences):** Choose the conjunction that shows the real relation, join the sentences, and check the tense and punctuation.
- **Step 6 (error spotting):** Check parallelism, the correct partner of each pair, and the position of the conjunction – it must be placed **just before the words it joins**.

Solved Examples

Example 1 – Fill in the blanks

Fill in the blanks: (a) He worked hard, _____ he failed. (b) _____ it was raining, we went out.

- **(a) yet** (or 'but') – the second part is a surprising contrast.
- **(b) Although / Though** – a dependent clause showing contrast with the main clause.

Example 2 – Combining sentences

Combine using 'no sooner ... than': The thief saw the policeman. He ran away.

- **Answer:** No sooner had the thief seen the policeman than he ran away.
- **Pattern:** No sooner had + S + V3 + than + S + V2.

Common Errors

Wrong	Correct	Reason
Though he is poor, but he is honest.	Though he is poor, he is honest.	only one contrast word
Because he was ill, so he stayed home.	Because he was ill, he stayed home.	only one reason / result word
Unless you do not work, you will fail.	Unless you work, you will fail.	unless = if ... not
Hardly had he come than it rained.	Hardly had he come when it rained.	hardly ... when
Have you decided to go or stay?	Have you decided whether to go or stay?	whether ... or for doubt

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Class 12 English | Writing Skills | Topic 1

Notice

Marks : 4 | Word limit : Not more than 50 / 80 words (body)

Format

School Name - - - - - - - - - - - - -

Date : - - - - - - -

NOTICE

Heading of the Notice - - - - - - -

All students are informed that event, date, time, place - . Students who wish to take part are requested to give their names to the undersigned by last date - - - - - - - .

Name - - - - - - - - -

Designation - - - - - - - - -

Suggested marking : Format 1 · Content 2 · Accuracy & expression 1

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Solved Examples

Example 1 (4 Marks)

Q. You are Nehal / Vihan studying in Govt. Sr. Sec. School, Udaipur. Your school is going to organise a 'Science Fair'. Draft a notice in not more than 80 words informing the students of Class XII.

GOVT. SENIOR SECONDARY SCHOOL, UDAIPUR

Date : 20 November 2026

NOTICE

SCIENCE FAIR

All students of Class XII are informed that our school is going to organise a Science Fair on 5 December 2026 at 10:00 a.m. in the school hall. Students who wish to display working models, charts or projects should give their names to the undersigned by 28 November 2026. The best exhibits will be awarded prizes.

Nehal / Vihan

Class XII

Word count : 56 words

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Class 12 English | Writing Skills | Topic 3

Report Writing

Marks : 4 | Word limit : About 100 words

BOARD ZONE

Format

Heading - - - - - - - -
By : Staff Reporter / your name, Correspondent - - - -
Place - - - - , **Date** - - - - :

What happened, when and where -

Details : who took part, how it happened, cause, number of people -

Result / action taken / comment -

Suggested marking : Format & heading 1 · Content 2 · Accuracy & expression 1

BOARD ZONE

This is a sample copy. For the full 32-chapter notes, message us on WhatsApp: 921-6765-400

Solved Examples

Example 1 (4 Marks)

Q. Yesterday night, a train met with an accident. As a correspondent, prepare a report on the event to be published in a newspaper in about 100 words with the help of the following hints : Train accident · go off the rails · derail · great loss · cries and shrieks · pain · government · help · victims · enquiry committee.

TRAIN DERAILS, MANY INJURED

By : Staff Reporter

Jaipur, 20 November 2026 :

A passenger train met with a terrible accident last night when it went off the rails near a small railway station at about 11 p.m. Several coaches derailed, causing great loss of life and property.

Cries and shrieks of the passengers filled the air, and the injured lay in great pain. Local villagers rushed to the spot to help and rescue teams reached soon after. Railway staff worked through the night to clear the track.

The government announced compensation for the victims and sent doctors and ambulances. An enquiry committee has been formed to find out the cause of the accident.

Word count : 101 words

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Class 12 English | Writing Skills | Topic 4

Article / Paragraph Writing

Marks : 4 | Word limit : About 100 words

Format

Title - - - - - - - - -

Introduction : *why the topic is important* -

Main points : *use all the clues, in order* -

Conclusion / message -

If the article is based on a bio-data or a visual input

- *Turn the table into sentences in this order :* **Name » Birth & place » Education » Career » Awards / honours » Message.**
- *Write in the present or past tense consistently, in the third person, and give a suitable title.*

Suggested marking : *Format & title 1 · Content 2 · Accuracy & expression 1*

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SAMPLE Writing Skills · Letter to the Editor Free sample · 30 of 106 pages

Letter to the Editor

Marks : 5 | Word limit : About 120 words

BOARD ZONE

Format

Your Address - - - - - - - - - - - -
City - - - - - -
Date - - - - - - - -
The Editor
Name of the Newspaper - - - - - -
City - - - - - -

Sub : Subject of the letter - - - - - - - -

Sir,

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities towards the problem - .

Details of the problem : causes, how long, effects on people -

It is my humble request that suggestion - . I hope you will publish my letter so that the message reaches the authority - - - - - - - - .

Thanking you,
Yours truly,
Your Name - - - - - -

Suggested marking : Format 1 · Organisation 1 · Content 2 · Grammar 1

BOARD ZONE

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SAMPLE Writing Skills · Letter to the Editor Free sample · 30 of 106 pages

Solved Examples

Example 1 (5 Marks)

Q. Write a letter to the Editor of a newspaper complaining of noise pollution in your locality, giving suggestions as solution.

B-12, Shastri Nagar
Jaipur
20 November 2026
The Editor
Rajasthan Patrika
Jaipur

Sub : Noise pollution in our locality

Sir,

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities towards the increasing noise pollution in our locality.

Loud music from loudspeakers, the honking of vehicles and the noise of construction work disturb the residents all day. Students find it difficult to study, old people and patients cannot rest, and many people suffer from headache and stress.

I suggest that the use of loudspeakers should be banned after 10 p.m., pressure horns should be stopped and the traffic police should punish the offenders strictly. People should also be made aware of the harm done by noise. I hope you will publish my letter so that the authorities take quick action.

Thanking you,
Yours truly,
Arun / Anjali

Word count : 116 words

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SAMPLE Writing Skills · Job Application with C.V. Free sample · 30 of 106 pages

Class 12 English | Writing Skills | Topic 6

Job Application with C.V. / Resume

Marks : 5 | Word limit : About 100–120 words + C.V.

BOARD ZONE

Format

Your Address – – – – – – – – – – – – –
City – – – – – – –
Date – – – – – – – – –
The Designation – – – – – – –
Name of the Organisation – – – – – – – – –
City – – – – – – –

Subject : Application for the post of name of the post – – – – – – –

Sir,

With reference to the advertisement published in newspaper – – – – – – – of date – – – – – for the post of post – – – – – – in your esteemed organisation, I wish to apply for the same.

Qualification, experience and skills that suit the post –

I assure you that if selected, I shall work with sincerity and dedication. I am ready to join immediately. I am enclosing my C.V. for your kind consideration.

Yours faithfully,
Your Name – – – – – – –
Enclosure : C.V.

BOARD ZONE

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SAMPLE Writing Skills · Job Application with C.V. Free sample · 30 of 106 pages

RESUME

Name : Jayesh Sharma
Father's name : Ramesh Sharma
Date of birth : 12 March 1999
Address : 24, Mahaveer Nagar, Kota
Mobile : 98XXXXXXXX

Exam	Board / University	Year	%
M.A. (English)	University of Kota	2022	68
B.Ed.	University of Kota	2023	72
B.A.	University of Rajasthan	2020	65
Sr. Secondary	RBSE, Ajmer	2017	81

Experience : One year as a teacher of English
Skills : Good communication, computer skills (MS Office)
Languages : Hindi and English
Hobbies : Reading and writing poems

Declaration : I declare that the above information is true to the best of my knowledge.

Place : ..... Date : ..... Signature : .....

BOARD ZONE

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SAMPLE Writing Skills · Formal Letter Free sample · 30 of 106 pages

Class 12 English | Writing Skills | Topic 7

Formal Letter / Application to an Authority

Marks : 5 | Word limit : About 100–120 words

BOARD ZONE

Format

Your Address – – – – – – – – – – – – –
City – – – – – –
Date – – – – – – – –
The Designation of the Authority – – – – – –
Office / Department – – – – – – – –
City – – – – – –

Sub : Subject of the letter – – – – – – – –

Sir,

With due respect, I wish to state that who you are and what the letter is about – – – – – – – – – – – – – – – .

The problem / the mistake with facts, dates, effects –

I therefore request you to kindly action required – . I shall be highly obliged.

Thanking you,
Yours faithfully,
Your Name – – – – – –

Suggested marking : Format 1 · Organisation 1 · Content 2 · Grammar 1

BOARD ZONE

This is a sample copy. For the full 32-chapter notes, message us on WhatsApp: 921-6765-400

Solved Examples

Example 1 (5 Marks)

Q. Write an application to the Secretary, Board of Secondary Education, Bhopal, for making correction in the date of birth in your secondary certificate. (Address it exactly as the question states.)

14, Vaishali Nagar
Jaipur
20 November 2026
The Secretary
Board of Secondary Education
Bhopal

Sub : Request for correction of date of birth in the Secondary Certificate

Sir,

With due respect, I wish to state that I passed the Secondary Examination in 2024 (Roll No. 123456) and I am now a student of Class XII.

I have noticed that my date of birth has been wrongly printed as 15 August 2008 in my Secondary Certificate. My correct date of birth is 5 August 2008, as shown in my birth certificate and school records. I am enclosing their copies as proof.

This mistake may create problems for me in future examinations and admissions. I therefore request you to kindly correct my date of birth and issue a corrected certificate at the earliest. I shall be highly obliged.

Thanking you,
Yours faithfully,
Mohit Sharma
Enclosures : Birth certificate, school certificate

Word count : 108 words

This is a sample copy. For the full 32-chapter notes, message us on WhatsApp: 921-6765-400