

PRACTICE WORKBOOK

CLASS 12

English Core

Six original reading and creative-writing units with evidence-based textual response; supplementary practice, not a complete Flamingo or Vistas literature course.



6 practice units
36 tasks with answer guidance

Name / नाम: _____

Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

CBSE course 301 · 2026–27 · Selected practice, not a complete syllabus or official examination paper.

UNIT 01 / 06 · LEARN & TRY

Read a policy argument critically

Name: _____ Date: _____

Goal: Analyse evidence, value assumptions and practical qualifications.

Learn

An argument may combine observations, values and proposals. Identify these roles before deciding whether its conclusion is convincing. An observation describes what was noticed; a value explains what matters; a proposal recommends an action. Evidence can support a proposal without proving that it is the only possible solution. Notice missing information that would affect a decision, such as cost, access or the group represented. A critical response should be fair: acknowledge useful evidence and then explain a limitation. Do not replace the source's position with an exaggerated version. When answering a short analytical question, organise your response around the question's demand and attach each evaluative statement to a detail from the passage. After attempting the tasks, underline the evidence or language choice supporting each answer. Compare your reasoning with the guidance, revise one weak response, and return to it tomorrow without looking at your first attempt.

Worked example

Original passage: A neighbourhood library proposes keeping one room open later during examination months. Its staff counted 46 requests for longer hours, mostly from students who shared crowded homes. The manager argues that access to a quiet place is a community responsibility. She proposes a four-week pilot rather than a permanent change, because staffing and safe travel after dark need investigation. A residents' group supports the idea but asks whether students living farther away could use it. The proposal therefore includes feedback on travel, attendance and costs before a decision about continuation.

Worked analysis: The requests supply evidence of a local need; community responsibility is a value; the four-week pilot is a proposal designed to test practical limits.

UNIT 01 · APPLY & EXPLAIN

Read a policy argument critically

4. Do forty-six requests represent every resident's view? Explain. [2 marks]

5. Evaluate the pilot in about forty words. [3 marks]

6. Suggest a useful measure for the pilot and explain its value. [2 marks]

Show your thinking with a drawing, diagram or explanation.

Pause & reflect

What can I explain now? What will I try again?

☐ I tried ☐ I explained ☐ I checked



UNIT 01 · ANSWER GUIDANCE

Read a policy argument critically

1. Observation: forty-six requests for longer hours. Value: quiet study access is a community responsibility. Proposal: a four-week later-opening pilot.
2. Staffing and safe travel need investigation before a permanent commitment.
3. Whether students living farther away can use the later hours.
4. No. Requests show interest from those who asked, not a representative view of every resident.
5. The requests provide evidence of a local need for quiet study. A four-week pilot can test staffing, safe travel and costs before a permanent decision. Feedback from more distant students is also needed to judge whether access is fair.
6. Attendance by distance from the library would help assess whether students living farther away can use the later hours.

Teaching note

Use an evidence, value and proposal organiser.

Curriculum reference: https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart2/English_core_SecP2_2026-27.pdf
Selected units; outcomes are publisher-defined. Practical, project and prescribed literature requirements must also be studied through school.