

CLASS : 12th (Sr. Secondary) Code No. 4301

Series : SS-M/2019

Roll No.

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SET : B

ENGLISH (Core)
[For all Groups I, II, III]
ACADEMIC/OPEN

(Only for Fresh/Re-appear Candidates)

Time allowed : 3 hours] [Maximum Marks : 80

- Please make sure that the printed pages in this question paper are **16** in number and it contains **13** questions.
- The **Code No.** and **Set** on the right side of the question paper should be written by the candidate on the front page of the answer-book.
- Before beginning to answer a question, its Serial Number must be written.
- Don't leave blank page/ pages in your answer-book.
- Except answer-book, no extra sheet will be given. Write to the point and do not strike the written answer.
- Candidates must write their Roll Number on the question paper.
- Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.**

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General Instructions :

- (i) *This question paper is divided into **four** Sections : **A, B, C** and **D**.*
- (ii) **All the sections are compulsory.**
- (iii) *Attempt all the parts of a question together.*
- (iv) *Stick to the word-limit wherever prescribed.*

SECTION - A
(Reading Skills)

[M. M. : 9

1. Read the following passage given below and answer the questions that follow :

I had submitted 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. 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. 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,

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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 realised 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. "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" 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. If we instil too much 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 that these inventions came into being. For many children, studies are the most boring aspect of their lives. Learning, instead of fun is being considered the most mundane and avoidable activity. Thanks to the propagators of an educational system which 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 the goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student are important factors in this regard. Peer pressure, high expectations of the parents in an extremely competitive environment, the multitude of distractions in an

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era of technological revolution are adding further to the burden on the young minds. 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 for 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 ? 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 realised 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 !

Questions :

1 × 4 = 4

- (i) What were the difficult subjects for the narrator's daughter ?
- (a) Biology and Chemistry
 - (b) Economics and Physics
 - (c) Political Science and English
 - (d) History and Maths
- (ii) Why does it pay to mug up answers ?
- (a) Because teachers find it easy to evaluate
 - (b) Because students find it easy to write
 - (c) Because teachers find it easy to teach
 - (d) Because students find it easy to remember

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- (iii) What stifles the creative urge in children ?
- (a) The urge to be always right
 - (b) The urge to do well in everything
 - (c) The urge to conform and play safe
 - (d) The urge to take risks
- (iv) Learning is now being considered
- (a) an interesting activity
 - (b) a mundane and avoidable activity
 - (c) a fun filled activity
 - (d) an interesting but avoidable activity

OR

From the moment a baby first opens its eyes, it is learning. Sight and sensation spark off 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 the 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. 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 a baby: eyes

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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 the relationship between two people. 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. Fortunate are those children who listen to articulate adults, expressing ideas and defending opinions. They will know, long before they can contribute themselves and understand 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. 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 confined to a limited circle and they do not have enough experience to provide raw material for constant verbal interaction. Parents and children who share books share the same frame of reference. Incidents in everyday 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

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acute when the give and take of shared opinion and ideas has not been constantly practised throughout childhood. Books can play a major role in the establishment of this verbal give and take, because they are rooted in language. 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 allows them to make joyful, intrigued, awestruck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage. Books also open children to new 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. In books, children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

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Questions :

1 × 4 = 4

- (i) What is an important component of language learning ?
 - (a) Feeling
 - (b) Linguistics
 - (c) Emotions
 - (d) Environment
- (ii) What are the things that a baby can do that enable it to learn about the world around it ?
 - (a) See and hear
 - (b) Sense and analyse
 - (c) Understand and use language
 - (d) See, hear and sense
- (iii) Why do books help in establishment of verbal give-and take ?
 - (a) Because they help in interaction with others
 - (b) Because they are rooted in language
 - (c) Because they are beautiful to look at
 - (d) Because they have varied topics
- (iv) How do books help children see things from other's point of view ?
 - (a) Books help in imaginative self-awareness
 - (b) Books have beautiful cover
 - (c) Books generate a lot of discussion
 - (d) Books create awareness about various topics

- 2.** Read the following passage carefully and make notes on it using headings and sub-headings. Supply an appropriate title also : 4 + 1 = 5
- It's 10 pm and the research paper is due the next morning. Sam types frantically. Two weeks ago, it seemed that there was plenty of time to get the paper done. Last week, the final of a soccer match on TV made it hard to study. Now it's crunch time. Looking at the clock, Sam wonders, "Why do I keep doing this to myself ? Why haven't

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I learned not to put things off until the last minute ?" The word procrastination comes from the Latin term 'Procrastinatus'. It means to put forward until tomorrow. Standard dictionary definitions all include the idea of postponement or delay. Steel, a psychologist who has reviewed hundreds of studies on the subject, states that to procrastinate is "to voluntarily delay an intended course of action despite expecting to be worse-off for the delay". Another expert, Dr. Joseph R. Ferrari (2005), distinguishes between people who tend to put things off and "chronic" or "real" procrastinators for whom this is their life and who might even need therapy. Ferrari categorizes procrastinators into three types: (a) stimulation types that get a thrill from beating a deadline, (b) avoiders put off doing things that might make others think badly of them, and (c) decisional procrastinators postpone making a decision until they have enough information to avoid making a wrong choice. Chronic procrastinators tend to have a low self-esteem and focus on the past more than the future. The Discounted Expectancy Theory illustrates with a student like Sam who puts off writing a paper. When the deadline is far off, the rewards for socializing now are greater than those for finishing a task not due until later. As the deadline looms, the rewards or consequences for finishing the paper become more important. Tice and Baumeister (1997) found that procrastinators on the average got lower grades and had higher levels of stress and illness. Chu and Choi (2005) however, say that not all procrastinators are lazy and undisciplined. "Passive procrastinators" are more stressed, less efficient. "Active procrastinators prefer to work under pressure" and "if something unexpectedly comes up, they will knowingly switch gears and engage in new tasks they perceive as more urgent."

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SECTION – B

(Grammar/Writing Skills) [M. M. : 26

- 3.** Attempt any **two** from each sub-part :
- (a) Change the form of narration : 1 × 2 = 2
- (i) The girl said, "I shall do it."
 - (ii) "Where does the Principal live ?" a parent asked the peon.
 - (iii) "I posted the letter" said the boy.
- (b) Supply articles wherever necessary : 1 × 2 = 2
- (i) There is swimming pool in our area.
 - (ii) Air is important for life to exist.
 - (iii) Mr. Rao is Director of the Institute.
- (c) Fill in the blanks with suitable modal auxiliary verbs given in the brackets : 1 × 2 = 2
- (i) If we request her, she give a lift.
(must/might)
 - (ii) you work hard you will pass.
(should/can)
 - (iii) I am sure the Principal be in his room.
(might/must)
- (d) Change the voice : 1 × 2 = 2
- (i) I would like someone to help me.
 - (ii) I don't know the answer.
 - (iii) Don't stay here.
- (e) Use the correct form of verbs given in the brackets : 1 × 2 = 2
- (i) The director as well as the dancers honoured.
(was/were)
 - (ii) Four miles not a long distance.
(is/are)
 - (iii) Time and tide for none.
(wait/waits)

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4. Attempt any **two** of the following : $3 \times 2 = 6$

- (a) Avni/Ankit, a student of class XII has found a wallet in the school playground. In addition to cash, it contains some receipts. Write a notice for the school notice board inviting the rightful owner to claim it after giving detail of the wallet and its contents.
- (b) You are Ramesh/Ramana, the owner of an independent house in D - Block, Sector 4, Sonipat. You plan to sell it off. Draft an advertisement in not more than **50** words to be published in "The Tribune", giving all the relevant details.
- (c) Design a poster creating awareness about 'Cyber Safety'.

5. Attempt any **one** of the following : 5

- (a) You are Gagan/Geeta of K. M. Public School Rohtak. You are the Sports Captain of your school. The annual sports were conducted last month. Write a report of the event for your school magazine in **150-200** words.
- (b) Write a paragraph of about **100** words on 'Discrimination of Women'.

6. You are Suneel/Sunita, the head boy/girl of Raman Public School, Jind. An excursion has been planned from your school to Shimla. Write a letter to The Secretary, Youth Hostel, Shimla requesting him to provide accommodation for 15 girls and 20 boys for five days. (**125-150** words)

5

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- (v) In those days only films were shot outdoors.
- | | |
|---------|---------|
| (a) 1% | (b) 5% |
| (c) 10% | (d) 20% |

OR

On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal – Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going round the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterwards Geoff was ecstatic.

Questions :

1 × 5 = 5

- (i) Who went on weekly pilgrimage ?
- (a) Sophie
 - (b) Sophie's younger brother, Derek
 - (c) Sophie's father
 - (d) All of the above
- (ii) Where did Sophie's family go every Saturday ?
- (a) Picnic
 - (b) Theatre
 - (c) Pilgrimage
 - (d) All of the above
- (iii) Casey was a
- (a) Football player
 - (b) Hockey player
 - (c) Cricket player
 - (d) Chess player

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- (iv) Casey belonged to
- (a) England
 - (b) Ireland
 - (c) Holland
 - (d) Poland
- (v) How does the author describe Casey's second goal ?
- (a) A blend of innocence
 - (b) Irish genius
 - (c) Both (a) and (b)
 - (d) Neither (a) nor (b)

8. Answer any **one** of the following : 5

The bangle makers of Firozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

OR

Edna is a better judge of character than her father. Justify.

9. Answer any **five** of the following : $2 \times 5 = 10$

- (i) How does M. Hamel pay a tribute to the French language ?
- (ii) What could be some of the reasons for the migration of people from villages to cities ?
- (iii) Which factors led Douglas to decide in favour of Y. M. C. A. pool ?
- (iv) Why was Edla happy to see the gift left by the peddler ?
- (v) How was Gandhi treated at Rajendra Prasad's house ?
- (vi) What was the special fascination of the teenager Sophie ?
- (vii) What did Sophie tell Geoff about Danny Casey ?

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