

**MODEL EXAMINATION  
CLASS XII ENGLISH CORE (031)**

**Max. Marks: 80**

**Time: 3 hours**

**Instructions**

1. This paper is divided into 3 sections. All questions are compulsory.
2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
3. Do not exceed the prescribed word limit while answering the questions.

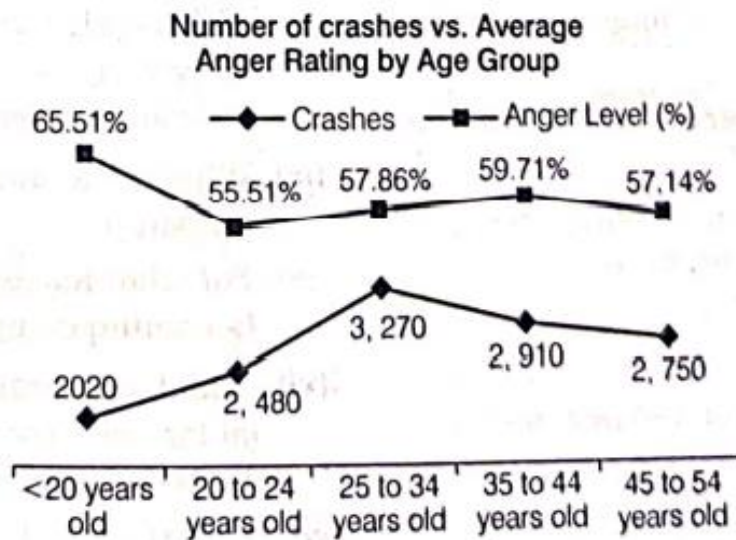
**SECTION – A (READING SKILLS: 20 Marks)**

**I. Read the passage given below**

With the advent of the interstate highway system, in combination with the construction of many thousands of smaller roads that allow people to reach nearly any destination in relatively short periods of time, society has begun mass-migrating yet again; not nearly to the extent that it did so many thousands of years ago to populate the world in which we live today, but still on a considerable scale that is rapidly changing the landscape of the world as we know it. Whereas a large percentage of the population once resided very close to major metropolitan areas, allowing walking to represent a very common and practical mode of transportation, large swaths of formerly urban populations are now moving further away from cities into rapidly expanding suburban areas, in a process called urban sprawl, where driving to virtually any destination is a necessity. The unfortunate truth of city driving is that congestion and 'stop-and-go' traffic are inevitabilities. Traffic congestion occurs because the available capacity cannot serve the desired demand on a portion of the roadway at a particular time, leading to traffic problems that are no longer minor, occasional inconveniences, but rather inevitabilities, and along with these issues, health problems related to them have arisen.

One mental health issue that is of particular cause for concern in transportation and health is road rage, largely because it is viewed as a typical human response to various traffic problems, frequently overlooked as being less dangerous than it actually is, and allowed to continue as a result, despite evidence indicating that it truly is worthy of concern. Since 2006, road rage has been officially classified as a medical condition of the mental health variety, called intermittent explosive disorder. Given this status, it is more important than ever that this mental health issue, which is directly connected to driving be considered seriously as a potential road hazard and a danger to the efficient, effective, and safe operation of our transportation system, rather than continue to be overlooked as a trivial daily aspect of life simply because it has become commonplace in our society.

The concept of annoyed, angry, aggressive travelers is something that has, in all likelihood, existed for as long as road travel alongside other travelers has been a part of life, even prior to the introduction of motor vehicles as a societal norm. This problem has, of course, been severely exacerbated through the decades as more and more people have taken ownership of vehicles and the once-dirt roads and meadows of days gone by have evolved into the complex transportation system upon which we rely today. With the growing transportation system, increasing congestion that is unlikely to disappear in the foreseeable future has become commonplace and, along with it, more drivers have become increasingly more frustrated with their daily commutes. This has led to a greater amount of driver stress, annoyance, and anger, and road rage has, as a result, become a gradually more frequent occurrence on the road, creating an environment that is arguably more dangerous to drivers than ever before.



Research conducted included demographic groups that were chosen to compare against average driving anger, given various different problematic driving scenarios. The age groups to which the survey respondents belong was also an important demographic to compare due to linkages between road rage, aggressive driving, and vehicular accidents.

As seen average anger ratings fell into 50% to 70% norm for all age groups, with all age groups except one averaging anger ratings below 60%. Since crash data is often analyzed on the basis of the ages of the drivers involved, in addition to more than half of all fatal crashes being attributed, entirely or in part, to aggressive driving (a road rage behavior), it was important to determine whether or not the prevalence of road rage and driving anger among different age groups could be associated with the fatal car crashes statistics in 2009.

Fatal car crashes were lowest among drivers younger than 20 years old, and increased for drivers between ages 20 and 24, finally peaking among drivers aged 25 to 34, and then dropping off for the subsequent two age groups. Anger ratings, on the other hand, follow a very different path whereby average anger potential peaked twice, among drivers younger than 20, and among drivers ages 35 to 44. It appears, based on this information, that, while driving anger and road rage are associated with driving fatalities, age does not seem to significantly influence this relationship.

**On the basis of your reading of the passage, answer any ten of the following questions. (1x10-10)**

(i) According to the passage, one of the reasons why transportation and health is related is

- (a) Increasing mental disorders.
- (b) Increasing incidences of road rage
- (c) Increasing migration and as a result need of transportation
- (d) Increasing relation between age, anger and road rage

(ii) Pick the option that lists statements that are NOT TRUE according to the passage.

- 1. Age and anger are interrelated to each other.
- 2. People involved in road rage majorly belong to below 20 category
- 3. Association between anger and transportation is not new.
- 4. Studies are still trying to understand the relation between health and transportation.

- (a) 1 & 3                      (c) 2 & 3                      (b) 1 & 4                      (d) 2 & 4

(iii) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE.

- 1. Even though the anger level of people below 20 years is high they cause minimum road rage.
- 2. The maximum anger issues and road rage is seen in people of 25-34 years age group.
- 3. The anger level of the people in the age group 35-44 years is 60%
- 4. There is a proportional relation between age and anger

- (a) 1 & 2                      (c) 1 & 3                      (b) 2 & 3                      (d) 2 & 4

(iv) Fatal car crashes are more often linked to

- (a) Aggressive driving                      (c) Anger                      (b) Speeding                      (d) All of these

(v) "... traffic problems that are no longer minor..." The idea that it is no longer minor indicates

- (a) The need to create more roads                      (b) The need to limit cars
- (c) The need to study the causes of the problems.
- (d) The need aware the people of the problems

- (vi) Which of the following is not substantiated by the passage?
- (a) Age is not a criterion on which we can judge the relationship between road rage and anger.
- (b) The increasing need for transportation has led to anger and frustration among drivers.
- (c) Migration is not a factor to be considered within the discussion of road rage.
- (d) Mental health issue, which is directly connected to driving.
- (vii) Which of the following problem is related to development in transportation system?
- (a) Increase in congestion (b) Frustration among drivers
- (c) Both (a) and (b) (d) None of the above
- (viii) What is the purpose of writing the given passage?
- (ix) For what reason do you think is 'urban sprawl' becoming common place?
- (x) Which age group has :
- (a) the highest percentage of anger level?
- (b) the lowest number of crashes?

## II. Read the passage given below

1. Academics has always been an essential part of human development. It prepares us to survive in the outside world and establish an identity of our own. However, is an individual's development restricted to merely academics? In India, from an early age, we have been taught that education is limited to the boundaries of academics only, the idea of getting out into the field, for gaining practical experience, is always considered a hoax. This has hindered students' development. However, the truth is that education represents a considerably broader field than we know of it. Our teaching, from the basics, has been focused on getting good grades and job offers, rather than being creative and unique.
2. In the 21st century, the pure academic type of education is slowly paving way for a whole new type. The paradigm shift in the whole education system is evident. People have now come to understand that education is a 360-degree activity that should focus an individual's overall development, rather than restricting him/her to the classroom.
3. Co-curricular activities that take place outside the classroom but reinforce or supplement classroom curriculum, in some way, have become a point of focus today. These activities help in the growth of the child, in more than one way. Participating in such activities helps youngsters grow mentally, socially, and individually. Intellect of a student is developed in the classroom, but for the aesthetic development, of team-building, character-building, and physical growth, students must step out into the outside world. For instance, a student

is a part of school football team, he/she will learn team-work and coordination in a practical manner, which cannot be taught in the class.

4. Similarly, in colleges and institutions, there is a need for practical exposure so that the students can experience the actual working of an industry. For example, taking a student to a manufacturing firm will give him/her the real insight and better learning of the industry. Catering to this change, most professional colleges including B-Schools have started providing practical exposure to students through regular guest lectures, industrial visits, conferences, seminars, cultural festivals, and so on. With industry visits, students are able to better identify their prospective areas of work in the overall organizational function. Moreover, they help enhance interpersonal skills and communication techniques. In addition, guest lectures are equally important for all-round development of students. It is a great way for students to gain maximum exposure, as guest speakers talk about their real-life experiences and not what is there in the text books.
5. Through such events, students are made to participate and coordinate different events wherein, they get to know how exactly things are managed. Classroom teaching provides the foundation, and co-curricular or extracurricular activities provide practical exposure and opportunities to implement what students learn in the classroom. This helps in developing the overall personality of the students, inculcating various soft skills in them, which otherwise are difficult to teach. Clearly, life beyond academics creates creative and empowered professionals.

**On the basis of your reading of the passage, answer any TEN of the following questions. (1x10=10)**

- (i) What is the intention of the author's question, "is an individual's development restricted to merely academics"?
- (ii) What is meant by the shift in the education system?
- (iii) ..... provides the foundation to all forms of learning.
- (iv) Based on your understanding of the passage, choose the option that lists the correct sequence of the information.
  1. Experience of the actual working of an industry
  2. Participation and coordination of different events
  3. industry visits
  4. guest lectures

(a) 1,4,3,2                      (b) 1,2,3,4                      (c) 1,3,4,2                      (d) 3,2,1,4
- (v) Pick the option showing the correct use of the word 'paradigm'.
  - (a) The mere existence of unsolved puzzles within a paradigm does not constitute a crisis.
  - (b) He had become the paradigm of the successful man.

- (c) They saw in it a narrative paradigm which offered the possibility of meaning in their individual experience to all men.
- (d) To illustrate the paradigm, reference is made to an alcohol education course developed for offenders in trouble through drink.
- (vi) Which of the following is an appropriate title for the passage?
- (a) Academic v/s co-curricular lessons                      (b) Shift of paradigm  
(c) Life beyond education                                      (d) New system of education
- (vii) Stepping into the outside world is important because -----
- (a) it leads to aesthetic development  
(b) it promotes team building  
(c) it builds character and personality  
(d) All of the above
- (viii) How do B-schools initiate a holistic development of a child?
- (a) Guest lectures    (b) Role plays              (c) Tourism                      (d) Competitions
- (ix) What has been the focus of our teaching?
- (a) Getting good grades  
(b) Getting good job offers  
(c) Being creative and unique  
(d) Both (a) and (b)
- (x) What do co-curricular activities provide a child with?
- (a) Foundation of learning  
(b) Practical exposure  
(c) Overall personality development  
(d) Creative learning opportunity

### **SECTION – B (WRITING SKILLS: 20 Marks)**

**III.**

**1. Attempt ANY ONE from A and B given below. (1x5= 5 marks)**

**A.** You are Health Secretary, Student's Council, Citizen's Public School, Varanasi. The Council has decided to start a Week-long Cleanliness Drive around the school from the 2<sup>nd</sup> of October. Draft a Notice in 50 words asking the Class XI students to enroll for the drive.

**OR**

**B.** Water supply will be suspended for eight hours (8am to 4 pm) on 6<sup>th</sup> November for cleaning of water tank. Write a Notice in about 50 words advising the residents to store water a day. You are Karan / Karuna, Secretary, Janata Group Housing Society, Chennai.

**(2) Attempt ANY ONE from A and B given below. (1x5= 5 marks)**

**A.** Send a formal invitation to Mr. Kedarnath, a renowned Hindi writer to speak on 'Communal Harmony & National Integration'. You are S.K Kapur, Secretary, Deepak Club, Chandigarh.

**OR**

**B.** you are Akshay /Arya . you have been invited to participate in a seminar on ‘ Fundamental Rights of Children’, organized by the Lion’s Club of your district. Respond to the invitation with acceptance.

**(3) Attempt ANY ONE from A and B given below. (1x5= 5 marks)**

**A.** You are Nakshtra/ Narain, a student of K.P.N Public School, Fridabad. A student is expected to cope with a lot of pressure in today’s competitive environment. Write a letter to the editor of a daily highlighting the increasing stress faced by students and suggest ways to combat the same. (Wordlimit: 150)

**OR**

**B.** You are Imran / Inaya. You have seen an advertisement for the post of an English Teacher in St. Joseph’s School, Delhi. Submit an application with detailed bio-data in response to the advertisement.

**(4) Attempt ANY ONE from A and B given below. (1x5= 5 marks)**

**A.** Spurt of violence previously unknown in Indian schools makes it incumbent on educationists to introduce value education effectively in schools. Write an article in 150 words expressing your views on the need of value education.

**OR**

**B.** MMD School in Nashik, recently organized a science symposium on the topic: ‘Effect of Pollution on Quality Life’. You are Sneha / Suraj, the editor of school magazine. Draft a report in 150 words.

### **SECTION – C (LITERATURE: 40 Marks)**

**(IV) Read the given extracts to attempt the questions with reference to context.**

**1 Attempt ANY ONE of two extracts given.**

**(1x 6=6 marks)**

**1.A**

Offered for sale wild berries in wooden quarts,  
Or crook-necked golden squash with silver warts,  
Or beauty rest in a beautiful mountain scene,  
You have the money, but if you want to bemean,  
Why keep your money (this crossly) and go along."

(1) What articles are offered for sale' at the stand?

- (a) Wooden containers of wild berries
- (b) Golden squash or gourd
- (c) Paintings of mountain scenery
- (d) Both (a) and (b)

(ii) What is the meaning of "beauty rest in a beautiful mountain scene"?

- (a) Scenic painting made by owner
- (b) The view at the back of the house

- (c) Beauty is in the eyes of the beholder
- (d) The beautiful landscape of the old house
- (iii) What do the poor people of the roadside stand feel when city people decline to buy anything?
  - (a) They feel happy and cheerful
  - (b) They feel dejected and angry
  - (c) They feel cheated
  - (d) They feel to have a scuffle with city dwellers
- (iv) What qualities of the offered articles make them unfit for sale?
  - (a) The articles were wild
  - (b) They lacked polished look
  - (c) They were cheap
  - (d) Both (a) and (b)
- (v) What impression do the city people have on the rural farmers?
- (vi) Why is this crossly' given in brackets?

**OR**

**1.B**

"A thing of beauty is a joy forever  
 Its loveliness increases, it will never  
 Pass into nothingness; but will keep  
 A bower quiet for us, and a sleep  
 Full of sweet dreams, and health, and quiet breathing."

- (i) How does a thing of beauty give useverlasting joy?
  - (a) It gives sound sleep.
  - (b) It increase in loveliness.
  - (c) It never fades.
  - (d) It provides shady place.
- (ii) What is the effect of increase in itsloveliness?
  - (a) It gives a peaceful sleep.
  - (b) It provides good health.
  - (c) It allows quiet breathing.
  - (d) All of the above
- (iii) Give one example of the beauty of natureas given in these lines?
  - (a) A sound sleep
  - (b) Trees and gardens
  - (c) A shady place
  - (d) Mental peace
- (iv) The expression " pass into nothingness " implies that, beautiful things
  - (a) Never increase
  - (b) Creates unhappiness among friends



(c) Always bring unhappiness

(d) Never fade away.

(v) How will a bower help an individual?

(vi) What quality of nature is highlighted in the extract.

**2 Attempt ANY ONE of two extracts given. (1x6=6 marks)**

**2.A**

She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bharkhanabhinahin khaya." she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime-that's what she has reaped! Her husband, an old man with a flowing beard says, "I know nothing except angles. All I have done is make a house for the family to live in."

Hearing him one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head!

The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of the elders. Little has moved with time, it seems in Firozabad, years of mind-numbing toil have killed all initiative and the ability to dream.

(1) She still has bangles on her wrist, but no light in her eyes.' This implies that .....

(a) she is married but has lost the charm in her eyes.

(b) she is a married woman who has lost her grace and beauty.

(c) though she is married. her eyes are devoid of happiness.

(d) she is a married woman who has lost her eyesight.

(2) 'He has a roof over his head!' The tone of the author is .....

(a) pessimistic

(b) empathetic

(c) sympathetic

(d) optimistic

(3) Choose the term which best matches the statement 'The young men echo the lament of their elders.'

(a) acceptance

(b) reflection

(c) reiteration

(d) doubtfulness

(4) 'Years of mind-numbing toil have killed all initiative and the ability to dream. This shows that .....

(a) the bangle makers are exhausted yet they are enterprising and have dreams.

(b) the drudgery of work has destroyed their willingness to improve their lot.

(c) the daily grind has stolen the dreams of the bangle makers and made them dull.

(d) the bangle makers have been working

(5) Who is the narrator here?

(a) Mukesh

(b) Loui Fisher

(c) Anees Jung

(d) grand father

(6) How does Mukesh's view differ from the view of his family?

**OR**

## 2.B

"Even in the matter of education, especially formal education, Subbu couldn't have had an appreciable lead over the boy. But by virtue of being born a Brahmin - a virtue indeed! - he must have had exposure to more affluent situations and people."

(i) Who was Subbu?

- (a) Chief makeup man (b) No. 2 boss at Gemini Studios  
(c) Owner of Gemini Studios (d) Film Director at Studio

(ii) Why was office boy always angry with Subbu?

- (a) Subbu had attained No. 2 position  
(b) Subbu had insulted the office boy  
(c) Office boy was at par with Subbu in education  
(d) Thought Subbu to be very clever

(iii) Why according to the narrator 'born a Brahmin' is a virtue?

- (a) Brahmins are the highest caste  
(b) treated with reverence in Tamil Nadu  
(c) Brahmins have more brains  
(d) Both (a) and (b)

(iv) The office boy appears to be a ..... man as he could not acquire any good position in Gemini Studios?

(v) If Subbu was not educated, what made him superior to the office boy?

(vi) On the basis of the given extract do you think that the narrator is appreciative of Subbu?

### 3. Attempt ANY ONE of two extracts given. (1X4=4marks)

## 3.A

You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good.

(i) Select the option that correctly fits the category of 'microscopic to the mighty' out of the ones given below.

1. Trace of a skin cell: trace of a bird's egg
2. A grain of rice: field of wheat
3. A scoop of ice cream: an ice-cream cone
4. A drop of water: Pacific Ocean

- (a) 1, 2 (b) 3, 4 (c) 1, 3 (d) 2, 4

(ii) Choose the option listing the elements that influences one to think of earth's physicality.

1. Breakage of an iceberg from a glacier
2. Midges and mites
3. A regular seen avalanche
4. Summer light in the Southernhemisphere

(a) 1, 2                      (c) 1, 4                      (b) 3,4                      (d) 2, 3

(iii) The visual scale' refers to .....

(iv) How does the narrator feel in the given extract?

**OR**

**3.B**

Aren't you interested?

You're a boy who came into the garden. Plenty do. I'm interested in anybody. Anything. There's nothing God made that doesn't interest me. Look over there... over beside the far wall. What can you see?

Rubbish.

Rubbish? Look, boy, look... what do I see? Just...grass and stuff. Weeds.

(i) Aren't you interested? This line has beenstated in the context of

- |                      |                        |
|----------------------|------------------------|
| (a) Derry's behavior | (b) Derry's burnt face |
| (c) Derry's Purpose  | (d) Derry's dilemma    |

(ii) Why Mr. Lamb is interested in anybody?

- (a) Because he is friendly to others.
- (b) Because he has a positive outlook in life.
- (c) Because he loves to help others.
- (d) Because he didn't want anybody to be in trouble.

(iii) What was the purpose of Mr. Lamb asking Derry to look at the far wall?

(iv) To what Mr. Lamb is pointing to beside the wall?

**(V) Answer any 5 from the following 6 questions in 40 to 50 words. (5x2=10 marks)**

(1)How does Kamala Das try to put away the thoughts of her ageing mother ?

(2)Describe the contrast between Aunt Jennifer ' and her creation, the tigers.

(3)Gandhiji's loyalty was not a loyalty to abstractions; it was loyalty to living human beings. Why did Gandhiji continue his stay in Champaran even after indigo sharecropping disappeared?

(4)How does Eco find the time to write so much?

(5)“What a thunderclap these words were to me!” What were those words and what was their effect on Franz?

(6)What made the peddler accept Edla's invitation? How did he feel?

**(VI ) Answer any 2 from the following 3 questions in 40 to 50 words. (2x2=4marks)**

(1)What advise did Annan give to Bama?

(2) When was the Tiger King stand in danger of losing his kingdom?

(3) What was Charley's vision about Galesburg town?

**(VII) Answer any one out of the two in 120 – 150 words. (1x5=5marks)**

(1)Desire, determination and diligence lead to ' success. Explain the value of these qualities in the light of Douglas' experience in 'Deep Water'?

OR

(2)Attempt a character-sketch of Sophie as a woman who lives in her dreams.

**(VIII) Answer any one out of the two in 120 – 150 words. (1x5=5marks)**

(1) The astrologer's prediction about the death of the Tiger King came to be true. Do you agree with this statement?

OR

(2) What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simple self-absorption?