

**ENGLISH CORE**  
**CODE NO. : 301**  
**Class – XII**  
**Sample Question Paper – I**

---

**Section A : Reading**

**Max. Marks : 20**

---

- 1. Read the passage given below and then answer the questions which follow : 12**
1. Concern about the effects of television on children has centered exclusively upon the contents of the programmes which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programmes makes children behave aggressively. But it is easy to overlook the simple fact that one is always just watching television when sitting in front of the screen rather than having any other experience.
  2. Parents who are deeply troubled about the effects of television upon their children have centred their concern on the subject matter of the programmes. A group called Action For Children's Television (ACT) was formed in the US not only to reduce the amount of violence in programmes but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. One of its founders described its aims ".....parents have the right to ask that programmes aimed at the young should meet the specific needs of children.....". But is it the needs of children which are at stake when parents demand better programmes? Surely the fact that young children watch so much television reflects the needs of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.
  3. The real needs of young children are quite different. They need to develop initiative and to find out things for themselves; television provides answers too easily. Children need to acquire fundamental skills of communication; television retards verbal development because the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Their need for fantasy is gratified far better by their own make-believe activities than by the adult-made fantasies offered on television. Intellectual stimulation is provided more completely by manipulating, touching and doing than by passively watching and listening.
  4. Oddly enough, the television industry, though often cynical and self-serving in its exploitation of children, sometimes unknowingly serves their best interests. Because television offers cheap junk programmes, conscientious parents do in fact limit their children's viewing when such undesirable programmes are the only ones available. Unfortunately, if organization like ACT succeed in improving the quality of programmes significantly, the effects on young children will be more harmful because their permitted viewing time will increase and no matter how good their content, TV programmes are always a poor substitute for other activities.
  5. There are a number of fallacies that have misled parents into thinking that the problem of television will be solved by improving its quality. It is suggested, for example, that a youngster unfamiliar with TV programmes will find making friends difficult and will be labelled as an

outsider. On the contrary, other children will usually respect their independence and recognize -even envy - the richness of their alternative activities. More subtle is the mistaken belief that the experience that children gain from watching television is the same as when the adults watch television, their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life. But young children have very few real-life experiences to set against their viewing, so that for them TV is primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world.

6. It is also universally assumed that TV is an important source of learning. Like an animated picture book it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television-educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power, to enrich their lives.
7. Only when parents begin to question the nature of television itself and its effects on their children and on themselves as parents will they begin to realize that it is not the programme but television itself and especially the good programmes – which poses the greater treat to their children's well-being. (Adapted from Plug-in Durg by Marie Winn)

- a) **On the basis of your reading the passage answer the questions given below: 9**
  - (i) Why is the ACT against frequent commercial breaks on the small screen. 2
  - (ii) What are three reasons given by the author to justify the harmful effect TV has on the children ? 3
  - (iii) How are adults able to relate to the programme on TV ? 1
  - (iv) What do you understand by the phrase second-hand world ? 1
  - (v) How does the author differentiate between the knowledge gained by watching TV programmes and that gained by reading ? 2
- b) **Pick out the words from the passage which mean 3**
  - (i) continuous (para 2) 1
  - (ii) tendency to have a low opinion of people's reasons for doing things (para 4) 1
  - (iii) pour out in a stream (para 6) 1

**2. Read the passage given below : 8**

In the democratic countries, intelligence is still free to ask whatever questions it chooses. This freedom, it is almost certain, will not survive another war. Educationists should, therefore, do all they can, while there is yet time, to build up, the men and women of the next generation who will otherwise be at the mercy of that skilful propagandist who contrives to seize the instruments of information and persuasion. Resistance to suggestion can be built up in two ways. First, children can be taught to rely on their own internal resources and not to depend on incessant stimulation from without. This is doubly important. Reliance on external stimulation is bad for the character. Moreover, such stimulation is the stuff with which propagandists bait their books, the jam in which dictators conceal their ideological pills. An individual who relies on external stimulations thereby exposes himself to the full force of whatever propaganda is being made in his neighborhood. For a majority of people in the West,

purposeless reading, purposeless listening-in, purposeless listening to radios, purposeless looking at films have become addictions, psychological equivalents of alcoholism and morphinism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even a few hours from a newspaper, radio, music or moving pictures. Like the addict to a drug, they have to indulge their vice, not because the indulgence gives them any real pleasure, but because, unless they indulge, they feel painfully subnormal and incomplete. Even by intelligent people, it is now taken for granted that such psychological addictions are inevitable and even desirable, that there is nothing to be alarmed at in that fact that the majority of civilized men and women are now incapable of living on their own spiritual resources, but have become abjectly dependent on incessant stimulation from without.

How can children be taught to rely upon their own spiritual resources and resist the temptation to become reading addicts, hearing addicts, seeing addicts ? First of all, they can be taught how to entertain themselves by making things, by playing musical instruments, by purposeful study, by scientific observation, by the practice of some art and so on. But such education of the hand and the intellect is not enough. Psychology has its Gresham's Law, it is bad money that drives out the good. Most people tend to perform the actions that require least efforts to think the thoughts that are easiest to feel. And they will tend to do this even if they possess the knowledge and skill to do otherwise. Along with the necessary knowledge and skill must be given the will to use them even under the pressure of incessant temptation to take the line of least resistance and become an addict to psychological drugs. Most people will not wish to resist these temptations unless they have a coherent philosophy of life, which makes it reasonable and right for them to do so. The other method of heightening resistance to suggestion is purely intellectual and consists in training young people to subject the diverse devices of the propagandists to critical analysis. The first thing that educators must do is to analyze the words currently used in newspapers, on platforms by preachers and broadcasters. Their critical analysis and constructive criticism should reach out to the children and the youth with such a clarity that they learn to react to forceful suggestions the right way at the right time.

- (a) **On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary** 5 Marks
- (b) **Write a summary of the above passage in 80 words, using the notes made and also suggest a suitable title.** 3 Marks

---

**Section B : Advanced Writing Skills****Max. Marks : 35**

3. On the occasion of World Heritage Day design a poster highlighting the need to preserve the monuments of our country. You are Aman/Amina, the President of the Social Science Club. (Word limit 50) 5 Marks

**OR**

- You want to sell off your old computer as you have purchased a new one. Draft an advertisement to be published in the Times of India under classified columns giving its details & the expected price. You are Shan of C5 Saket, New Delhi (word limit 50)
4. You participated in a career counselling programme organized by 'Careers India' You had the opportunity of listening to professionals from various fields like food technology, fashion technology, media management etc. Write a report of the programme for Career Times. You are Alok/Anita (100-125 words) 10 Marks

**OR**

You were shopping in a busy and crowded market when you saw two terrorists being shot at by the police. Describe in about 100-125 words the panic created amongst people by the gun shots and the scuffle that took place between the police and the terrorists before they fell down.

5. Write a letter to the Editor of a national daily on the mushrooming of various coaching centres and how extra tuitions have become a common feature in a student's life. You are Vineet/Veena. **10 Marks**

**OR**

During summer months after your exams are over, you want to utilize your time by working for the summer in a leading chain of restaurants. You are Sanjay/Geeta. Write an application for the post of a supervisor giving your complete bio-data to the HR Manager Subways, GK Part II, New Delhi.

6. In today's world of instant communication the art of writing letter to friends, parents, cousins is long forgotten. Write an article on the joyful experience of penning letters packed with emotions and personal triumph. You are Arun/Amita (Word limit 150-200) **10 Marks**

**OR**

You are Amit/Gouri. You strongly feel that education about life-skills should be made a compulsory part of school curriculum. Write a speech of about 150-200 words to be given in the school assembly explaining life skills education and its implication in a student's life.

---

### Section C : Literature

**Max. Marks : 45**

- 
7. (a) Choose any one of the following extracts and answer the question given below it : **4 Marks**

*Then he arose and walked straightway across the court,  
And entered where they wrangled of their deed of love  
Before the priests.*

*A while he listened sadly; then  
Had turned away*

- (i) Who is 'he' in the extract ? **1 Mark**  
(ii) Who are 'they' and what were they wrangling about ? **2 Marks**  
(iii) Why is he sad ? **1 Mark**

**OR**

*So I have learnt many things, son,  
I have learned to wear many faces  
like dresses-homeface,  
officeface, streetface, hostface,  
cocktailface with all their conforming smiles  
like a fixed portrait smile.*

- (i) Mention two things that the poet had learnt. **2 Marks**

- (ii) Explain : *like a fixed portrait smile*. 1 Mark
- (iii) Is the poet happy about what he had learnt ? Give reasons for your answer. 1 Mark
- (b) Answer three of the following questions in about 30-40 words each. 6 Marks**
- (i) Why does Ben Jonson want to be like a lily and not an oak tree ? 2 Marks
- (ii) What do you learn about Hardy's views on war in the poem  
*'The Man He Killed ?'* 2 Marks
- (iii) What is "*dwelling in a puppet's world*" according to Tagore ? 2 Marks
- (iv) Did the pilgrims empathise with the beggars ? Why did they give alms ? 2 Marks
- 8. Answer the following questions in about 30-40 words each. 10 Marks**
- (a) What plan did Maggie devise to cure her mother of her illness ? 2 Marks
- (b) Where did Ernest live and why did he come to town ? 2 Marks
- (c) Why does Max Mueller say that India is a good place to study the science of languages ? 2 Marks
- (d) When convicts were first taken to the Andaman Island, all of them died without exception. Give two reasons for the same. 2 Marks
- (e) It is assumed that the possession of material commodities make people happy. Does Bertrand Russell agree ? Why / Why not ? 2 Marks
- 9. Answer any one of the following in about 125-150 words. 10 Marks**
- "The British could chain the prisoners but not their spirit". Illustrate the truth of the statement with examples from *'The Andaman Islands'*
- OR**
- "Some of the most valuable and most instructive materials in the history of man are treasured up in India only" says Max Mueller. Elaborate the statement.
- 10. Answer any one of the following in about 125-150 words. 7 Marks**
- "Money has a corrupting influence on people". Discuss with reference to *"The Hour of Truth"*
- OR**
- What are the dimensions with which our youth should equip themselves according to Dr. Karan Singh in the lessons *'Youth and the Tasks Ahead'* ?
- 11. Answer the following briefly (30-40 words) 8 Marks**
- (1) Where did the narrator find the man he was looking for ? (*The Face on the Wall*)
- (2) What was Gandhiji's idea about a "True text book" ? (*Gandhiji as a Schoolmaster*)
- (3) What was Mrs. Wang's idea of resolving the issues concerning wars and disputes ? (*The Old Demon*)
- (4) How can parents of handicapped children make them happy ? 2×4 = 8 Marks  
(*The Future is Now : A Zest for Living*)

**ENGLISH CORE**  
**Class – XII**  
**Sample Question Paper – I**  
**Marking Scheme**

**Section A : Reading**

**Max. Marks : 20**

**Answer Key**

1. (i) The ACT is against frequent commercial breaks because they lure the children to long for fashionable toys and unhealthy foods. 1+1 Marks
- (ii) The child glued to the T.V. does not have the opportunity to develop his communicative skill, he does not play games which ultimately makes him a less fulfilled individual and his intellectual stimulation is curbed. 1+1+1 Marks
- (iii) Adults are able to compare their past and present experiences with what they see on the small screen. 1 Mark
- (iv) Children have very few real-life experiences. What they see on the TV is a world created by the adult and passed on to them. 1 Mark
- (v) The knowledge acquired by watching TV is merely accumulation of facts where as the knowledge acquired by reading helps the children use their mind, imaginative and reasoning powers. 2 Marks
- 1.2 incessant (Para-2) – 1 }  
 cynical (Para-4) – 1 } 3 Marks  
 spouting (Para-6) – 1 }

**Total : 12 Marks**

2. (a) Note-making 1 Mark  
 Title – **Developing Resistance to Suggestion**
1. Resistance to suggestion can be built upon in two ways
- (a) Childr. rely on themselves
  - (b) Not on external stimulatn.
  - (c) Ext. stimulatn.
    - (i) bad for character
    - (ii) propagandists use it
    - (iii) distators use it
    - (iv) gets addictive
    - (v) dep. on spiritual help
2. How sh. childr. be taught to rely on themselves.
- (a) self entertainment
  - (b) musical instruments
  - (c) scientific observation.

3. Ed. not to take the line of least defence  
 (a) critically analyses  
 (b) react to suggestions right way-right time 3 Marks

**Key to Abbreviations used**

|            |   |             |
|------------|---|-------------|
| Childr.    | – | children    |
| Stimulatn. | – | stimulation |
| Dep.       | – | depends     |
| Sh.        | – | should      |
| Ed.        | – | education   |

**(b) Summary**

The summary should include all the important points given in the notes. Marks to be awarded with the following considerations in view. 3 Marks

Content 2 Marks

Expression 1 Mark

Marks for the title be awarded either in the notes or the summary. 2 + 1 = 3 Marks

**Section B : Writing**

**Max. Marks : 35**

3. **Poster** **Caption** – **World Heritage Day** 1 Mark

**Presentation (Content)** 3 Marks

slogan highlighting the need to preserve the monuments.

e.g. Let's preserve the country's architectural heritage.

Our monuments, Our heritage Let's preserve them.

**Expression** 1 Mark

**OR**

**Advertisement**

**Title** : For Sale

**Content** : Details of computer

- Size of screen/monitor
- RAM–Floppy drive
- UPS etc.
- Windows 98 or XP etc.
- Expected price
- Contact No.

**Expression** 1 Mark

**4. Report**

|                   |  |                      |
|-------------------|--|----------------------|
| <b>Format</b>     | – Title name of the writer/reporter<br>Place, date   | ½ + ½ Mark           |
| <b>Title</b>      | – Careers Fair/Career Counseling Seminar   |                      |
| <b>Content</b>    | – • When ?<br>• Where ?<br>• Who organized it ?<br>• speakers<br>• highlights of the speakers' message<br>• any other relevant information | 4 Marks              |
| <b>Expression</b> | – Spelling, grammatical accuracy<br>Coherence, relevance   | 2½ Marks<br>2½ Marks |

**OR**

**Factual Description**

|                     |   |                    |
|---------------------|---|--------------------|
| <b>Content</b>      |   | 4 Marks            |
| <b>Expression</b>   | – coherence and relevance<br>spelling and grammatical accuracy  | 3 Marks<br>3 Marks |
| <b>Value points</b> | – • description of market & context of shopping<br>• description of terrorists<br>• panic among people<br>• scuffle with police | 1 × 4 = 4          |

**Total : 10 Marks**

**Formal Letter**

|                   |  |                      |
|-------------------|--|----------------------|
| <b>Format</b>     | – Writer's address, receiver's address, date,<br>Salutation, subject, complimentary close  | 2 Marks              |
| <b>Content</b>    | – • increasing number of coaching centers<br>• tuitions-a status symbol now<br>• students compelled to join tuition groups<br>• parental and peer pressure<br>• no time for relaxation<br>• any other relevant point e.g. money involved | 3 Marks              |
| <b>Expression</b> | – Spellings and grammatical accuracy<br>Coherence and relevance  | 2½ Marks<br>2½ Marks |

**OR**

**Job Application**

|               |   |         |
|---------------|---|---------|
| <b>Format</b> | – Writer's address, receiver's address, date, subject salutation<br>and complimentary close | 2 Marks |
|---------------|---|---------|

|                         |  |                      |
|-------------------------|--|----------------------|
| <b>Content</b>          | – • Covering Letter<br>• Reference to advertisement<br>• brief profile of self<br>• submission of application<br>• Resume/bio-data separately as enclosure | 3 Marks              |
| <b>Expression</b>       | – Spellings, grammatical accuracy<br>Coherence and relevance   | 2½ Marks<br>2½ Marks |
| <b>Total : 10 Marks</b> |  |                      |

### Article

|                   |   |                    |
|-------------------|---|--------------------|
| <b>Title</b>      | – The Art of Writing letters<br>Writer's Name   |                    |
| <b>Content</b>    | – • instant communication due to technological advancements e.g. E-mails, telephones, mobile etc.<br>• letter writing – dying art<br>• forgotten writing letters expressing our feelings and emotions<br>• letters – personal, use of language<br>• eager wait for postman missing<br>• any other appropriate / relevant idea | 4 Marks<br>2 Marks |
| <b>Expression</b> | – • Spellings, grammatical accuracy<br>• Coherence, relevance   | 2 Marks<br>3 Marks |
| Total : 10 Marks  |   |                    |

### OR

### Speech

|                         |   |                      |
|-------------------------|---|----------------------|
| <b>Style/Format</b>     | – Address and name of the speaker at the end  | 1 Mark               |
| <b>Content</b>          | – • Life skills & their explanations<br>• Why is it necessary to impart education of life skills<br>• How does it affect a student's personality<br>• Its positive results and advantages | 4 Marks              |
| <b>Expression</b>       | – Spellings, grammatical accuracy<br>– coherence, relevance   | 2½ Marks<br>2½ Marks |
| <b>Total : 10 Marks</b> |   |                      |

7. (a) **Objectives:** to test the students' comprehension of the poem, their ability to interpret, evaluate and respond to the lines of the poem.

**Option-1****Value Points :**

- (i) the peasant 1 Mark
- (ii) 'they' are various claimants to the plate of gold like nobles, munshis and hermits. 1 Mark
- they are fighting about their relative worthiness to be recipients of the plate of gold 1 Mark
- (iii) he is saddened by the hollowness of their claims as none of them had sincerely reached out to the poor and needy for pure and unselfish reasons. 1 Mark

**Option-2****Value Points :**

- (i) • to shake hands without genuine warmth  
• to speak pleasant words without sincerity  
• to wear expressions on his face which mask his true feelings  
(any 2 points) 2 Marks
- (ii) like a smile on a face in a portrait, it appears fixed and lifeless. 1 Mark
- (iii) the poet is unhappy about these changes because they have made him insincere and false and taken away his spontaneity. 1 Mark
7. (b) Questions are to be answered in 30-40 words each.

**Objectives** : to test students' ability to interpret evaluate and respond to the poems.

**Distribution of Marks :**

**Content** : 1 Mark

**Expression** : 1 Mark

(deduct ½ mark for exceeding 50 words)

**Value points :**

- (i) unlike the oak which does not bring beauty and light into people's lives although it lives long, the lily lives only for a day but brings light into our lives because of its perfection and beauty.
- (ii) Hardy is saddened by / disapproves of war which forces people into regarding fellow human beings as enemies whom they would have befriended in other circumstances.
- (iii) Behaving like brainless puppets/objects who are manipulated by the desires and whims of the rulers who command and shape their lives.

- (iv) No, the pilgrims did not empathise with the beggars. They gave them alms because they wanted to do good deeds and achieve the lord's blessings.

8. **Objectives:** to test the students' ability for local comprehension of the prose texts. Questions are to be answered in 30-40 words.

**Distribution of Marks :**

**Content** : 1 mark

**Expression** : 1 mark

(deduct ½ mark for exceeding 50 words)

**Value points :**

- (a) requests Mr. Gupta to gaze into the crystal in the ring and reassure her mother that her son was alive and well.
- (b) Ernest lived in Shropshire and has come to town to propose to Gwendolen.
- (c) • One can study the growth and decay of dialects  
• One can study the possible mixture of languages with regard to words and grammatical elements by studying the many languages of India and their contact with various invaders and conquerors.
- (d) • the original inhabitants shot them down, regarding them as enemies.  
• climate inhospitable – heavy rains and immense heat-causing tropical diseases that proved fatal.
- (e) No, he does not. According to him, it is admiration and respect which makes people happy. In some societies this is achieved through material possessions but not in others.

9. **Objectives:** To test global comprehension of prose texts

**Marking Scheme :**

**Content** : 6 marks

**Fluency and Expression** : 4 mark

(deduct ½ mark for exceeding word limit by 20 words; 1 mark for exceeding by more than 20 words.)

**Value points :**

**Option–1**

- Kartar Singh refused to appeal against death sentence and was executed.
- Pingale ascended the gallows bravely, seeking God's help for the sacred cause.
- Bhai Parmanand and sixteen others sing songs and remain in good spirits throughout the journey to Calcutta in spite of fetters and handcuffs and in the barracks there and during the sea voyage in the lowest hold of the ship.
- They cope courageously with the cruelty of the notorious jail keeper Mr. Berrie.

**Option–2**

- Exclusive study of Jew, Greek and Roman thought not enough as India has a wealth of philosophy and thought.

- Fields such as geology, botany, ethnology, archaeology and vedic mythology provide vast stores of knowledge.
- Study of fables of India can lead to research on place of origin as many tales common to India and the West.
- Sanskrit study will yield valuable insights into its language and a literature which delves into the inner world of mind and spirit.
- Growth and influences on languages and various religions can be studied extensively in India.

**10. Objectives** : To be able to comprehend incidents and evaluate it.

**Marking** : 1 mark each for the value points given below 4  
3 marks for expression. ( $\frac{1}{2} + \frac{1}{2}$ ) fluency and accuracy

**Value points :**

- temptation to get easy money is quite difficult to resist
- materialistic attitude of Baldwin's wife Martha, son John and daughter Evie
- reaction of Martha – she weeps when she finds her husband unwilling to give up his honesty.
- regards misappropriation of money as a technicality.

**OR**

- youth must attain physical strength / fitness by undertaking physical training
- intellectual development, youth must have academic ability of the highest order.
- patriotism-youth should have urged for unity and progress of nation
- spiritualism-youth of today should cut across all narrow barriers and distinctions.

**11. Objectives** : To be able to understand and interpret the ideas contained in the lessons.

**Marking** : 1 Mark for one value point  
1 Mark for expression. 2 × 4 = 8 Marks

**Value points :**

- On way to Folkstone, on the companion way-for the upper deck of the ship.
- Gandhiji felt that the true text book for the pupil is his teacher
- through dialogue
- by allowing them to define happiness themselves.

**ENGLISH CORE**  
**CODE NO. : 301**  
**Class – XII**  
**Sample Question Paper – II**

---

**Section A : Reading**

**Max. Marks : 20**

---

**1. Read the passage given below and then answer the questions which follow : 12 Marks**

1. From the moment a baby first opens its eyes, it is learning. Sight and sensation spark of a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will depend on that person's language-rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice uttering comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings and this learning proceeds best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby : eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting' which sets the pattern of relationships between two people.
3. Thus, long before they can speak, children are involved in a two-way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know, long before they can contribute themselves that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction, without inevitable boredom on the child's part and desperation on the adult's...
5. Parents and children who share books share the same frame of reference. Incidents in every day life constantly remind one or the other of a situation, a character, an action, from a jointly enjoyed book, with all the generation of warmth and well being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases this is most acute when the give-and-take

of shared opinion and ideas has not been constantly practised throughout childhood. Books can play a major part in the establishment of this verbal give-and-take, because they are rooted in language.

6. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked-to toddler. All the wonderful modifying words-later, nearly, tomorrow, almost, wait, half, lend, begin to steer the child away from the simple extremes of "Yes" and "No" towards the adult word of compromise; from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allowed them to make joyful, intrigued, awe-struck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage.
7. Books also help children to see things from other points of view besides their own as they unconsciously put themselves into other people's places- 'if that could happen to him, it could happen to me.' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys.
8. In books children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provides the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

(Adapted from Babies Need Books by Dorothy Butler)

**9 Marks**

- (1) List three things that a baby can do from the moment that it is born that enable it to learn about the world around it. 1 Mark
- (2) How does the range of language affect a person's thinking ? 1 Mark
- (3) What advantages do children who listen to articulate adults enjoy in comparison with the others ? 2 Marks
- (4) Why according to the writer is talking alone an inadequate base for language development ? 1 Mark
- (5) What is the role of books in maintaining good relationships ? Explain. 2 Marks
- (6) Pick out two other advantages of books mentioned in the passage. 2 Marks
- (7) Find words from the passage that mean : 3 Marks
  - (a) Pronounce distinctly (para 3)
  - (b) accompany (para 5)
  - (c) give and take (para 6)

**2. Read the passage given below :**

**8 Marks**

If you wish to pursue higher studies without taxing your parents with education debts, it's time to act now. As education costs escalate every year, it is not feasible for parents to spend the lion's share of their savings on your higher education. However, with a number of scholarship programmes available these days, you can fund your own studies, at least in part. All that you need is a sound academic record and the ability to complete with other candidates. If you are not meritorious, look out for loans, which can be repaid once you have finished your degree.

## Scholarships

One of the first avenues that students must explore is the National Science Talent Search (NSTS), which is available to students of class V to XII. If you have an interest in Science and can make a good science project, apply to the NSTS. "After school, fellowships are available for different levels of study that include science, arts and social science. There are also scholarships available for research abroad, the information for which is posted to colleges and university departments directly."

For scholarships in the US, enquire at the office of the United States Educational Foundation in India (USEFI) which has an office in New Delhi, Mumbai, Chennai and Kolkata. Similarly, if you wish to pursue higher studies in the UK, drop in at The British Council, which has branches all over the country. The British Chevening Scholarship is awarded to gifted studies in various disciplines in the U.K. Similarly, Fulbright is a distinguished US fellowship programme for research scholars.

There are also a number of exchange programmes with different countries, provided by the Government of India. The German Academic Exchange fellowship invites PG students in bio-engineering, biopharmacology, metallurgy, environment science, agronomy, veterinary science, horticulture and animal husbandry, with two years of teaching or research experience.

## Loans

Alternately, you can look for loans, which can be repaid once you start earning. In India, such loans are available from commercial banks and the Life Insurance Corporation of India (LIC), but both require security. "In banks, some security in the form of immovable property or jewellery may have to be mortgaged, while in the case of LIC, you should have a life insurance policy with premium having been paid for a certain number of years."

If you seek loans to study abroad, such as in the US, you must have a US citizen co-signer and you should have already taken admission in US university. The whole process requires a lot of hard work, merit and self-motivation, but once you complete your degree, self-funding can be extremely rewarding.

- (a) **On the basis of your reading of the above passage make notes on it using headings and sub headings. Use recognizable abbreviations wherever necessary** 5 Marks
- (b) **Write a summary of the above passage using the notes in 80 words. Also suggest a title.** 3 Marks

---

## Section B : Advanced Writing Skills

**Max. Marks : 35**

3. You are Anil/Anita, the school captain of Orchids International School. You wish to call a meeting of the Students' Council to discuss the measures to be taken to check the explosion of crackers in the school premises during Diwali time. Draft the Notice in not more than 50 words. 5 Marks

**OR**

You are Ankit/Aditi School Captain of Pratibha Vikas Vidyalaya. You have decided to celebrate "The Grand Parents Day" in school. Draft a formal invitation to be sent to the grandparents of students of your school giving details of the programme, day date and time etc. (50 words)

4. You attended a seminar conducted by Swami Krishnanada. The seminar was on the benefits of Yoga for heart ailments and the need to practise it for good health. Write a report about it for your newspaper. (100–125 words) 10 Marks

**OR**

You have been going for morning walks in a nearby park. A number of people of all ages come to the park for jogging, meditation, yoga and morning walks. Describe the scene of the park in about 100-125 words.

5. You saw the following advertisement in the Times of India. You think you are eligible to apply for the post mentioned. Write an application in response to the advertisement. 10 Marks

Applications are invited by Sundaram Business Services a division of Sundaram Finance Limited. For the post of HEAD-HR, a middle management position, reporting to the Head of the Division, in Chennai.

Applicant should be around 35 years of age with postgraduate qualification in HR from a reputed institution, should have minimum five years experience in HR functions. Should be conversant with the best HR practices in the industry and should have implemented robust performance monitoring/appraisal system and productivity linked incentive schemes.

Apply with full particulars and the emoluments expected, within a week to chief HR Manager, Sundaram Business Services, No.-05, Shanti Colony, Arya Nagar, Chennai-04

**OR**

Write a letter to the Editor of 'The Hindustan Times' drawing attention of the concerned authorities towards the ill maintained bus-stands in your area. Give your suggestions. You are Juli/Jalaj of B-II Vasant Kunj, Lucknow.

6. Tourism as in industry is flourishing at the global level yet in our homes we do not have time to entertain our guests with warmth and true hospitality. Guests are no longer the goods as they were thought to be in earlier times. Write an article, discussing the present day preoccupations of the people with themselves (for your school magazine) (150-200 words). 10 Marks

**OR**

Children usually come to school without taking breakfast in the morning. This habit affects adversely the performance of students in academics and sports. Write a speech in about 150–200 words to be given in your school assembly giving the benefits of taking breakfast.

---

**Section C : Literature**

**Max. Marks : 45**

7. (a) **Choose any one of the following extracts and answer the question given below it :** 4 Marks

*To her fair works did Nature link*

*The human soul that through me ran;*

*And much it grieves my heart to think*

*What man has made of man.*

- (i) What does the poet describe as Nature's 'fair works' ? 1 Mark
- (ii) Explain Wordsworth's concept of nature as described in these lines. 1 Mark
- (iii) What is the reason for his grief ? 2 Marks

OR

*But ranged as infantry*

*And staring face to face*

*I shot at him as he at me*

*And killed him in his place*

- (i) Who are 'I' and 'him' in this extract ? 1 Mark
- (ii) Where were they and in what circumstances had they met ? 2 Marks
- (iii) What might have they done if they had met in different circumstances ? 1 Mark
- (b) Answer three out of the following questions in about 30-40 words each. 6 Marks**
- (i) What does the poet of '*Once upon a Time*' want to relearn ? Why ? 2 Marks
- (ii) How, according to Rabindranath Tagore, are the 'shackles of slumber' preventing people from becoming free ? 2 Marks
- (iii) Bring out the contrast between the peasant and the other claimants to the plate of gold in *Leigh Hunt's* poem. 2 Marks
- (iv) What kind of balance does the poet advocate in the poem '*Once upon a time*'? 2 Marks

**8. Answer the following questions in about 30-40 words each. 10 Marks**

- (a) Why does Bertrand Russell hold machines responsible for the greater ferocity of war ? Give two reasons.
- (b) What impressions did Alice's mother have about India ?
- (c) What was the effect of the Brahma Samaj on the movement of the emancipation of women ?
- (d) What was Lady Bracknell's observation after her visit to Lady Harbery ?  
(*The Importance of Being Ernest*)
- (e) When does the blind man realize that he has been recognized ?  
(*A Man Who Had No Eyes*)

**9. Answer any one of the following in about 125-150 words. 10 Marks**

Describe the contributions made by women to the creation of modern India and the reforms that have helped in improving their status. (*The Awakening of Women*)

OR

Parsons and Markwardt have completely different outlooks towards life. Describe the difference in the outlook. (*A Man who had no Eyes*)

**10. Answer any one of the following in about 125-150 words. 7 Marks**

In "*The Bet*" who emerges as a better human being-the lawyer or the banker ?

OR

How does the Yellow river play a significant role in the life of Mrs. Wang ?

**11. Answer the following briefly (30-40 words) 8 Marks**

- (1) Why did Gandhiji hit the boy when he was in the Tolstoy farm ? What impact did it have on Gandhiji?
- (2) Why is there a need for the youth in this nuclear age to be academically inclined ?
- (3) How did Mr. Baldwin manage to be loyal to Mr. Gresham without sacrificing his principles ?
- (4) Give a reason to show how Barin was conscious of his public image.

**ENGLISH CORE**  
**Class – XII**  
**Sample Question Paper – II**  
**Marking Scheme**

---

**Section A : Reading**

**Max. Marks : 20**

---

**Answer Key**

1. (1) Sight, sound and sensation 1 Mark  
(All three to be included)
- (2) • helps assemble a list of ideas  
• consider these ideas  
• draw conclusions based on these ideas  
• explain his reasoning ½+½ Marks (Any two)
- (3) • learn to use lang. for interaction with other human beings  
• lang. becomes a unique experience of joy  
• helps build relationship with other people 2 Marks (Any two)
- (4) Talking alone is inadequate because  
• child is not always exposed to a complexity of speech if the adult is not articulate. (1)
- (5) Parents and children who share books  
• share situations  
• share characters  
• share action  
This fosters a good relationship that will grow into adolescence.
- (6) • Children are exposed to a range of vocabulary  
• imaginative experience expanded  
• see/things from other points of view  
• creates self awareness. (2)  
(Any two advantages)
- (7) (a) Pronounce distinctly (para 3) articulate  
(b) accompanies (para 5) - attendant  
(c) give and take (para 6) - compromise 3 Marks

**2. Title : No Longer a Burden**

**Notes**

**(1) Scholarships available**

- (a) sound academic record  
(b) ability to compete  
(c) some loans repayable after degree

- (2) **Scholarship lists**  
 (a) NSTS  
     (i) Class V-XII  
 (b) Res. abroad
- (3) **Scholarships abroad**  
 (a) U S E F I  
 (b) B C  
 (c) Fulbright  
 (d) Commonwealth  
 (e) Paul foundation
- (4) **Exchange programmes**  
 (a) For. exchange  
     (i) Bio.-eng.  
     (ii) Bio. pharm.  
     (iii) Met.
- (5) **Loans**  
 (a) LIC  
 (b) Banks

| <b>Key to Abbreviations used</b> |   |  |
|----------------------------------|---|--|
| NSTS                             | – | National Science Talent Scholarship          |
| Res.                             | – | Research                                     |
| USEFI                            | – | United State Educational Foundation in India |
| B C                              | – | British Council                              |
| For.                             | – | Foreign                                      |
| Bio.eng.                         | – | Bio Engineering                              |
| Bio-Pharm                        | – | Bio Pharmacology                             |
| LIC                              | – | Life Insurance Corporation of India          |
| Met.                             | – | Metallurgy                                   |

**3. Notice**

|                   |   |  |                  |
|-------------------|---|--|------------------|
| <b>Format</b>     | – | Title, Date, Signature with designation  | 1 Mark           |
| <b>Content</b>    | – | (a) Where ?<br>(b) When ?<br>(c) For whom the meeting is being held<br>(d) Agenda<br>(Word limit – 50) | 2 Marks          |
| <b>Expression</b> | – | coherence, relevance<br>spellings, grammatical accuracy  | 1 Mark<br>1 Mark |

- Title** : **The Grand Parents Day**
- Content** : • issue invitation  
• day, date, time  
• venue  
• programme  
• special invites
- Expression** : coherence, relevance, spellings, grammatical accuracy

**Total : 10 Marks**

4.

**Report**

- Format** – Title, writer's name (place and date optional) 1 Mark
- Content** – • seminar  
• where  
• when  
• duration  
• organized by whom  
• benefits for heart problems  
• why we need to practise it 4 Marks
- Expression** – coherence, relevance, spellings, grammatical accuracy 2½ Marks  
2½ Marks

**OR**

**Factual Description**

**Value Points :**

- Content** – • park - its situation, morning scene, cool breeze, greenery etc. 6 Marks  
• variety & no. of people.  
• various activities in the park  
• over all impact of morning walk
- Expression** – coherence, relevance, spellings, grammatical accuracy 4 Marks

**Total : 10 Marks**

5.

**Letter**

- Format** – writer's address, receiver's address, date, subject, salutation and complementary close. 2 Marks
- Content** – • covering letter  
• reference to advertisement  
• brief profile of self  
• submission of application  
• resume / bio-data separately as enclosure. 3 Marks
- Expression** – spellings, grammatical accuracy, relevance 2½ Marks  
coherence, cohesion 2½ Marks

**OR**

|                   |   |          |
|-------------------|---|----------|
| <b>Format</b>     | – Writer's address, receiver's address, date, subject salutation and complimentary close, subscription  | 2 Marks  |
| <b>Contents</b>   | – • bus stands-their pathetic condition littered, broken dilapidated, hot, no shelter from sun or rain. | 2 Marks  |
|                   | – • proper sheltered bus stands, water arrangements, dustbins-if possible telephone booth.              | 3 Marks  |
| <b>Expression</b> | – spellings, grammatically accuracy coherence, relevance  | 2½ Marks |

**Article**

|                   |   |          |
|-------------------|---|----------|
| <b>Format</b>     | – Title, writer's name  |          |
| <b>Content</b>    | – • attitude towards guests in earlier times  |          |
|                   | – • present day scenario - fast paced, nuclear families, busy schedules and hence practically no time for guests... |          |
|                   | – • growing self-centeredness   |          |
|                   | – • Tourism - growing industry; economic gains  |          |
|                   | – • Contrast in the two attitudes.  |          |
|                   | – • any other relevant idea   | 4 Marks  |
| <b>Expression</b> | – Coherence, relevance  | 2½ Marks |
|                   | – spellings, grammatical, accuracy  | 2½ Marks |

**OR**

**Speech**

|                     |  |          |
|---------------------|--|----------|
| <b>Style/Format</b> | – Address and name of the speaker at the end or beginning              | 1 Mark   |
| <b>Content –</b>    | (1) • Description of students who do not have breakfast in the morning |          |
|                     | – • fall down on ground in assembly                                    |          |
|                     | – • can't stand for a long time  |          |
|                     | – • feel tired after playing or mass physical exercise.                |          |
|                     | – • sleepy and drowsy during morning hours                             |          |
|                     | – • cannot concentrate on studies.                                     |          |
|                     | (2) Compare with students who have breakfast                           |          |
|                     | – • Active throughout  |          |
|                     | – • more energetic   |          |
|                     | – • can concentrate more etc.  | 4 Marks  |
| <b>Expression</b>   | – spellings, grammatical accuracy                                      | 2½ Marks |
|                     | – coherence, relevance   | 2½ Marks |

7. (a) **Objectives:** To test the students' comprehension of the poem, their ability to interpret, evaluate and respond to the lines of the poem.

**Option-1**

**Value Points :**

- (i) To the flora and fauna around 1 Mark
- (ii) Nature has established her link with Man through her beautiful creations. Man must learn to commune with Nature and appreciate the wonders of Nature. 1 Mark
- (iii) The poet grieves because Man has failed to understand the link with Nature. He, in the name of progress, dissatisfies Nature by destroying the beauty around. 2 Marks

**Option-2**

**Value Points :**

- (i) Two mercenary soldiers on opposite sides in a war. 1 Mark
- (ii) They are at a war front fighting for their countries. 2 Marks
- (iii) If they had met elsewhere they would have exchanged pleasantries, got one another a drink. 1 Mark
- (iv) The poet says that life is full of both joy and sorrows. The balance between the good moments and the painful ones needs to be constantly maintained.

- (b) **Questions are to be answered in 30-40 words each.**

**Objectives :** To test students' ability to interpret, evaluate and respond to the poems.

**Distribution of Marks :**

**Content :** 1 mark

**Expression :** 1 mark

(deduct ½ mark for exceeding 50 words)

**Value points :**

- (i) The poet wants to relearn to smile with genuine warmth at people, because he has become hypocritical. He pretends to have feelings which he doesn't have.
- (ii) Chained to ignorance and unwilling to take the risks and forge ahead, the people are prevented from becoming free-free to act, to surge ahead.
- (iii) Peasant - genuine compassion, loves humanity. No greed for money. Other claimants-greed for money makes them pretend to be compassionate.

8. **Objectives :** To test the students' ability for local comprehension of the prose texts.

**Distribution of Marks :**

**Content :** 1 mark

**Expression** : 1 mark  
(deduct ½ mark for exceeding 50 words)

**Value points :**

- (a) machines make larger armies possible
- they facilitate a cheap press which fans people's emotions for war
  - they starve the anarchic, spontaneous side of human nature which then find an outlet in war (any two) 2 Marks
- (b) that India is full of dangers in the form of tigers and snakes or diseases like cholera and malaria. 2 Marks
- (c) limited impact on some sections only - women broke rules of purdah and moved freely in society. 2 Marks
- (d) Lady Bracknell's observations is that Lady Harbury seems to be living entirely for pleasure. 2 Marks
- (e) When Parsons tells him that the story was the other way round and calls Markwardt by his name. 2 Marks

**9. Objectives** : To test global comprehension of prose texts

**Marking Scheme :**

**Content** : 6 Marks

**Fluency and Expression** : 4 Marks

(deduct ½ mark for exceeding word limit by 20 words; 1 mark for exceeding word limit by more than 20 words.)

**Value points :**

**Option-1**

- Women participated actively in non-cooperation movement-picketed liquor shops, enforced boycott of foreign cloth, undertook civil disobedience.
- equal participation in freedom struggle gave them the position of equality and released them from social bondage.
- Women were appointed to high posts in independent India and served as governors, ambassadors etc. 3 Marks
- legislative reforms have further enhanced their status - e.g. right to independent property, freedom of marriage, right to education and employment, raising of age of consent for marriage, prevention of dedication of women to temple services etc. 3 Marks

**Option-2**

Parson's outlook

- positive, optimistic
- overcomes his handicap by working hard

- does not indulge in self pity
- self sufficient & independent
- Mardwardt's outlook
- pessimist
- does not try to overcome his handicap
- exploits his handicap and indulges in self pity
- becomes a parasite

**10. Objectives** : To be able to comprehend incidents and evaluate it.  
**Marking** : 1 Mark for each value point (4 points)  
 3 Marks for expression. (1½ + 1½ accuracy and fluency)

**Value points** :

Lawyer

- reasons :
- desire for money vanishes
  - magnanimous in allowing the banker to declare himself the winner by leaving the place five minutes in advance.
  - reading a lot of books had transformed him

**OR**

**Value Points** :

Association with the river—

- spends evening with her husband besides river bank
- river responsible for her husband's death
- river causes havoc in the village
- she guards her village with the help of the river to ward off the Japanese.

**11. Objectives** : To be able to interpret, infer the incidents in the stories.

**Marking** : 1 Mark for one value point  
 1 Mark for expression.

- Value points** :
- (1) • Gandhiji became angry and exasperated ½ Mark  
 • he repented for his act. ½ Mark
- (2) to repay their debt to society,
- (3) he didn't succumb to temptation
- (4) though he desperately wanted to confess to Pulak he didn't because he thought of his fans and admirers.

# FUNCTIONAL ENGLISH

CODE NO. : 101

Class – XII

## Sample Question Paper – I

---

**Section A : Reading**

**Max. Marks : 20**

---

**1. Read the following passage :**

1. I had submitted across an article 'Reforming our education system' recently wherein the need for our educational system to shift its focus from insisting upon remembering to emphasizing or understanding was stressed upon.
2. This article brought back the memory of an interesting conversation between my daughter and myself in the recent times wherein I had learnt that Economics and Physics were a few of the most difficult subjects for her as she had to mug up the answers. Though I offered to help her out with the immediate problem on hand, I learnt subsequently that many a time it pays to mug up the answer properly, because the teachers find it easier to evaluate that way. It seems the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks on that count many a time.
3. This reminded me of a training session I had attended at work wherein we were required to carry out an exercise of joining the dots that were drawn in rows of three without lifting the pen and without crossing the trodden path more than once. Though the exercise seemed quite simple almost 95 percent of us failed to achieve the required result, no matter how hard we tried. The instructor then informed us cheerily that it happened all the time, because the dots that appeared to fit into a box like formation do not allow us to think out of the box. That was when I realized that all of us carry these imaginary boxes in our minds thanks to our stereotyped upbringing that forces our thinking to conform to a set pattern.
4. "What is the harm in conforming as long as it is towards setting up a good practice". Someone might want to ask. Perhaps, no harm done to others but to the person being confined to "think by rote". It may mean being deprived of rising to the heights he/she is capable of rising to, even without the person being aware of the same.
5. If we instill too much of fear of failure in the children right from the young age, the urge to conform and play safe starts stifling the creative urge which dares to explore, err and explore again. As we know, most of the great inventions were initially considered to be most outrageous and highly impractical. It is because the persons inventing the same were not bothered about being ridiculed and were brave enough to think of the unthinkable these inventions came into being.
6. For many children studies are the most boring aspect of their lives. Learning instead of becoming fun, is being considered the most mundane and avoidable activity thanks to the propagators of an educational system that is more information oriented than knowledge oriented. Too much of syllabus, too many students per teacher, lack of enough hands on exercises, teaching as a routine with the aim of completing the syllabus in time rather than with a goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student. The peer pressure, great expectations of the parents in an extremely

competitive environment, the multitude of distractions in an era of technological revolution are adding further to the burden on the young minds.

7. For a change, can we have some English/Hindi poems ickle, tickle and pickle the young minds and send them on a wild goose chase for the pot of gold at the end of a rainbow ? Can we have lessons in History that make the child feel proud of his heritage instead of asking him to mug up the years of the events ? Can the physics and chemistry lessons be taught more in the laboratories than in the classrooms ? Can a system be devised so as to make the educational excursions compulsory in schools so that visits to historical/botanical places are ensured without fail ? Can the educational institutes start off inter school projects on the Internet, the way the schools abroad do, so as to encourage the child to explore on her own and sum up her findings in the form of a report ?
8. Finally, can we make the wonder of the childhood last and get carried forward into the adulthood instead of forcing pre-mature adulthood on children ? I, for one, have realized that it is worth doing so, hence I have asked my child to go ahead by choosing to write the answers on her own, in her own language by giving vent to her most fanciful imagination!

**Source : The Hindu**

**1.1 On the basis of your understanding of the passage answer the following : 8 Marks**

- (a) What does the article "Reforming our Education System" emphasise ? 1 Mark
- (b) What exercise was the author given in her training session ? 1 Mark
- (c) What are the "imaginary boxes" that are referred to here ? 1 Mark
- (d) What is the likely harm that may occur if a person is taught to always think by rote ? 1 Mark
- (e) List the factors that have made learning a very boring process ? 2 Marks
- (f) Give at least four suggestions the author gives for making schooling interesting. 2 Marks

**1.2 Pick out the words from the passage which mean the following : 4 Marks**

- (a) Later (para 2)
- (b) Conservative (para 3)
- (c) In the beginning (para 5)
- (iv) Ordinary (para 6)

**2. Read the passage given below :**

How do we build a peaceful world ? This question demands an answer. The causes of war are many : economic, political, social, thnic and religious causes. But most people would not include television to be among them. Let us look at the entertainment industry, movies and television in particular and notice the amount of violence that is offered as entertainment. If the general public watches violence night after night, year after year, the world will be a violent place.

In order to understand the connection it is important to review the nature of the mind. The mind of man is like a computer; what you put in is what you get out, "*Energy follows thought*". You may believe that you are responsible for what you do but not for what you think. The reality is that you are responsible for what you think because what you think determines what you are. You cannot change yourself by changing your behaviour and keeping your old thoughts. But you can change your mind; and this is where real change comes from. Your mental world is the only thing over which you have complete

control.

Thoughts are a subtle form of matter. The problem with violent images on television is that they combine thought and emotion, which gives the image more power. Listen to a violent TV programme from the next room and notice the role of music in controlling your emotions. The audience is played with like a puppet on a string. Do you find that honourable ? When the TV show is over and you turn it off, these thoughts are still with you. Did the experience make you a better person ? How many years will you carry the memory of those images around with you ?

It is an old saying that the hand that rocks the cradle controls the destiny. If television is the modern day babysitter, then the quality of the images determines man's destiny. Should we be teaching our children that violence is an acceptable solution to the problems of life ? The subconscious mind accepts whatever is offered to it if impressed with repetition and intense emotion. "*As a man thinketh in his heart, so is he*".

Mankind is halfway between an animal and a God. Violence is a part of the animal world and therefore an integral part of man's past. War was the constant state of primitive man; peace is the measure of the advancement of civilization. Freewill, or the ability to choose, is humanity's most precious possession. When you choose to be entertained by violence you are strengthening the animal nature within you. When you refuse to be entertained by violence you are treading the path of discipleship. A disciple is someone who consciously works on himself. The path of discipleship is also called the path of purification. At some point in the evolution of consciousness the individual chooses to weed out the elements of the animal nature like anger and fear and begins to build into his consciousness the divine qualities like harmlessness and compassion. The journey from seaweed to divinity is inevitable. You cannot change the destination; but you can choose to go quickly or slowly, to go forward or back. Divine consciousness is your inheritance, but to make the journey you must leave the animal nature behind.

Habit is one tool that humanity can use for advantage. Everyone who has learnt to play a musical instrument or a sport knows the value of practice and more practice. If you make it a habit to practice your music one-hour a day you will improve. If you watch violence every day you are tuning your instrument to resonate with violence. Is this what you want ? Discipleship is hard work because it is becoming conscious in areas of life that previously were unconscious. Habit can be consciously used to speed us along toward our goal. Be a disciple, turn off the T.V.

**By Michale Virat**

- (a) **On the basis of your reading of the above passage make notes on it using headings and sub headings. Use recognizable abbreviations wherever necessary** 5 Marks
- (b) **Write a summary of the above in 80 words using the notes. Suggest a title for your notes.** 3 Marks

---

**Section B : Advanced Writing Skills**

**Max. Marks : 25**

3. Design an advertisement for a newly launched health drink manufactured by Health Care Pvt. Ltd. (50 Words) 5 Marks

**OR**

The Dramatics Club in your school is staging the play "*Teacher, Teacher*" ? Design a poster for the school display board.

4. You are Aditya/Alka. Write a letter to KCG Infotech, Pune asking for details regarding a summer course in Multimedia offered by them. (80-100 words) 10 Marks

**OR**

Write a letter to the Editor of a National daily on the increasing beggar menace at important tourist spots. Suggest suitable measures to curb this problem (125-150 words)

5. Based on the poll findings published in a daily write an article on what you consider is true success for **Teen views** a monthly magazine. You are Vikram / Vaishali (200 words) 10 Marks

**Metro Monitor**

**How important is success in life ?**

| <b>What are the important signs of success ?</b>   |     |
|--|-----|
| Owning expensive car                               | 7%  |
| Travelling on holiday frequently                   | 1%  |
| Being satisfied with life / happy with who you are | 10% |
| Shopping at expensive / prestigious stores         | 2%  |
| Having latest appliances and kitchen equipment     | 0%  |
| Making the important decisions of your life        | 10% |
| Having a successful career of your own             | 25% |
| Wearing expensive clothes                          | 2%  |
| Giving large contributions to charity              | 4%  |
| Being knowledgeable about current events           | 3%  |
| Owning a lot of jewellery                          | 6%  |
| Owning a home                                      | 12% |
| Being a well-known personality                     | 6%  |
| Having a successful spouse                         | 7%  |
| Having successful children                         | 5%  |

- As the reporter of Daily Mirror write a report on the DEAR (Drop Everything And Read) Programme launched in all the Government and Public Schools to revive the reading habit among students. (200 Words) 10 Marks

**Section C : Grammar**

**Max. Marks : 20**

6. **Rearrange the following sentences sequentially to make complete sense.** 5 Marks
- (a) That day there were seven radio warnings about ice but the Titanic did not slow down.
  - (b) The White Star Shipping Company was proud to tell the world in 1912 that the world had never seen a ship as large and safe as its new Titanic.
  - (c) By the time the crew saw a large iceberg straight ahead, it was too late to avoid it completely.
  - (d) By the end of the fifth day, the ship made good progress and it was not far from the coast of America.
  - (e) After it left Southampton, it sailed first to Ireland and then to America.

7. **The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example.** **5 Marks**

Summer internships were earlier confined with / to

- (a) only all disciplines and taken up-----
- (b) to reinforce that students learnt -----
- (c) in his regular curriculum. Colleges-----
- (d) now encourages students of arts and -----
- (e) humanities to take up smaller jobs -----
- (f) in fitting environments to motivating -----
- (g) them into learn more about their -----
- (h) subject for study. Sometimes the -----
- (i) experience must turn out to -----
- (j) being lucrative too. -----

8. **The National Trust was set up in 1895. It was established to save places of beauty or special interest for the British public to see and enjoy. It has been doing this now for over a hundred years and during that time, it has become the owner and protector of 4,00,000 hectares of a beautiful landscape alongwith a third of Britain's coast. In addition, many of the country's best old country houses and gardens have been given by their owner to the National Trust for protection.**

Imagine you are a journalist who is about to interview the Director of the National Trust. Frame ten questions for your interview. **5 Marks**

**For example:** When was the National Trust set up?

(Begin your question with any of the following : why, how what, are; is ,do, does, when ... )

9. **The gardener tells Dev/Devina about planting a sunflower. Use the information given below to construct a dialogue between the two.**

**Make five sets of exchanges.**

**5 Marks**

- 1. Want to plant sunflower - can you help  
Sure-fill small plant pot with compost
- 2. What to do next  
Press sunflower seed
- 3. What after that  
Water plant
- 4. How often to water it ?  
Daily and keep in sun,
- 5. How long to flower  
Take about a month

**10. Read the following extract and answer the questions that follow: 7 Marks**

*But her hands are a wet eagle's  
two black pink-crinkled feet,  
one talon crippled in a garden trap  
set for a mouse.*

- (a) Whose hands are described here? 1 Mark  
 (b) What are talons? In this context what does talon refer to? 2 Marks  
 (c) How did 'the talon' get crippled? 2 Marks  
 (d) Identify the figure of speech in the first line and explain 2 Marks

**OR**

*When he beats his bars and would be free. It is not a carol of joy or glee;  
But a prayer that he sends from his hearts deep core.*

**7 Marks**

- (a) Name the poem and the poet. 1 Mark  
 (b) Identify 'he'. What does 'he' symbolize? 2 Marks  
 (c) Why doesn't 'he' sing a joyful song? 1 Mark  
 (d) What is his prayer? 2 Marks  
 (e) What is a carol? 1 Mark

**11. Answer any two of the following in about 50 words each: 4 × 2 = 8 Marks**

- (a) In the poem *Survivors* how does the poet bring out the brutality of war? Cite any three vivid examples.  
 (b) Bring out the significance of the title '*Curtain*' written by Helen Spalding.  
 (c) In the poem *Ars Poetica* MacLeish says '*A poem should be palpable and mute as a globed fruit*'. Identify the figure of speech and explain.

**12. Answer any one of the following in about 80 to 100 words. 5 Marks**

In '*An Adventure Story*' the Queen Mother talks of the devil in Alexander that wouldn't let him rest. What does she mean by this and how does her assessment of Alexander come true?

**OR**

What did Mr. White wish for while holding the monkey's - paw? Did his wish come true? Comment on the uncanny coincidence.

**13. Answer any two of the following in about 50 words each 4 × 2 = 8 Marks**

- (a) How did Robichon enthrall the audience at *Appeville-Sous-Bois*?  
 (b) When she reached her house, Mrs. Malik did not want to get down from the car. Bring out the irony in this situation?  
 (c) How does Einstein define a truly successful person?

**14. Answer any one of the following in 100-125 words 7 Marks**

Lisa Belagorskaya sits down to write her diary after she had received the letter informing her of the death of Major Doronin. Going over the events of her life, she was struck by the fact that play acting was her destiny on and off the stage. Write her diary entry.

**OR**

The narrator of '*What's your Dream*'? is a successful writer today. Speaking at the launch of his new novel he recalls the advice given to him by the old beggar. Write his speech.

# FUNCTIONAL ENGLISH

Class – XII

## Sample Question Paper – I

Marking Scheme

---

**Section A : Reading**

**Max. Marks : 20**

---

**1. Objectives**

- to understand the writers attitude and bias
- to develop the ability to comprehend language as required in related fields (education)
- to develop the ability to form opinions

- 1.1**
- (a) It had emphasized the need for shifting education from remembering to understanding.
  - (b) They had to join dots that were drawn in rows of three without lifting the pen and without erasing the same path.
  - (c) These are ways of thinking that we cannot change.
  - (d) There is the likelihood that such a person may never rise in his ability to think.
  - (e) Too much syllabus
    - Too many students per teacher
    - No hands on exercise
    - Curriculum designed for the bright child only
  - (f) Funny poems
    - Science involving words
    - History as stones.
    - More lab-work
    - More excursions
    - Interschool projects on internet.
- 1.2**
- (i) subsequently iii. initially
  - (ii) stereotyped iv. mundane

**2. Objectives**

- to develop the skill of taking down notes from talks and lectures
- to develop the extracted ideas into sustained pieces of writing.

(a) **Note: Building a Peaceful World**

(1) **Causes of war**

- (a) eco.
- (b) pol.
- (c) soc.
- (d) ethnic
- (e) rel.

(2) **Nature of the Mind**

- (a) like a computer input and output
- (b) man resp. for what you do
- (c) what you do result of what you think.

(3) **Violence on T.V.**

- (a) emotion and thought exploited
- (b) Resides in the memory
- (c) T.V. modern day baby sitter

(4) **Man and Animal**

- (a) Primitive man ass. with war
- (b) Violence that entertains exploits animal in man
- (c) Man who weeds out violence moves towards discipleship.

(5) **Habit a tool**

- (a) habit is practice
- (b) choose what to practice
  - (i) violence
  - (ii) discipleship

| <b>Key to abbreviations used</b> |   |             |
|----------------------------------|---|-------------|
| Eco                              | – | economics   |
| Resp.                            | – | responsible |
| Pol.                             | – | political   |
| Rel.                             | – | religions   |
| Soc.                             | – | society     |
| T.V.                             | – | television  |
| Cons.                            | – | concedes    |
| Ass.                             | – | associated  |

**Marking :**

|                |   |   |         |
|----------------|---|---|---------|
| <b>Title</b>   | – | 1 mark Abbreviations/symbols (any 4)                      | 1 Mark  |
| <b>Content</b> | – | (minimum 2 subheadings with proper indentation and notes) | 3 Marks |
|                |   | (a) cons. practice.                                       |         |
|                |   | (b) the notes shown be used to make the summary.          | 3 Marks |

**Marking :**

|                   |         |
|-------------------|---------|
| <b>Content</b>    | 2 marks |
| <b>Expression</b> | 1 mark  |

---

**Section B : Advanced Writing Skills Max. Marks : 25**

---

**3. Option-1**

**Objectives :** To design a display advertisement in an effective and attractive style.

**Marking :** 5 Marks

- Content :**
- Any four points carry ½ mark each.
  - name of drink
  - type of drink
  - name of manufacturer
  - unique selling point of drink
  - launch from where, price (optional)

**Expression :** 3 Marks

**Note:** Credit should be given for creativity in presenting ideas, coherently and clearly

**OR**

**Option-2**

**Objective :** To use an appropriate style to draft a poster.

**Marking :** 2 Marks for content  
3 Marks for expression

**Note:** Credit should be given for creativity in presenting ideas coherently and clearly.

- Content :** The following points carry ½ a mark each
- name of play, playwright
  - when (date, time)
  - where (venue)
  - who (participation)
  - highlights (optional)

**4. Option-1**

- Objectives :**
- to write a formal letter using the appropriate style and format
  - write a letter seeking information

**Marking :**

**Format :** Writer's address, receiver's address, date, subject, salutation and complementary close.

2 Marks

- Content :**
- introducing oneself

- details of information required
  - reasons for seeking information
  - how is information to be sent and where
- 3 Marks
- Fluency 2½ Marks
- Accuracy 2½ Marks

**OR**

**Option-2** 10 Marks

- Objectives :**
- to write a formal letter
  - to articulate one's views on a social issue.

**Marking :**

**Format :** writer's address, receiver's address, date, subject, salutation and complementary close. 2 Marks

- Content :**
- increasing number of beggars at places of tourist interest
  - effects - poor impression of country on foreign visitors
  - spoil the beauty of the place
  - lead to crimes and increase in number of criminals
  - suggestions for removal of beggars e.g.
  - providing homes and employments
  - taking stern action against beggars found begging
  - any other relevant idea
- 3 Marks
- Fluency 2½ Marks
- Accuracy 2½ Marks

**5. Option-1**

- Objectives :**
- to write in an appropriate style 10 Marks
  - to plan, organize and present ideas coherently
  - to transact information from visual to verbal form
  - to analyze given information and arrive at conclusions

**Marking:**

**Format :** Title and Writer's name 1 Mark

- Content :** Credit should be given for the candidate's creativity in presenting his/her ideas. However the following points should be included :
- definition of true success
  - instances, examples of persons who have achieved true success
  - refer to survey conducted
  - interpretation and discussion of information given
  - compare with actual measure of success 4 Marks
- Fluency** 2½ marks
- Accuracy** 2½ marks

**OR**

**Option-2**

- Objectives** :
- to write in an appropriate style
  - to plan, organize and present ideas coherently
  - to transcode information from visual to verbal form
  - to analyze given information and arrive at conclusions

**Marking** :

- Format** : Heading, writer's name; date and place (optional) 1 Mark
- Content** :
- details of project
  - when held
  - where
  - why / purpose
  - who organized it ?
  - highlights of the programme
  - chief guest if any
  - any other relevant idea 4 Marks
- Fluency 2½ Marks
- Accuracy 2 ½ Marks

---

**Section C : Grammar**

**Max. Marks : 20**

---

- 6. Objective** : to be able to present ideas in grammatically correct sequence.
- Marking** : 1 mark for every correct answer. 5 Marks
- Answer** :
1. The White Star Shipping Company was proud to tell the world in 1912 that the world had never seen a ship as large and safe as its new Titanic.
  2. After it left Southampton on its first and only trip, it sailed first to Ireland and then to America.
  3. By the end of the fifth day, the ship made good progress and it was not far from the coast of America.
  4. That day there were seven radio warnings about ice but Titanic did not slow down.
  5. By the time, the crew saw a large iceberg straight ahead; it was too late to avoid it completely.
- 7. Objective** : to use grammatical items appropriately. 5 Marks
- Error Correction**
- (a) all–some / certain
  - (b) that–what
  - (c) his–their

- (d) encourages-encourage
- (e) smaller..small
- (f) motivating-motivate
- (g) learn-learning
- (h) for-of
- (i) must-can
- (j) being~be

**Marking** : ½ Mark each 5 Marks

**8. Objectives** : to understand the context and frame relevant and appropriate questions.

**Marking** : ½ mark for every accurate question framed.

No marks to be awarded if there is any inaccuracy.

**Sample Questions :**

- Example** :
- (1) When was the National Trust set up?
  - (2) Why was it established?
  - (3) How many hectares of land does it protect?
  - (4) What sort of monuments does it protect?
  - (5) Are all the monuments owned by the government?
  - (6) Do other organizations of this type exist in Britain?
  - (7) Do you charge any fee from the visitors?
  - (8) Are you funded by the British government?
  - (9) What are your plans for the future?
  - (10) Are there any plans for setting up other such Trusts?

**9. Objective** : to be able to extend a situation into a meaningful dialogue

**Dev** : I want to plant sunflowers. Can you help me? 5 Marks

**Gardener** : Sure, fill a small pot with compost first. Dev, What do I do next?

**Gardener** : You should press a sunflower seed into it.

**Dev** : What should I do after that?

**Gardener** : You should water the seed.

**Dev** : How often should I water it?

**Gardener** : You should water the plant daily and keep it in the sun.

**Dev** : How long will it take for the plant to flower?

**Gardener** : It will take about a month for it to flower.

**Marking** : ½ mark for each correct dialogue provided it is accurately and appropriately expressed.

---

**Section D : Literature****Max. Marks : 35**

---

- 10. Objective** : to test students' comprehension of poetry local, global, interpretative, inferential, and evaluative. 7 Marks
- Option-I**
- (a) The poet's mother's hands are described here. 1 Mark
  - (b) Talons are the claws of birds of prey like the eagle. 1+1 Mark  
In this context talon refers to mother's fingers.
  - (c) In a garden trap set for mouse. 2 Marks
  - (d) metaphor mother's hands are a wet eagle's pink- crinkled feet. 1+1 Mark
- Option-II** 7 marks
- (a) Sympathy by Paul Laurence Dunbar. 1 Mark
  - (b) 'he' refers to the caged bird.  
He symbolizes man in bondage. 2 Marks
  - (c) The bird is not happy being behind bars. 1 Mark
  - (d) His prayer is a plea to God seeking freedom. 1+1 Mark
  - (e) A carol is a religious song of joy and praise. 1 Mark
- 11. Objective** : to test students' comprehension of poetry - local and global.
- Marking** : Content : 3 marks  
Expression : 1 mark
- (a) Scared faces/dreams drip with murder/shock has caused stammering
  - (b) The poem vividly draws the curtain of separation between two young lovers. The lady bids goodbye yet is unable to overcome the grief of separation. However the separation has happened and she has realized it is time to draw the curtains. Hence the title is apt.
  - (c) Simile/The poet compares a poem to a globed fruit. Like a fruit that is tasty and delicious a poem must be appealing to the senses. The reader must understand the meaning of the poem, readily. The poem must be as delectable as a fruit.
- 12. Objective** : to test the students' ability to comprehend plays, understand character, evaluation and interpret character's state of mind at different moments.
- Marking** : Content : 3 marks  
Expression : 2 mark
- Option-I** : The Queen Mother refers to the lust for power in Alexander as the devil. Her assessment of him is quite true. Even when she says 'the devil will conquer you' Alexander is unfazed. He replies that it wouldn't matter if the devil conquered him because he would conquer the world. He expressed his desire to conquer India and told the Queen that to him it was action that was important. It was 'doing' that mattered to him in this world.

- Option-II** : Mr. White wished for two hundred pounds. He did get two hundred pounds. The uncanny coincidence was that the very same night Herbert dies at his work spot and the company offers a compensation of 200 pounds.
- 13. Objective** : to test students' ability to comprehend, interpret and evaluate prose texts
- Marking** : Content : 2 marks  
Expression : 1 mark
- (a) by impersonating Jacques Roux- Robichon entertained the audience with his hideous anecdotes. He elaborated on the agonies of the condemned and mirrored the last moments of the guilty. His remorseful speech left the audience spell bound.
- (b) All her life Mrs. Malik was eager to live in her house but when the actual moment arrived she was hesitant.
- (c) A truly successful man is one who gives as much as he receives.
- 14. Objective** : • to test students' ability to comprehend prose texts globally, interpret and evaluate them.  
• to test students' ability to extrapolate.

**Option-I**

**Lisa's diary entry Value Points**

7 Marks

- worshipped acting
  - proposal and rejection
  - meets Major Doronin
  - her letter and his reply
  - confesses her love
  - after the news of his death performs on stage
  - is applauded
  - realizes that play-acting is her destiny
- Option-II** :
- Speech
  - Value points
  - advice given by the beggar
  - have a dream
  - work for your dream
  - move towards it all the time
  - don't take other people's dream
  - don't aspire for more
  - avoid greed

# FUNCTIONAL ENGLISH

CODE NO. : 101

Class – XII

## Sample Question Paper – II

---

**Section A : Reading**

**Max. Marks : 20**

---

**1. Read the following passage :**

1. MARIA AURORA COUTO's *Goa: A Daughter's Story* is an extraordinary narrative that weaves together autobiography and collective history, bringing to light a rich social and cultural tapestry little known outside its locus. Couto takes, as her demanding subject, the complex story of the Goan identity as a product of the colonial encounter between the Indic and Iberian cultures, launched by this circumstance on a trajectory distinct from his neighbours in British ruled India. Goa and its people have long had to suffer the foolish stereotypes imposed upon them by Hindi cinema, charter tourism, and fanatical Indianisers: the pernicious myths of the easy-going Goan drunkard, Goa as a kingdom of sun and sand, Goan culture as a European aberration in an Indian environment, are all dispelled by Couto's treatment, which is distinguished by an elegance and sensitivity, a felicity of touch that masks the labour of archival research and fieldwork.
2. Couto's inquiry leads her into the records of the Portuguese colonial administration, the reminiscences of the fast-vanishing generation of mandarins, scholars and activists who grew up in colonial Goa. She re-creates vividly for us the lives of thinkers inspired by the drama that was the European Enlightenment. She imparts a flesh-and-blood reality to the generic bugaboo of "conversion", attesting to the strategic, yet traumatic, choices made by communities faced with the Hobsonian inquisitor's choice between preservation of religious identity and loss of social and economic prestige.
3. The title of Couto's book holds its key gesture; the author speaks as the inheritor of various legacies, heirloom dilemmas, family tragedies, and sources of hope and regeneration. It is both a meditation on the persistence and lacunae of collective memory, and also a compelling account of the development of a private self through the momentous passage from colonialism to the post-colonial period. As her father's daughter, Couto paints a moving portrait of her father, a man devoted to the refinement of sensibility, but at odds with conventional society; she memorializes the graceful, vanished milieu of cultivated intellectuals and gifted artists in Goa and Dharwar, where she grew up during the 1950s. As the daughter of a particular community, whose way of life was forever altered by the arrival of the Portuguese in 1510 A.D., Couto reflects on the Saraswat Brahmins of Goa, descendants of Kashmiri scholar-priests who became influential landowners and mandarins, and were locked into a complicated sequence of negotiations with the Portuguese colonialists.
4. By contrast to the simple-minded tale of ruthless conquistadors thrusting sword and cross upon hapless locals, Couto unfolds an intricate fabric of social and religious transactions, demonstrating how concessions alternated with impositions, force was succeeded by relative tolerance; and if conversion to Catholicism was used as a basis to divide Hindu families by the colonial administration, through differentials of property transfer, those who remained unconverted and marginalized staged a comeback through the espousal of trade. One lasting

result of this uneven rhythm of upheaval and tranquility was that, between the 16th and 18th Centuries, one section of Goa's elite converted to the Catholic faith, while others crossed the river into North and South Kanara, or sailed to Kerala, or migrated to the Maratha territories, to preserve their religious freedom in exile.

5. Sharing Couto's ethnic background as I do (her ancestors remained behind and were baptized; my ancestors crossed the river with their gods), I am amazed at the honesty and courage with which she has chosen to address the theme of conversion, in a public sphere dominated by the forces of aggressive majoritarianism. Living at the cusp of cultural narratives, Couto investigates the processes of self-definition and self-renewal, in response to the historical crises of migration, invasion, conversion and flight. With her, we trace the gradual assimilation of the majority into the Portuguese language and European world-view; a slower entry, shadowed by insecurity, into that world; the changing positions of the Portuguese as the notion of divinely sanctioned kingship yielded before a humanist conception of the body politic. And so we come to an appreciation of the distinctive character of Goan culture, in which the major divides are also the most enduring bridges.

**1.1 On the basis of your understanding answer the following. 8 Marks**

1. Why is "*Goa : A Daughter's Story*" called an extraordinary narrative? 1 Mark
2. What are the usual impressions one has of Goa? 2 Marks
3. Mention two aspects of Goa that Couto tries to reveal to us? 2 Marks
4. How did Goa's elite save themselves from being converted to Christianity? 2 Marks
5. Explain the statement "*Living at the cusp of cultural narratives*" 1 Mark

**1.2 Find words that are similar in meaning to the following: 4 Marks**

1. fabric (para 1)
2. regard as an example of a fixed type (para 1)
3. recollection of the past (para 2)
4. forced upon (para 4)

**2. Read the following passage:**

STRESS is arguably the greatest killer in the world today. Stress per se does not kill but it leads to several other medical conditions that are killers such as diabetes, hypertension, heart problems, and ulcers. It is important to understand that stress does not occur overnight. It builds up over a period of time. Second, stress knows no gender bias. It affects both men and women. Third, stress has begun to strike early. Youngsters and school students also fall prey early and this affects them for a very long time. Fourth, stress also has no industry bias. Last stress has begun to take its toll even in areas like sports earlier considered stress busters.

Stress is a mental condition, not one of the body. From a behavioural disease in the past, it has now become pathological since it causes stress changes in the normal physiology of the body.

Regardless of how stress is viewed in other systems of medicine, acupuncture tends to classify stress in three ways. First are what can be called over-anticipators - perfectionists and workaholics. These are inveterate chasers of work and when they do not have anything to do, they start worrying. The second category is hyperactive people, either children or adults. The third can be called the "doubting Thomases". They are among the high-risk category of the stress-prone people.

All systems of medicine say the thinking, memory and ‘mind’ are seated in the brain. But in acupuncture, the mind is situated in the Heart Meridian. The heart houses the mind. So anything concerned with behavioural problems, that too in a stressed stage, will see the Heart Meridian being hyperactive, which naturally leads to a stressed state in the brain. For, such people, either adults or children, the Heart Meridian is stimulated for 15 days (30 minutes a day). After a gap of two to eight days, the procedure has to be repeated. After about 90 days, the patient generally becomes normal.

Over-anticipators remain mentally active during nights leading to insomnia. Stimulation of their Pericardium Meridian along their Heart Meridian eases their mind and they get a good night’s sleep after 60 sittings. Sometimes over anxiety leads to nightmares and dreams. Disturbance in the Liver Meridian may cause this. This problem is also solved by a 60-day session.

Acupuncture says that when the Gall Bladder Meridian is not working properly, the person will become indecisive. The more they are indecisive, the more confused they become and they go into a state of unidentified stress. For such patients, the Gall Bladder Meridian will be stimulated for 15 days and after a gap of 2-8 days, the procedure will be repeated. A total of 60 days treatment will be required.

Most medical systems work at how to “manage” stress. Consequently it is kept at minimal levels without it being eliminated. However, in Acupuncture, because of superior aetiology, causes for the conditions are known. Thus, for these vulnerable groups, Acupuncture is a pure definitive and time bound system.

**Source: The Hindu**

**2.1 Make notes on the main points using recognizable abbreviations.**

**Suggest a suitable title.**

**5 Marks**

**2.2 Make a summary of the above passage using the notes in not more than 80 words. 3 Marks**

---

## **Section B : Advanced Writing Skills**

**Max. Marks : 25**

3. You are the Secretary of your school’s sports club. You are planning to start ‘**Joggers' Club**’ for your school students during summer vacation. Draft a notice for the school display board inviting students to join the club. Give all relevant details. You may mention any offers for early birds.(word limit 50-80) **5 Marks**

**OR**

You are Ajay Chandran, the Secretary of your school “**Painting Club**”. You have received an invitation from the nearby Kendriya Vidyalaya to participate in the activities of the Painting Club during autumn break. Write a reply declining the offer and giving a valid reason. (word limit 50-80) **5 Marks**

4. You are Pooja Sharma, a citizen of Delhi. You feel deeply concerned about the growing apathy of people towards eve-teasing in local buses. Write a letter to the editor of a newspaper expressing your deep concern about the problem and suggest ways in which women can all ensure their own, safety. (word limit 125-150) **10 Marks**

**OR**

You are Malvika the head girl of your school. On the occasion of farewell function to Class XII your class has decided to give a gift of Children’s Encyclopedia for the school library.

Write a letter to Messrs. Galgotia & Sons, Connaught Place, New Delhi, placing an order for the same mentioning the discount. (word limit 125 150) 10 Marks

**OR**

5. The use of computers is becoming very popular in every sphere of life in India. On the basis of reading the news item given below, write a speech in about 200 words emphasizing the advantages of using computers in everyday life. 10 marks

**Computer sales in Asia rise 16% in Q1 :** Computer sales in Asia, including India, rose 16% to 7.4 million units in the March quarter compared with the previous year. Sales were slightly higher than expected, including in the key markets of Australia and India, IDC said. Compared with the previous quarter, however, sales dipped 5% due to seasonal trends. "The Asia Pacific region's PC market got off to a solid start in 2004", said IDC analyst Bryan Ma.

**OR**

**The following newspaper headlines relate to an earthquake in your city. Read these headlines and write an article for your school magazine suggesting ways to manage the disaster. (about 200 words) 10 Marks**

4000 feared dead in the earthquake  
multi-storeyed buildings collapse  
Builders mafia violate certification  
NGOs come to rescue  
Disaster management techniques help children escape the calamity.

---

**Section C : Grammar**

**Max. Marks : 20**

6. **Rearrange the following words to form meaningful sentences.**

**One has been done for you.**

**5 Marks**

- (i) were created / a thousand years ago / in / the sea / the foundations for / a whole city /  
(ii) oil / much more / was found / in the 1960s / North sea recently / the / under  
(iii) designed / as a result / very differently / those / the new rigs / from / In calmer waters / were  
(iv) all around / hundreds / 1967 and 1985 / between / of / the new rigs / were built / in / the North Sea / Shipyards  
(v) 170 Eiffel Towers / enough steel / than / in building / them / for more / was used

**Example**

\* A thousand years ago, the foundations for a whole city in the city were created.

7. The following passage has ten errors. Identify the errors and write them along with the corresponding corrections as shown in the example. 5 marks

The forests is inexhaustible reserves is are

- (a) Providing subsistence to a growing millions -----  
(b) and are not only essentials for the -----

- (c) conservation of soil, forest, grasslands and -----
- (d) water, also our very life depend on -----
- (e) them. The oxygen which we breathe are -----
- (f) emit from trees and the water we -----
- (g) drink is in many way dependent -----
- (h) from trees and plants. Alongwith beautifying the palace -----
- (i) the trees provides us shade and timber and keep a check -----
- (j) of soil erosion which avoid natural disasters like floods. -----

8. **You are the editor of the school magazine. You have been asked to collect information about the reading habits of the students of the middle school. You need to collect data about the types of books that students enjoy the kind of books they possess and the magazines and newspapers they read. You would also want to know if they visit book fairs and book shops. Frame a questionnaire to conduct the above survey by adding eight more questions to the one given below.** **5 Marks**

**Questionnaire**

1. How many hours a week do you spend in reading for pleasure?  
(Begin your questions using any of the following words - would, do, what, which, have, can, how, where, when).

9. **Amit I Amita has to appear for an interview on 10th March for the post of a teacher. She wants the directions to the address. Use the information given in the box and construct a dialogue. The first one has been done for you.** **5 Marks**

- 1. Where's your residence  
Vasant Vihar
- 2. Take the road on the right  
Will that lead to Kay Tee Placement
- 3. We come to T point and take a right there near Jaypee Palace  
Now, I know- Kay tee Placement is right across.
- 4. How long will you take ?  
About an hour
- 5. How will you come ?  
By car

**Section D : Literature**

**Max. Marks : 35**

10. **Read the following extract and answer the questions that follow:** **7 Marks**

*“They’ll soon forget their haunted; their cowed  
Subjection to the ghosts of friends who died,  
Their dreams that drip with murder; and they’ll be proud  
of glorious war that shattered all their pride.”*

- (i) Who are the “they” in the above lines? 1 Mark
- (ii) What will they forget soon? 2 Marks

- (iii) Explain - "Their dreams that drip with murder", 2 Marks  
(iv) What is the contradiction in the last line? 2 Marks

**OR**

*"Where are the songs of Spring! Ay, where are they?  
Think not of them, thou hast thy music too,  
While barred clouds bloom the soft-dying day,  
And touch the stubble plains' with rosy hue."*

- (i) Name the poet and the poem. 2 Marks  
(ii) Who is referred to as, "thou"? 1 Mark  
(iii) What does the poet mean when he says "songs of spring"? 2 Marks  
(iv) What image is conjured up with "stubbled plains"? 2 Marks

**11. Answer any two of the following in 50 words each: 4 × 2 = 8 Marks**

- (i) What is a poem according to Archibald Macleish?  
(ii) What are the images used by Ramanujan to describe his mother as a young woman?  
(iii) Cite two instances of irony from the poem "Curtain".

**12. Answer any one of the following (80 to 100 words): 5 Marks**

Alexander is a wiser man at the end. How has he changed? What would you attribute these changes to?

**OR**

Sergeant Morris was very apprehensive about handing over the paw to anyone else. That night he writes a diary entry expressing his feelings and why he is apprehensive. Write his diary entry.

**13. Answer any two in 50 words each: 4 × 2 = 8 Marks**

- (i) "I remained in the litchi tree, pondering over his wisdom ...." says the narrator of 'What's Your Dream?' What was the wisdom?  
(ii) Why does Robert Lynd say, " .... the bee is morally far higher in the scale than the mosquito"?  
(iii) How was Doronin's attitude towards the love they felt for each other different from Lisa's?

**14. Answer any one in 100–125 words : 7 Marks**

- (i) It is said that man proposes and god disposes. Bring out the truth of this statement with reference to the story "A Room 10' × 8".

**OR**

- (ii) "I have known children who preferred school time to vacation" What are the suggestions made by Einstein to make school an enjoyable place for children?

# FUNCTIONAL ENGLISH

Class – XII

## Sample Question Paper – II

Marking Scheme

---

### Section A : Reading

Max. Marks : 20

---

#### 1. Objectives (Goa)

- to read and comprehend the given text
- to understand the writers attitude and bias
- to infer
- to differentiate between claims and realities.

#### Answers

- 1.1. She has been able to link up autobiography and the collective history of Goa. 1 Mark
- 1.2. • easy going Goan drunkard  
• sun and sand kingdom  
• Goan culture seen as European India (Any 2) 2 Marks
- 1.3. • lives of thinkers in Goa  
• the pictures of conversion' 2 Marks
- 1.4. • they fought the conversion'  
• they went away to Kerala 1 Mark
- 1.5. Two cultures Indian and European. 2 Marks
2. (1) tapestry 4 Marks  
(2) stereotypes  
(3) reminiscences  
(4) imposition

#### 2. Objectives (Stress)

- to make notes from various resources
- to develop the extracted ideas into sustained pieces of writing.

#### Answers

**Title: Free of Stress/ Acupuncture and Stress**

(any other suitable title)

#### I. Medical conditions - result of stress

- (a) diabetes
- (b) B.P.
- (c) heart problems
- (d) ulcers

#### II. Facts about Stress

- (a) builds over time
- (b) no gender bias
- (c) strikes early
- (d) no part. prof.
- (e) sports persons also
- (f) mental condition affecting pathological and physiology changes

**III. Stress as classified by Acupuncture**

- (a) over anticipators
  - (i) perfectionists
  - (ii) workaholics
- (b) hyperactive
- (c) doubting Thomases - high risk category

**IV. Acupuncture beliefs**

- (a) mind in the heart meridian
  - (i) needs stimulation
  - (b) overanticipatois
    - (i) stimulate pericardium prevents insomnia
    - (ii) 60 sittings
- (c) gall bladder meridian
  - (i) makes patient indecisive
  - (ii) stimulation for 15 days.

| <b>Key to Abbreviations used</b> |   |                          |
|----------------------------------|---|--------------------------|
| B.P.                             | – | Blood Pressure           |
| Path.                            | – | Pathological             |
| BIds.                            | – | builds                   |
| Phys.                            | – | Physical - physiological |
| Part.                            | – | Particular               |
| Prof.                            | – | Profession               |

**Marking :** Title : 1 Mark  
 Abbreviations / symbols (only four) : 1 Mark  
 Content (minimum 2 sub-headings proper indentation)

**2.2 Summary :** The notes made may be used to write summary  
**Content :** 2 marks  
**Expression :** 1 mark

**3. Option-1****Objective :** To use an appropriate style to draft a notice.**Marking :** 2 marks for content. ½ for each point and credit should be given for ideas coherently and clearly.

The following four points carry ½ mark each:

- title (what)
- venue, time, date (when)
- participation (who)
- salient features (How)

Format : 1 Mark.

Fluency : 1 Mark

Accuracy : 1 Mark

**OR****Option-2****Objective :** To use an appropriate style to express inability / decline an invitation.**Marking :** 2 marks for content ½ for each point and 3 marks for expression.

The following four points carry ½ marks each:

- thanking for the invitation
- inability to accept offer
- reason for the same
- wishing them success

2 + 3 = 5 Marks

**4. Option-1****Objective :** To use an appropriate style to write a formal letter. To plan, organize and present ideas coherently.**Marking :** 2 marks for format.

(format clues the following points : Sender's address, Addressee's address, date, subject, salutation, subscription and complimentary close)

3 marks for the body / content of the letter and 5 marks for expression (2½ for fluency and 2½marks for accuracy)

Content may include the following value points

- introduction/elaboration of the problem of eve-teasing in local buses 1 Mark
- expression of concern 1 Mark
- suggestions to women for their own safety 1 Mark

try in judo:-karate / self defence

carrying chilli powder

shouting for help

not to move alone as far as possible in lonely lanes and streets etc.

(Any two of the above)  $\frac{1}{2}$  for each point

$\frac{1}{2} \times 2 = 1$  Mark

**Total : 2+3+5 = 10 Marks**

**OR**

**Option-2**

- statement of order in clear words giving name, number, edition and publication 2 Marks
- terms and condition of delivery of encyclopedia 1 Mark

**Total : 2+3+5 = 10 Marks**

**5. Option-1**

**Objective :** To write in a style appropriate to the given situation. To plan, organize and present ideas coherently.

**Marking :** 1 mark for format (introduction of speech and appropriate ending) 4 marks for content and 5 for expression ( $2\frac{1}{2}$  for fluency and  $2\frac{1}{2}$  for accuracy) 1 mark each for the following value points:

- by use of computer - updated data
- the fastest means of communication
- knowledge/information accessed easily
- various applications available for different things

**OR**

**Option-2 :** One mark for the format + title and name of the writer).

1 mark each for the following value points.

- consequences of the earthquake - extent of disaster
- certification by the MCD / local body on the safety of the buildings
- training people in safety measures / disaster management techniques
- empowerment of NGOs

---

**Section C : Grammar**

**Max. Marks : 20**

**6. Objective :** to read and arrange words to form logical, grammatically accurate sentences.

**Marking :** 1 mark for each meaningful sentence.

No marks be awarded in case of any grammatical inaccuracy.

- (1) Much more recently, in the 1960s, oil was found under the North Sea.
- (2) As a result, the new rigs were designed very differently from those in calmer waters.
- (3) Between 1967 and 1985, hundreds of new rigs were built in shipyards all around the North Sea.
- (4) In building them, enough steel for more than 170 Eiffel Towers was used.
- (5) And with these rigs in position, more than 30 new oil and gas fields were opened up.

7. **Objective** : To use grammatical items accurately and appropriately

**Marking** : ½ mark for each correct answer.

**Error Correction**

- (a) a-the
- (b) essentials-essential
- (c) forest-forests
- (d) depend-depends
- (e) are-is
- (f) emit-emitted
- (g) way- ways
- (h) from-on
- (i) provides-provide
- (j) keeping- keep
- (k) of-on

8. **Objectives** : To understand the purpose of the survey. Identify the target sample to be surveyed and frame suitable, relevant questions for the survey.

**Marking** : ½ mark for each correct answer provided that it is clearly and accurately expressed.No mark is to be awarded if there is any inaccuracy in an answer.

**Sample Questions**

- (1) I am collecting data on the reading habits of school children. Would you please answer the questions below?
- (2) Do you like reading?
- (3) What type of books do you read?
- (4) Which books form a part of your personal library?
- (5) Do you enjoy reading magazines and newspapers?
- (6) Have you ever visited book fairs and bookshops?
- (7) Can you name any popular bookshops in your city?
- (8) How many magazines do you subscribe to?
- (9) Which was the last book you read?
- (10) Who is your favourite writer?

9. **Objective** : to be able to extend a situation into a meaningful dialogue.

**Marking** : ½ mark for each correct dialogue provided that it is accurately and appropriately expressed. No mark is to be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation.

**Receptionist** : Where is your residence?

**Amita** : I live in Vasant Vihar.

**Receptionist** : In that case, you should take the road on the right.

**Amita** : Will the road lead to Kay Tee Placement?

- Receptionist** : No you have to come to T point and take a right near Jaypee Palace.
- Amita** : Now I think I know the place. Kay Tee Placement is right across the Palace .
- Receptionist** : How long will it take you to reach this place ?
- Amita** : It will take me about an hour
- Receptionist** : How will you come here ?
- Amita** : I will come by car.

---

**Section D : Literature**

**Max. Marks : 35**

---

- 10. Objectives :** to test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.

**Option-1**

- Value points**
- (i) they are survivors of the war 1 Mark
  - (ii) unpleasant memories of their friends who died in the battle which had been haunting them and oppressing them. 2 Marks
  - (iii) they dream of hatred and acts of violence against the enemy. 2 Marks
  - (iv) On the one hand, war is regarded as a glorious activity for the motherland. On the other hand war has demoralized them and destroyed their pride in their actions. 2 Mark

**Option-2**

- Value Points**
- (i) poet - *John Keats* poem *Ode to Autumn*. 2 Marks
  - (ii) autumn 1 Mark
  - (iii) the joy and exuberance of spring season 2 Marks
  - (iv) the grain had been harvested and only the short, dry stalks remain like the stubble of hair on the face. 2 Marks

- 11. Objectives :** to test students' comprehension of poetry - local and global.

**Marking Scheme**

Content : 3 Marks

Expression : 1 Mark

- (i) A poem is not a stringing together of words and lines but a complete entity in which language and meaning are inseparable.
- (ii) Silk and white petals of the backbone tree, a wet eagle's two black pink crinkled feet with one of its talons crippled.
- (iii) Parting is very painful but the two people seem to loosen their laced fingers and hardly utter any words to each other. This makes it seem that parting is very easy.

- 12. Objectives :** to test the students' ability to comprehend plays, understand character evolution and interpret characters' state of mind at different moments.

### Marking Scheme

Content : 3 marks  
Expression : 2 marks

#### Option-1

##### Value Points

- Alexander was earlier very ambitious and had grand ideas of conquering the world with total support from his soldiers.
- Alexander, on his death bed, is wiser and sadder. Knows that his ambitions are regarded as those of a mad man, that 'the master of the world' is not a glorious title but condemnation to death, his life was merely an adventure which was nearing its end.
- Life / experiences and age had made him wiser. His soldiers refused to cooperate willingly.

#### Option-2

- recalls what had happened to the previous owner of the monkey's paw and to himself when they expressed their three wishes
- worries that Mr. and Mrs. White might become foolhardy in their curiosity and ruin themselves
- a sense of regret / conflict in his mind about having parted with the paw and giving it to them
- hope that they will take his words of caution seriously.

13. **Objectives :** to test students' ability to comprehend, interpret and evaluate prose texts.

### Marking Scheme

Content : 3 marks  
Expression : 1 mark

##### Value Points

- (i)
- work persistently to achieve your goal, discarding all things that come in the way
  - not to lose what you have gained through greed, carelessness or taking things for granted.
- (ii)
- Unlike the mosquito which attacks you unprovoked in cold blood, the bee
- helps strawberries and apples to multiply
  - provides honey
  - attacks only when annoyed.
- (iii)
- Doronin was a realist, believed that after the war, Lisa may not find him attractive anymore
  - Lisa was a romantic and felt that she could not live without him and was willing to sacrifice her career for love.

14. **Objectives :** to test students' ability to comprehend prose texts globally, interpret and evaluate them.

### Marking Scheme

Content : 4 marks  
Expression : 3 marks

- Option-1**
- (i) Man proposes - Mrs. Malik had planned the layout of her house, supervised every detail of its construction and eagerly awaited the time when she could live in the house.
- (ii) God disposes - events took a different turn.
- the house was requisitioned by the govt.
  - her husband passed away
  - her daughter - in - law took charge of the house and relegated her to the 10' × 8' room which she had designed for her mother -in-law.
- 7 Marks
- Option-2**
- focus on development of students' individual personalities, not merely on transferring knowledge
  - allow students to develop their individuality
  - make students perform due to interest in subject, curiosity and desire for truth, not out of fear and compulsion.
  - not over emphasize individual ambition such that it becomes a race for survival
  - let all activities be governed by pleasure motive
  - develop childlike inclinations and desires for recognition of students.
- 7 Marks
- Option-1**
- (i) Man proposes - Mrs. Malik had planned the layout of her house, supervised every detail of its construction and eagerly awaited the time when she could live in the house.
- (ii) God disposes - events took a different turn.
- the house was requisitioned by the govt.
  - her husband passed away
  - her daughter-in-law took charge of the house and relegated her to the 10' × 8' room which she had designed for her mother-in-law.
- 6 Marks
- Option-2**
- focus on development of students' individual personalities, not merely on transferring knowledge
  - allow students to develop their individuality
  - make students perform due to interest in subject, curiosity and desire for truth not out of fear and compulsion.
  - not over emphasize individual ambition such that it becomes a race for survival
  - let all-activities be governed by pleasure motive
  - develop childlike inclination and desire for recognition of students. (any four)
- 6 Marks