

# GOVIND VIDYALAYA, TAMULIA

ENGLISH (SET-I)

SAMPLE PAPER OF 1<sup>ST</sup> TERM (2015-16)

STD. XII

Time allowed: 3 hrs

Max. Marks -100

Section A (30 Marks), Section B (30 Marks) and Section C (40 Marks)

## SECTION A- (Reading)

1. Read the following passage carefully and answer the questions that follow.
  1. Conservation work on the many monuments and sites in the region of Humayun's Tomb has been ongoing for some time. There have been various phases in this work. It had started with a massive renovation of Humayun's Tomb itself and moved onto the nearby area of Nizammudin Basti. This time, it is the 16<sup>th</sup> century site of Nila Gumbad, near the Humayun's Tomb complex that is under consideration. For the people living in the area, these monuments hold special meaning.
  2. To show their deep-seated involvement in the renovation of their area, the tiles that are being used for renovating the dome of the monument are being fashioned by local youths who have been trained by craftsmen who have specially come for this purpose from Uzbekistan. So far, this joint effort under Uzbek ustads has yielded 15,000 tiles. This is not enough because almost 10 per cent of the tiles are missing from the monument and current rate of production is not fast enough to meet this demand. Thus the tile manufacturing process has been geared up to meet the requirement.
  3. The Nila Gumbad monument is one of the key components in the development plans drawn up. Its importance lies in the fact that historically, and architecturally, it encompasses the Persian influence on Mughal architecture, specially through its unique tile work. The Chief Engineer of the tile making project Rajpal Singh is happy with the youth as he says that the Uzbek masters have taught youths from the basti to make tiles identical to the ones used in the Mughal period.
  4. The complex nature of the restoration in hand has led to the involvement of several agencies. Which body initiated the restoration work?
  5. The Age Khan Trust for Culture, which first renovated Humayun's Tomb, subsequently took up the renovation of the Nila Gumbad as part of the Humayun's Tomb Complex renovation.
  6. The work at the site which was first initiated as part of the Humayun's Tomb complex was taken up a few months ago by the Age Khan Trust for culture (AKTC). The protected monuments for renovation come under the aegis of the Archeological Survey of India. Besides the Age Khan Trust, there is a multidisciplinary team co-funding the restoration work alongside. Some of the funds are coming in from the Dorabji Tata Trust as well.
  7. Another player in the restoration process is the Northern railways with whom the conservators have had ongoing talks to resolve the issues. The railway body has not permitted ongoing plans for implementation of a landscaping project that was agreed

to in 2011. The railway authorities were also required to demolish a room which stands in the way of integrating the complex.

8. The millions of visitors who come to Humayun's Tomb annually are thus denied the chance to envision the entire complex, due to these issues. Nevertheless, the conservation plans are on in full swing and are based on exhaustive documentation and an enhanced understanding of the structure's potential to throw light on Mughal architecture in the early years and much before it had matured into the magnificent edifices of the later Mughal era.
9. The Nila Gumbad had remained in a state of forgotten neglect for some time. In 2008, the Archeological Survey of India had uncovered an arcaded platform that stretches up to Nila Gumbad and that established that the Nila Gumbad complex was once part of the Humayun Tomb complex.
10. What few people realise is the fact that the Nila Gumbad is among the earliest building in Delhi, built by the Mughals. It had sandstone jaalis which were subsequently removed in the 20<sup>th</sup> century and which will now see a comeback with the current restoration.
11. Apart from restoring what was once part of the monument, conservators will also undertake the massive task of removing those aspects of the monument that were added in the current times and which have defaced the fair face of this precious structure. Major cement plastering was done on the interior and exterior of this monument, without giving a thought to its original design and architecture. These surfaces are now being carefully removed bit by bit, so as not to damage the surface in the process. Once removed, these surfaces will once again be restored to their pristine glory by being plastered with traditional lime plaster, so that the restored monument gets back the feel and flavor of its original importance.

**1.1 On the basis of your reading of the passage, answer the following questions by choosing best of the given choices. (3)**

(a) The Nila Gumbad of the Humayun's Tomb Complex was .....

- |   |                              |
|---|------------------------------|
| (i) built in the 16 <sup>th</sup> century | (ii) a Mughal monument       |
| (iii) built by Persian architects         | (iv) brought from Uzbekistan |

(b) Local youths in the tile making process are trained by

- (i) the Archeological Survey of India
- (ii) Rajpal Singh
- (iii) tile makers from Uzbekistan
- (iv) Age Khan Trust for Culture

(c) The original plastering of the monument was done in .....

(i) cement mortar plaster

(ii) lime plastering

(iii) marbel

(iv) tile work

1.2 Answer the following questions briefly. (5)

- (a) Why is the tile making process at Nila Gumbad being speeded up?
- (b) Why has restoration been taken up of the monument?
- (c) Which other bodies are involved in the renovation work besides the AKJTC?
- (d) What is the basis of the present conservation plans?
- (e) What role have the Railway authorities played in the conservation work?

1.3 Find words in the passage which mean the same as: (3)

- (a) Renovation (para 5)    (b) conservators (para 7)    (c) demolish (para 5)

2. Read the following passage carefully and answer the questions that follows.

1. The Lok Sabha is 62 years young. Four years after Independence, India took a giant leap towards established a democratic government when the first Lok Sabha was constituted on 17<sup>th</sup> April, 1952. The Indian National Congress came into power with 364 seats in a House that had 489 seats. Jawaharlal Nehru won his seat from Allahabad and made history by becoming the first elected Prime Minister of India. Yet despite this thumping majority, the Congress right at the start, had to face a strong opposition from the Bharatiya Jan Sangh and its leader Dr Shyama Prasad Mookerjee. Later, the party became the Bharatiya Janta Party. At the same time, the Dalit leader Dr BR Ambedkar revived the Scheduled Castes Federation and a new party, the Republican Party, was formed. Another opposition group to the Nehru government was led by Ram Manohar Lohia and Jai Prakash Narayan, known as the Socialist Party.
2. Another inflection point in the history of the Lok Sabha came about during the time of Prime Minister Lal Bahadur Shastri. The country by then had fought two wars, against China and Pakistan. While India suffered losses during the inspiring message of 'Jai Jawan, Jai Kisan' and infused a spirit of fresh confidence in the nation. Due to the passing away of Shastri a few days after inking the peace treaty, Indira Gandhi came as the Prime Minister. In between Gulzari Lal Nanda assumed charge as Prime Minister on two occasions.
3. The Indira Gandhi years saw the fortunes of the Congress on the rise as her party won 342 seats out of 518 in 1971, riding on the wave of her slogan: 'Garibi Hatao'. Another landmark event during her years in power was the winning of the 1971 war against Pakistan and liberation of Bangladesh as a new nation after the war. But things were not rosy on the domestic front as the Prime Minister was confronted with a huge problem. The Allahabad High Court invalidated her election on grounds of electoral malpractices. As a result, Indira Gandhi declared Emergency, suspending civil rights and sending scores of opposition leaders to jail and subjecting the media to censorship. This state of affairs continued till March 1977.

4. The political situation had paved the way for a change in the supremacy of the Congress. The year is regarded as the watershed year that saw the first non-Congress government come to power. It was riding on the anti-Indira wave and the Janata Party combine led by the Bharatiya Lok Dal came to power. It was riding on the anti-Indira wave and the Janata Party combine led by the Bharatiya Lok Dal came to power with Morarji Desai as the Prime Minister. The Congress won just 154 seats and Indira Gandhi, who bore the burnt of the Emergency, found herself defected in the elections. A non-Congress government came to power but barely lasted three years. This was due to sharp differences among the members of the coalition government and Morarji Desai the then Prime Minister resigning, after losing a trust vote in Parliament. The government under Charan Singh thereafter did not last out its full tenure and when elections were called in 1980, Indira Gandhi came back with a thumping majority, winning 353 seats in the Lok Sadha.
5. The second non-Congress government lasted barely 16 months and fresh elections were influenced by the Mandal Commission report. Assassinations, this time of then Prime Minister Rajiv Gandhi, once again rocked the country's political fabric. The outcome of this state of affairs was the ushering in structural reforms which changed the face of the Indian economy.

**2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

(a) The first Lok Sabha was constituted

- (i) four years after Independence
- (ii) immediately after Independence
- (iii) when Prime Minister ordered the elections
- (iv) the majority of leaders agreed to do so

(b) Jawaharlal Nehru made history

- (i) by winning the elections from the Allahabad seat
- (ii) by becoming the first elected Prime Minister of India
- (iii) by calling for elections
- (iv) winning a thumping majority

(c) The second non-Congress government

- (i) put Indira Gandhi in jail
- (ii) lasted for 16 months
- (iii) lasted for 16 days
- (iv) influenced the assassination of Rajiv Gandhi

**2.2 Answer the following questions briefly.**

**(5)**

- (a) Who was the leader of the Bharatia Jan Sangh?
- (b) What party did Jai Prakash Narayan form?
- (c) What slogan did Lal Bahadur Shastri give?
- (d) On what grounds did the Allahabad High Court invalidate Indira Gandhi's election?
- (e) How many Lok Sabha seats did the Congress win in the elections of 1980?

**2.3 Find words in the passage that mean the same as: (3)**

- (a) Revitalise (para 1)
- (b) encouraging (para 3)
- (c) wrongdoings (para 3)

**3. Read the following passage carefully and answer the questions that follow.**

1. People being what they are get practical about creating their own currency as it is honoured. In Africa sea shells were used until the 19<sup>th</sup> century as money. But gold- practically useless but known for its short supply and lasting quality – has been the most popular non-currency form of money and is a standard for central banks.
2. Now in the age of the Internet , and digital technologies, money is undergoing an exciting makeover with talk of virtual currencies, mobile wallets and software apps that pretty much do what gold has been doing for centuries and currency notes have been doing for a while. Technologies such as near-field communications, are being used to make the mobile phone an instrument of payment without the customer having to sign a credit card voucher, thus making it more secure.
3. In general software apps are being developed to substitute for money in various ways. Some companies like Starbucks allow ‘digital tipping’ of its baristas through a mobile app. Pre-paid cash cards are being used as swipe instruments where customers do not need credit cards or even bank accounts. The NextGen ATM machines will recognize your face through facial biometric technologies.
4. Bitcoin, the most popular virtual currency started circulating in 2009. Its current market value has been estimated at around \$8 billion, to 80,000 transactions occurring daily, according to reputed accounting firms. However, Washington’s Internal Revenue Service ruled that bitcoin are not currency but more like property- and thus subject to capital gains tax.
5. Meanwhile other virtual currencies are taking off- and influencing politics. In Iceland, which saw its banking system more or less wiped off, during the 2008 global financial crisis, there emerged the eurocoin a new currency now estimated to be worth \$11.37. This currency is aimed at fighting capital controls imposed by the Iceland government.
6. Crypto currencies are a very important milestone in this fight for liberty from political control. They bring the hope of a new era of free currencies immune to the meddling of politicians.

7. In addition, money is undergoing an exciting makeover though innovations galore. Telecom companies the world over, for instance, with support from their central banks are offering customers ‘mobile money’ as a service. Another innovation that is much talked about is the mobile wallet and companies are helping their customers carry the equivalent of cash in their handsets much like one carries travellers’ cheques.
  8. Thus more and more practical solutions are being spawned across the planet to focus not so much on money’s ‘store of value’ but as a medium of exchange.
- (a) On the basis of your reading of the passage make notes using headings and sub-headings. Use reasonable abbreviations wherever necessary (minimum 4). Use a format you consider suitable. Use a format you consider suitable. Also supply an appropriate title for it. (5)
- (b) Write a summary of the above passage in about 80 words. (3)

### **Section B – Writing Skills**

4. Design a poster on ‘Literacy for All’. (Word limit 50) (4)
5. Write a letter to the Principal highlighting students’ inability to understand the CCE approach of CBSE and therefore, request him to arrange a meeting of pedagogues, representatives, and educationists in order to make their evaluation crystal clear. This is to increase students’ performance in school, at home and in examinations. You are Sudhakar/Sudha of DAV School, Greater Kailash, Part I, New Delhi 110017. (6)
6. Your school has organized a blood Donation Camp. Write a report in about 150-200 words. (10)
7. Write an article for the school magazine “Can you change your personality” (word limit 150-200). (10)

### **Section C – Literature Textbooks and Long Reading Texts**

8. Read the following lines and answer with reference to the context : (4)

Far far from gusty waves these children’s faces.

Like rootless weeds, the hair torn round their pallor;

The tall girl with her weighed-down head. The paper-seeming boy, with rat’s eyes. The stunted, unlucky heir

Of twisted bones, reciting a father’s gnarled disease,

His lesson, from his desk. At back of the dim class

One unnoted, sweet and young. His eyes live in a dream,

Of squirrel’s game, in tree room, other than this.

- (a) What does the poet mean when he says, ‘Far far from gusty waves’? (1)

(b) Why does he refer to the children as ‘rootless weeds’? (1)

(c) Why is the head of the girl weighed down and what does the reference to the ‘unlucky heir’ indicate? (1)

(d) What do you understand by play phrase ‘a father’s gnarled disease’ in the context of the boys living in the slum? (1)

9. Answer the following questions in about 50-60 words each. (4x3= 12)

(a) How is Mukesh’s attitude different from that of the rest of his family?

(b) The ironmaster’s daughter noticed things that the ironmaster in his excitement had overlooked. What were the things that Edla had observed?

(c) What memories did Dr. Sadao have of his landly in America?

(d) Explain Sadness of never understanding ourselves.

10. The Last Lesson clearly shows that adults play a role in motivating young learners. Cite examples from the lesson to prove your point. (6)

11. Roger Skunk’s mother finds the smell of roses detestable on her son, implying that she should accept him as he is. Adults as well as young people are often victims of misjudging issues, people and circumstances based on appearance. In an obsession for appearance disallowing us to appreciate our own true selves. Elucidate. (6)

12. Describe the robbery episode at dawn in Bunting’s house. (6)

13. Describe the episode of the unveiling of the Stranger at Hall’s inn. (6)

---XX---

## GOVIND VIDYALAYA, TAMULIA

ENGLISH (SET- II)

SAMPLE PAPER OF 1<sup>ST</sup> TERM (2015-16)

STD. XII

Time allowed: 3 hrs

Max. Marks -100

Section A (30 Marks), Section B (30 Marks) and Section C (40 Marks)

### SECTION A- (Reading)

1. Read the following passage carefully and answer the questions that follow.

1. I was born the 30<sup>th</sup> of November, 1835, in the almost invisible village of Florida, Monroe Country, Missouri. I suppose Florida had less than three hundred inhabitants. It had two streets, each a couple of hundred yards long; the rest of the avenues mere lanes, with rail fences and cornfields on the either side. Both the streets and the lanes were paved with the same material - tough black mud in wet times, deep dust in dry.

2. Most of the houses were of logs- all of them, indeed, except three or four; these latter were frame ones. There were none of bricks, and none of stone. There was a log church, with a puncheon floor and benches. A puncheon floor is made of logs whose upper surfaces have been chipped flat with the adz. The cracks between the logs were not filled; there was no carpet; consequently, if you dropped anything smaller than a peach, it was likely to go through. The church was perched upon short sections of logs, which elevated it two or three feet from the ground. Hogs slept under there, and whenever the dogs got after them during services, the minister had to wait the disturbance was over. In winter there was always a refreshing breeze up through the puncheon floor; in summer there were fleas enough for all.
3. A slab bench is made of the outside cut of a saw-log, with the bark side down; it is supported on four sticks driven into auger holes at the ends; it has no back and no cushions. The church was twilighted with yellow tallow candles in tin scones hung against the walls. Week days, the church was a schoolhouse.
4. There were two stores in the village. My uncle, John A. Quarles, was proprietor of one of them. It was a very small establishment, with a few rolls of "bit" calicoes on half a dozen shelves; a few barrels of salt mackerel, coffee, and New Orleans sugar behind the counter; stacks of brooms, shovels, axes, hoes, rakes and such things here and there; a lot of cheap hats, bonnets, and tinware strung on strings and suspended from the walls; and at the other end of the room was another counter with bags of shot on it, a cheese or two, and a key of power; in front of it a row of nail kegs and a few pigs of lead, and behind it a barrel or two of New Orleans molasses and native corn whisky on tap. If a boy bought five or ten cents' worth of anything, he was entitled to half a handful of sugar from the barrel; if a women bought a few yards of calico she was entitled to a spool of thread in addition to the usual gratis "trimmin's"; if a man bought a trifle, he was at liberty to draw and swallow as big a drink of whisky as he wanted.
5. Everything was cheap: apples, peaches, sweet potatoes, Irish potatoes, and corn, ten cents a bushel; chickens, ten cents apiece; butter, six cents a pound; eggs, three cents a dozen; coffee and sugar, five cents a pound; whisky, ten cents a gallon. I do not know how prices are out there in interior Missouri now, but I know what they are here in Hartford, Connecticut. To wit : apples, three dollars a bushel; peaches, five dollars; Irish potatoes (choice Bermudas), five dollars; chickens, a dollar to a dollar and a half apiece, according to weight; butter, forty-five to sixty cents a pound.

(An Expert from Mark Twain's Autobiography)

**1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

- (a) The streets of Mark Twain's in summer were coated with.....
- (i) Wet earth and shingles
  - (ii) Black mud in wet times and deep dust in the dry months
  - (iii) Black mud in wet times and dry mud in dry times



- (iv) Dry mud in wet times and wet mud in dry times
- (b) During weekdays the local church served as a .....
- (i)bazaar (ii)pilgrim spot  
(iii)schoolhouse (iv)priet's lodgings
- (c) If a boy customer bought five to ten cents' worth of goods .....
- (i)he got a spoonful a molasses free (ii)he was entitled to a bale of calico  
(iii)a cheese or two (iv)half a handful of sugar

**1.2 Answer the following questions briefly. (5)**

- (a)Mention two facts about the writer's early life.
- (b)How were the houses built in his village ?
- (c)What bonus was offered to customers at the local store?
- (d)Write four aspects of the local church in writer's village?
- (e)What was the cost of a bushel of apples in Hartford Cost ?

**1.3 Find words/ phrases from the passage which mean the same as: (3)**

- (a)existing naturally in a place (para 4) (b) as a result (para 2)  
(c) free (para 4)

**2. Read the following poem carefully and answer the questions that follow.**

Just now the lilac is in bloom,

All before my little room;

And in my flower- beds, I think,

Smile the carnation and the pink; 4

And down the borders, well I know,

The poppy and the pansy blow...

Oh! There the chestnuts, summer through,

Besides the river make for you 8

A tunnel of green gloom, and sleep

Deeply above; and green and deep

The stream mysterious glides beneath,

Green as a dream and deep as death. 12

.. Oh, damn! I know it! And I know  
How the May fields all golden show,  
And when the day is young and sweet,  
Gild gloriously the bare feet 16  
That run to bathe ...  
Du lieber Gott! (oh my God)  
Here am I, sweating, sick, and hot,  
And there shadowed waters fresh  
Lean up to embrace the naked flesh. 20  
Temperamentvoll German Jews (spirited)  
Drink beer around;--and there the dews  
Are soft beneath a morn of gold. 24  
Here tulips bloom as they are told;  
Unkempt about those hedges blows  
An English unofficial rose;  
And there are unregulated sun 28  
Slopes down to rest when day is done,  
And wakes a vague unpunctual star,  
A slippered Hesper; and there are  
Meads towards Haslingfield and Coton 32  
Where das Betreten's not verboten. (entering is not forbidden)  
(if only I could be)  
In Grantchester, in Grantchester! - 35

**2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

(a) The poet is recalling the scene at

- (i) his native village in England      (ii) his life among the Jews  
(iii) the poppy and the pansy      (iv) the smile of the carnation and the pink flower

(b) The chestnut trees are growing

- (i) on the mountaintops      (ii) besides the stream flowing through the village

(iii)in the waters of the stream

(iv)beneath the cornfields

(c)The poet contrasts the planted rows of tulips with

(i) a stray rose blooming in a hedge (ii)a field of ripe corn

(iii)the green waters of the shaded stream (iv) a summer's day

## 2.2 Answer the following questions.

(a) What are the varieties of flowers blooming in his home in the summer? (1)

(b) Why does the stream look dreamy and green? (2)

(c) How does the poet contrast his present location with that of his home? (1)

(d) Find out how the poet uses satire to heighten the humour of the poem. (1)

## 2.3 Find words from the passage which mean the same as : (3)

(a) happy (lines 12-16) (b) hug (lines 20-24) (c) uncontrolled (lines 28-32)

## 3. Read the passage and answer the questions that follow.

1. There are few swimming pools in the city and the ones which are there are either too small or too overcrowded to allow you to swim several laps at a stretch, undistributed.

2. Still, a workout in the pool on a hot summer day is preferable to a jog or long walk. Experts have devised several exercises which can be performed in any kind of pool. The added bonus is that many of these exercises can be performed by non-swimmers. They are specially beneficial to people with arthritis and for patients who have been advised physiotherapy.

3. As with any form of activity, never overstrain. Alternate intense activity with rest- that is, exercise in the water till you are breathless, then slow down to recover your breath.

4. THE LEGS: To strengthen hip and leg muscles, hold on to the sides of the pool. Keep your body afloat with the legs straight behind you. Now move your legs up and down, like scissors like beginners who are learning to swim. Do this for a minute, then rest and repeat.

5. Finally, move on to your back and repeat the exercise.

6. Swimmers can move into the deep and keep afloat by padding or moving the legs in a circular fashion, like cycling. This builds up the leg muscles besides it has several aerobic benefits for the heart.

7. UPPER BODY: For an upper body workout, stand till the water comes up to the shoulder level. Stretch arms sideways and make small circular motions inside the water. Do these at least 10 times clockwise and anti-clockwise. Then repeat the process again and again.

8. Imitating the crawl stroke, you can extend one arm forward, the other back, rhythmically. Wind-mill both arms alternately through the water, till you can begin to feel the exertion. Rest a while, then repeat the exercises.

9. BREATHING : To improve breathing, stand fully submerged in water. Extend arms in front of you, with palms facing down and parallel to the floor. In one movement, pull hands

downwards your thighs, even as you kick off the floor and rise up to the top. Take a deep breath as soon as the head is out of the water.

10. For exercises in the water to be beneficial, attempt them at least five times a week.

11. Experts suggest that an activity like swimming must be done continuously for at least 10 to 30 minutes to be beneficial.

12. Swimming has several benefits, which make it score over other forms of physical activity. Since the body has to be kept straight while swimming it strengthens the muscles of the spinal cord, thereby improving posture. This activity not only cools you off physically but soothes the mind as well. Doctors recommend it to kill stress. Swimming also improve blood circulation not only because of the physical exertion involved, but also because of the water pressure. This pressure stimulates the heart to pump blood.

13. Experts say that swimming for a little over half a km per hour could burn some 200 calories for an average sized person. A heavier person, who has to exert more, naturally burns up more calories.

(a) On the basis of your reading of the above passage, make notes using headings and sub-headings. Use recognizable abbreviations, wherever necessary (minimum 4). Use a format you consider suitable. Also supply an appropriate title to it. (5)

(b) Write an abstract if the above passage. (3)

### **Section B – Writing Skills**

4. You are the senior manager at Sahni Travels & Tours. Construct an advertisement offering an attractive package tour to Kullu- Manali. Mention discounts and offers as well. Give other details. (Words limit: 50) (4)

5. Pankaj Das of 95, Dehu Road, Pune, sees an advertisement and decides to apply for the job. The requirements for the job are graduation in any science subject, knowledge of English and possession of computer skills. Write an application to the Personnel Manager, Light Sight Chemists, Dehu Road, Pune. (6)

6. Write an article for your school magazine on ‘Durg Abuse and Its Prevention’ in 150-200 words. (10)

7. A village Pradhan is going to host a debate on “Honour Killing”. All men, women and old people in the village including some bureaucrats like district magistrate, MLA, Block Pramukh, etc. will also come to attend the same. Write your views on the same. You are Babu/ Babita, a villager. (Word limit: 150-200) (10)

### **Section C – Literature**

8. Read the lines given below and answer the questions that follow:

Unless, governor, inspector, visitor,

This map becomes their window and these windows

That shut upon their lives like catacombs,

Break O break open till they break the town  
And show the children to green fields, and make their world  
Run azure on gold sands, and let their tongues  
Run naked into books the white and green leaves open  
History theirs whose language is the sun.

- (a) What are 'catacombs' ? Why does the poet use the symbol of the catacombs for the lives of the slum school children? (2)
- (b) How can the map of world adorning the wall of the classroom, become a 'window' for children? (1)
- (c) Why does the poet feel that this window has been closed for these children? Who does he feel can actually open this window for them? (1)

**9. Answer the following questions. 4x3=12**

- (a) What made the peddler keep to the woods after leaving the crofter's cottage. How did he feel?
- (b) What was the attitude of the General towards the enemy soldier?
- (c) Why the Maharaja wanted to kill hundred tigers?
- (d) What will counting upto twelve and keeping still help us to achieve?
10. Resolution needs complete sacrifice of one's time, wealth and physical stake. In view of this, highlight the role of Rajkumar Shukla as a resolute in the lesson 'Indigo'. (Word limit : 120-150) (6)
11. In spite of the precautions taken by the Governor, Evans was able to escape. How do you think he was able to do it? (6)
12. How were the villagers of Iping celebrating their Whit Monday? Discuss the entry of a new stranger in the village after the invisible man's escape from that place. (6)
13. Give a brief character- Sketch of Mr. Thomas Marvel. (6)

---XX---

**GOVIND VIDYALAYA, TAMULIA**

ENGLISH (SET- III)

SAMPLE PAPER OF 1<sup>ST</sup> TERM (2015-16)

STD. XII

**Time allowed: 3 hrs**

**Max. Marks -100**

---

**Section A (30 Marks), Section B (30 Marks) and Section C (40 Marks)**

## SECTION A- (Reading)

1. Read the following passage carefully and answer the questions that follow.
  1. The National Basketball Championship Women's finals had all the ingredients of the Chak De climax. Till half-time, the Railways team, playing against the Chhattisgarh girls' team, led on the scoreboard. And then, the unexpected happened. The Chhattisgarh girls tore into the Railway's defenses and every time they took a shot, the ball made it through the hoop. The scoreboard kept moving and at the final whistle, it stood in Chhattisgarh's favour.
  2. But more important than the victory, it is the stories of some of these players that make it a fantastic match. Most of the players come from poor families and have dealt with severe setbacks. Take the story of India's tallest woman hoopster, Poonam Chaturvedi. A severe headache that had bothered her for a long time, was diagnosed as a brain tumour six months ago. She had lost her will to live but had joined the team to please her father, a constable in Uttar Pradesh. Within a few minutes into the game the headache had returned and she was benched. But when Captain Seema Singh fouled out, she was forced to return. She went on to put up a brilliant performance, despite the pain and a brilliant performance, despite the pain and anxiety.
  3. Behind this stupendous success is coach Rajesh Patel, who has been running the Chhattisgarh Basketball Development Academy for 13 years. With financial backing from the steel plants in his area, he has been mentoring deserving boys and girls from tribal belts and training them for the game. A promise of employment and promotion if they excel in the game, keeps his girls going, says Patel.
  4. So far, Patel has trained 1500 youngsters. Of the lot, the really disadvantaged children are taken into a hostel run by him and his wife Anita, till they are independent. Many of Patel's protégés have gone on to perform at national and international events and the Chhattisgarh girls he has trained, claim a unique record of bringing home 74 medals in their 80 national-event appearances.
  5. Yet none of these players has had an easy life. Seema Singh of the current team is its most experienced player. She had represented Chhattisgarh for the first time in 2002. When she was dropped from the Railways team earlier, due to a knee injury, she picked herself up and resumed playing for Chhattisgarh and won the national trophy for her coach, as she puts it.
  6. Another team member, L Deepa, triumphed over a physical drawback. She is short and found this a great disadvantage in a sport like basketball where height matters. But when Patel gave her a chance to come up to his expectations, Deepa more than measured up.
  7. Others like Bharti Nigam, came into the team as she had not made to the Railways team this year. This daughter of a police constable, she took this snub as a challenge and went on to become a professional player. Her sports teacher she feels, motivated her into taking up the sport as a career.
  8. All these women together have thus scripted an unusual tale of great valour, indomitable courage and determination, and implicit trust in their coach to secure for

India a great honour. For their team the win over the giants, the Railways team, this victory has spelt a personal rewind of the typical underdog-who-triumphs movie of how they dunked the odds.

**1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

- (a) The match between the Railways and Chhattisgarh was won .....
- (i) the Chak De India team                      (ii) the Chhattisgarh girls' team  
(iii) the Railways' team                      (iv) no one as it was a draw
- (b) .Ponam Chaturvedi .....
- (i) India's tallest woman hoopster              (ii) the captain of the Chhattisgarh team  
(iii) a player from the Railways team              (iv) a girl living in a hostel
- (c) The Chhattisgarh Basketball Academy has been running for .....
- (i) One year                      (ii) the benefit of the steel plants  
(iii) 13 years                      (iv) the national and international championships

**1.2 Answer the following questions briefly. (5)**

- (a) What change came over the match between the Railways and the Chhattisgarh team after half-time?
- (b) Why was Poonam Chaturvedi benched out and why did she return?
- (c) Mention two facts about Seema Singh?
- (d) How was team member Bharti Nigam motivated after her rejection?
- (e) What have all these women scriped.

**1.3 Find words from the passage which mean the same. (3)**

- (a) Basket ball player (para 2)
- (b) Extremely impressive (para 3)
- (c) Very brave and determined (para 8)

**2. Read the following passage carefully and answer the questions that follow.**

1. It was three in the afternoon when Philip left the realms of commonsense. He was so weary with travelling that he had fallen asleep in the train. His fellow –passengers had the usual Italian gift of divination, and when Monteriano came they knew he wanted to go there, and dropped him out. His feet sank into the hot asphalt of the platform, and in a dream he watched the train depart, while the porter who ought to have been carrying his bag, ran up the line playing touch – you – last with the guard. Alas! He was in no humour for Italy. Bargaining for a legno bored him unutterably. The man asked six lire; and though Philip

knew that for eight miles it should scarcely be more than four, yet he was about to give what he was asked, and so make the man discontented and unhappy for the rest of the day. He was saved from this social blunder by loud shouts, and looking up the road saw one cracking his whip and waving his reins and driving two horses furiously, and behind him there appeared the swaying figure of a woman, holding star-fish fashion on to anything she could touch. It was Miss Abbott, who had just received his letter from Milan announcing the time of his arrival, and had hurried down to meet him.

2. He had known Miss Abbott for years, and had never had much opinion about her one way or the other. She was good, quite, dull, and amiable, young only because she was twenty-three: there was nothing in her appearance or manner to suggest the fire of youth. All her life had been spent at Sawston with a dull and amiable father, and her pleasant, pallid face, bent on some respectable charity, was a familiar object of the Sawston streets. Why she had ever wished to leave them was surprising; but as she truly said, "I am John Bull to the backbone, yet I do want to see Italy, just once. Everybody says it is marvelous, and that one gets no idea of it from books at all." The curate suggested that a year was a long time; and Miss Abbott, with decorous playfulness, answered him, "Oh, but you must let me have my fling !

I promise to have it once, and once only. It will give me things to think about and talk about for the rest of my life." The curate had consented; so had Mr. Abbott. And here she was in a legno, solitary, dusty, frightened, with as much to answer and to answer for as the most dashing adventuress could desire.

3. They shook hands without speaking. She made room for Philip and his luggage amidst the loud indignation of the unsuccessful driver, whom it required the combined eloquence of the station-master and the station beggar to confute. The silence was prolonged until they started. For three days he had been considering what he should do, and still more what he should say. He had invented a dozen imaginary conversations, in all of which his logic and eloquence procured him certain victory. But how to begin? He was in the enemy's country, and everything- the hot sun, the cold air behind the heat, the endless rows of olive-trees, regular yet mysterious- seemed hostile to the placid atmosphere of Sawston in which his thoughts took birth.

**2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

(a) Philip was able to reach Monteriano with the help of .....

- (i) his co-passengers
- (ii) the legno driver
- (iii) Miss Abbott
- (iv) his own commonsense

(b) Miss Abbott proclaimed that she wanted to .....

- (i) go to Swaston
- (ii) persuade the vicar
- (iii) go to Italy just once
- (iv) read books about Italy

(c) According to Philip, the enemy country he was in .....

- (i) had a station master and a station beggar
- (ii) had hot sun and rows of olive trees



(iii) an adventurous mood

(iv) cold air and no sun

**2.2 Answer the following questions briefly.**

**(5)**

- (a) Why would Philip's behavior make the legno driver feel discounted?
- (b) Why did Miss Abbott come hurrying down to the station?
- (c) What facts do we gather about Miss Abbott from the passage?
- (d) What was the dilemma faced by Philip in the presence of Miss Abbott?
- (e) What does the expression 'John Bull' indicate?

**2.3 Find the words from the passage which mean the same as:**

**(3)**

- (a) to prove something or somebody wrong (para 3)
- (b) agreeable (para 2)
- (c) very much (para 1)

**3. Read the following passage carefully.**

The day the child is born, the parents dream of making it a doctor, engineer, architect, or an IAS. As the child develops, the hopes and aspirations of parents also develop. They want to see their children earning a handsome amount of money.

Having an ideal career is a dream for all and as parents of a teenager, thoughts of your child's career may not be very far from your mind. Most youngsters at that age, however wrongly believe that they are at the beginning of their career path. But they have been on that road for years – their school studies, recreational activities and hobbies help a child gravitate towards its interests. These interests must drive their ambitions. Gone are the days when one began and ended one's professional career at the same job. Getting a job is no longer as important as choosing the right career path- one that promises more personal satisfaction and growth, and of course earning that will let them live a good life. So making a wise choice becomes all the more important. Developing a keen self-knowledge is essential to making the right career decisions. But all youngsters are not so self-aware. In fact many of them admit that they need help in planning their careers. Inexperienced, unsure and ill- informed, young people must turn to others for help. And though career counselors at school are helpful, experts agree that parents are the number one influence on a child's choice of career. Sadly many parents are not themselves very sure about how best they can help. Many parents mistakenly try to "tell" kids – directly or indirectly- about the kind of expectations they have with regard to the child's choice of career. The chances are that the child ends up following its parents' dream, not its own, will not be a happy, satisfied professional in its adult life. " A child relies on information from peers when it comes to career options. But a parents has many options to get and pass on details about various career options. Parents must guide their wards and allow them to make an informed decision," says S.C. Moha, excutive director of the All India Management Association (AIMA).

- (a) On the basis of your reading of the above passage, make notes using headings and sub-headings. Use recognizable abbreviations, wherever necessary (minimum 4). Use a format you consider suitable, Also supply an appropriate title to it.

**(5)**

(b) Write a summary of the above passage in 80 words.

(3)

### Section B- Writing Skills

4. Draft a matrimonial advertisement for your younger sister to be published in a local daily. You need an IT professional settled abroad. (word limit: 50) (4)

5. You are Pawan Junelia, staying at R-535, Rajinder Nagar, New Delhi. Two months back you bought a Telephone Answering System with Facsimile from the Electronic World, 33, Daryaganj, New Delhi, with a warranty of 2 years. Now you discover that the machine doesn't record the callers' message and the screen also remains blank. Write a letter of complaint requesting for replacement, if needed. (word limit : 120-150) (6)

6. As Shreya/ Shrey write an article on 'Junk the Junk Food' to create an awareness among children that junk food is unhealthy and unhygienic. (word limit : 150-200) (10)

7. You are Rakhee/ Rakesh and you feel disturbed at the growing violence among children. Write a speech on "Growing Violence among Children". (word limit : 150-200) (10)

### Section C- Literature

8. Read the lines given below and answer the questions that follows:

If we were not so single- minded

About keeping our lives moving,

And for once could do nothing,

Perhaps a huge silence

Might interrupt this sadness

Of never understanding ourselves

And of threatening ourselves with death

a) What is man 'Single- minded' about? (1)

b) Explain: 'Sadness of never understanding ourselves' (1)

c) How has mankind threatening itself with death? (1)

d) What is life 'about'? (1)

9. Answer the following questions.

4x3=12

(a) How did the author become a swimmer finally?

(b) Is the title of the story "The Rattrap" justified?

(c) How did Jo want the story of Roger Skunk to end?

(d) What image does Keats use to describe the beautiful bounty of the earth.

10. A real Politian is like a scientist, who first observes the pain of people thoroughly, visits the places shrouded in problems from the system, meets with the local people, discusses and records the genesis of the problem, carries on a thorough study of the law and then acts for addressing the problem. In view of this, enumerate Gandhi's modus operandi as narrated in the lesson "Indigo". (6)

11. How did Mr. Lamb try to give courage and confidence to Derry? (6)

12. Describe the episode of the unveiling of the stranger at Halls Inn. (6)

13. What did Mr. and Mrs. Hall experience when they entered the room of the stranger? How do you they entered the room of the stranger? How do you explain this behavior? (6)

---XX---

## GOVIND VIDYALAYA, TAMULIA

ENGLISH (SET- IV)

SAMPLE PAPER OF 1<sup>ST</sup> TERM (2015-16)

STD. XII

Time allowed: 3 hrs

Max. Marks -100

---

Section A (30 Marks), Section B (30 Marks) and Section C (40 Marks)

### SECTION A- (Reading)

1. Read the following passage carefully and answer the questions that follow.

1. My first tryst with Shakespeare several years ago was an enforced one. The Merchant of Venice was a prescribed book in class 9 when I was at school. I had read the wonderful Lamb's Tales from Shakesphere and considered myself an authority n the stories. I did not think it necessary to read the antiquated language or trudge through several seemingly abstruse paragraphs to get to the main point. To spend a whole year to decipher a play when I had understood the story in a few pages seemed to be a sheer waste of time. Yet, somewhere along the way, I was drawn into the world of the Merchants of Venice, their portly argosies, the signors and rich burghers and the news on the Rialto. The language yielded its riches slowly, the characters became well drawn, more rounded and the impassioned speeches of Shylock and Portia stirred up a flurry of unexamined questions. Since then, I have read several other plays, have seen a couple of theatrical performances and watched young Leonardo Di Caprio in a modern Romeo and Juliet film. Shakespeare has been around.
2. Shakespeare has shaped the writing and storytelling in the English language like no other writer has. He liberally borrowed, bent and brought new words into the English language from addiction, bump critic to worthless and zany. The phrases that he coined roll off our tongues as over- used adages- All that glitters is not gold (The Merchant of Venice), Jealousy is a green-eyed monster (Othello), and the perennial 'All is well that ends well'. He has influenced several writers and been quoted by many of them. One of my favorite authors PG Wodehouse had the odd Shakespearean phrase popping up in whacky situations like the 'milk of human kindness' sloshing

inside someone or references to Banquo and Macbeth explained to Bertie by the estimable Jeeves who knew his Shakespeare. The plays have been translated into most languages including several regional Indian bhashas. They have lent themselves to film adaptations including the Vishal Bharadwaj's Maqbool (Macbeth) and Omkara (Othello).

3. The tragedies and comedies of Shakespeare cover every possible theme, and idea – love, greed, jealousy, racism, friendship, mistaken identities, murder, mutiny, politics, feminism and revenge. Like any other celebrity, he has been the subject of speculation and controversy. There have been several conspiracy theories afloat on the 'real' authorship of the plays including a recent claim by a professor in Sicily that Shakespeare was actually Italian. Despite everything, Shakespeare's appeal is universal, the stories transcend language and nationalities. However more than 400 years after Shakespeare's birth, I can't help wondering if anyone will read his works in the days to come.
4. The average attention span in front of a television channel is about 4 seconds before flicking on the remote to move to another. It is perfectly acceptable to massacre the rules of grammar and syntax b4 u cn say why dis kolaveri di. When you can tell a whole story in 140 characters, reading 14 sentences can be a chore. Who will have the desire or patience to dredge up the treasures that lie within?
5. Shakespeare's works have proved to be sturdy, unshakable through the centuries, moving with the times, lending themselves to newer forms. I hope they don't get relegated to a few diehard literature students or musty libraries. Who knows, we might yet have a different form of Shakespeare that will appeal to the GenNext, a form that will induce them to approach an original play with a sense of anticipation, of beginning a quest to understand and appreciate good story, well told.

Nothing of him that does fade,

But doth suffer a sea-change

Into something rich and strange.

**1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

(a) The writer considered himself an authority on Shakespeare after reading.....

- (i) The Merchant of Venice
- (ii) Romeo and Juliet
- (iii) Lamb's Tale
- (iv) Leonardo Di Caprio

(b) The best known Shakespeare quote is .....

- (i) All that glitters is not gold
- (ii) All is well that ends well

(iii) Jealousy is a green-eyed monster

(iv) Milk of human kindness

(c) The claim of the Italian professor from Sicily was.....

(i) Shakespeare was an Italian

(ii) that he covers every possible theme and idea

(iii) that there have been several conspiracy theories

(iv) Shakespeare was a subject of speculation

**1.2 Answer the following questions briefly: (5)**

(a) Why was the author's first tryst with Shakespeare an enforced one?

(b) What did the author like about the play after reading it thoroughly?

(c) What is Shakespeare's contribution to shaping the English language?

(d) What, according to the writer, will make GenNext read Shakespeare?

(e) What was the speculation of the author about the GenNext?

**1.3 Find words from the passage which mean the same: (3)**

(a) a private romantic meeting (para 1)

(b) go beyond the range (para 3)

(c) persuade or influence (para 5)

**2. Read the following passage carefully:**

1. It had been a miserable session all through. The farmer, Mr. Dinsdale, was a long sad, silent man of few words who always seemed to be expecting the worst to happen. He had a long, sad, silent son with him and the two of them had watched my efforts with deepening gloom.

2. But worst of all had been Uncle. When I had first entered the hillside barn I had been surprised to see a little bright-eyed old man in a pork pie hat settling down comfortably on a bale of straw. He was filling his pipe and clearly looking forward to the entertainment.

3. "Now then, young man", he cried in the nasal twang of the West Riding. "I'm Mr. Dinsdale's brother. I farm over in Listondale".

4. I put down my equipment and nodded. "How do you do? My name is Herriot".

5. The old man looked me over, piercingly. "My vet is Mr. Broomfield. Expect you'll have heard of him – everybody knows him, I reckon. Wonderful man, Mr. Broomfield, especially at calving. Do you know, I've never seen 'im beat yet".

6. I managed a wan smile. Any other time I would have been delighted to hear how good my colleague was, but somehow not now, not now. In fact, the words set a mournful little bell tolling inside me.

7. “No. I’m afraid I don’t know Mr. Broomfield”, I said, taking off my jacket and, more reluctantly, peeling my shirt over my head. “ But I haven’t been around these parts very long”.

8. Uncle was aghast, “You don’t know him! Well you’re the only one as doesn’t. They think the world of him in Listondale, I can tell you”. He lapsed into a shocked silence and applied a match to his pipe. Then he shot a glance at my goose-pimpled torso. “Strips like a boxer does Mr. Broomfield. Never seen such muscles on a man”.

9. A wave of weakness coursed sluggishly over me. I felt suddenly leaden-footed and inadequate. As I began to lay out my ropes and instruments on a clean towel the old man spoke again.

10. “And how long have you been qualified, may I ask?”

11. “Oh, about seven months”.

12. “Seven months!” Uncle smiled indulgently, tamped down his tobacco and blew out a cloud of rank, blue smoke. “Well, there’s now like a bit of experience, I always says. Mr. Broomfield’s been doing my work now for over ten years and he really knows what he’s about. No, you can ‘ave your book learning. Give me experience every time”.

13. I tipped some antiseptic into the bucket and lathered my arms carefully. I knelt behind the cow.

14. “Mr. Broomfield always puts some special lubricating oils on his arms first”, Uncle said, pulling contentedly on his pipe. “He says you get infection of the womb if you just soap and water”.

15. I made my first exploration. It was the burdened moment all vets go through when they first put their hand into a cow. Within seconds I would know whether I would be putting on my jacket in fifteen minutes or whether I had hours of hard labour ahead of me.

16. I was going to be unlucky this time; it was a nasty presentation. Head back and no room at all; more like being inside an undeveloped heifer than a second calver. And she was bone dry- the “waters” must have come away from her hours ago. She had been running out on the high fields and had started to calve a week before her time; that was why they had had to bring her into this half-ruined barn. Anyway, it would be a long time before I saw my bed again.

17. “Well now, what have you found, young man?” Uncle’s penetrating voice cut through the silence. “Head back, eh? You won’t have much trouble, then. I’ve seen Mr. Broomfield do ‘em like that – he turns calf right round and brings it out back legs first”.

18. I had heard this sort of nonsense before. A short time in practice had taught me that all farmers were experts with other farmers’ livestock. When their own animals were in

trouble they to rush tended to rush to the phone for the vet, but with their neighbours' they were confident, knowledgeable and full of helpful advice.

**2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

(a) The vet who tended to Mr. Dinsdale's animals was .....

- (i) Mr. West Riding
- (ii) Mr. Broomfield
- (iii) Mr. Dinsdale's son
- (iv) The heifer

(b) The vet tending to the cow had been .....

- (i) qualified for a period of seven months
- (ii) in the district for seven days
- (iii) had attended to seven animals
- (iv) had worked on his patient for seven hours

(c) The cow in labour had started to calve .....

- (i) when standing in the barn
- (ii) a week before the vet was called in
- (iii) while the farmer went to milk the other animals
- (iv) fifteen minutes earlier

**2.2 Answer the following questions briefly: (5)**

- (a) Where does Mr. Dinsdale's brother come from?
- (b) What is Uncle's opinion about his vet?
- (c) Compare the physique of the writer with that of Mr. Broomsfield.
- (d) What was Uncle's advice about the calving?
- (e) According to the writer, who were experts with other farmers' livestock?

**2.3 Find the words from the passage which mean the same as: (3)**

- (a) said (para 6)
- (b) slowly (para 9)
- (c) animals (para 18)

**3. Read the following passage carefully:**

The Indian hand –knotted carpet industry, a traditionally rural-based cottage industry, is highly labour intensive and almost entirely export-oriented. The present dominant tradition of pile carpet-weaving goes back to the 16<sup>th</sup> century when the migration of

skilled craftsmen from Persia and Afghanistan, and the patronage extended by the Mughal rulers enabled to take root and flourish in India.

The carpet industry in India adopted classical designs, almost all of the Persian origin. However, some patterns commonly incorporated, were of Indian or Chinese origin. While the Persian weavers commonly depict animals such as lions and tigers, Indian weavers more often represent birds. There is also a difference between the Persian and Indian manner of depicting flowers.

The Indian essence is symbolized through its art, textiles, crafts and culture, which make the Indian appeal unique. Indian carpet designers and weavers have distinct contributions to the oriental tradition of carpet- weaving down the ages. The most technically accomplished carpets of all times were woven in India. Also, the Indian carpet- weavers were really painters; they employed dyed yarn as painters used pigments which resulted in a range of colours and sophistication otherwise unknown . Yarns of different colours were directly mixed or used in combination to yield new hues or subtitle variations of the existing ones. There was also a stylistic contribution. Although in the early years under court patronage, the patterns of Indian carpets were heavily dependant on the Persia models, later, several patterns incorporating beautifully depicted flowers came into use.

After Independence, the carpet industry expanded rapidly, particularly since 1970, facilitating the growth of employment and income in relatively backward, and often remote regions of the country. The industry continues to be predominantly, in the cottage and small-scale sectors, labour-intensive and particularly oriented towards exports. Hand – knotted carpets from India have long been valued in countries which import them.

- (a) On the basis of your reading of the above passage, make notes using headings and sub-headings. Use recognizable abbreviations, wherever necessary (minimum 4). Use a format you consider suitable. Also supply an appropriate title to it. (5)
- (b) Write a summary of the above passage in about 80 words. (3)

### **Section B- Writing Skills**

4. Your school, Modern Public School, is enacting the play ‘Christmas Carol’ to raise funds for Prime Minister’s Relief Fund. Prepare a poster giving the necessary details. (Word limit: 50) (4)
5. You are Ambica Sharma, Librarian of Laxman Public School, Hauz Khas. Write a letter to Time Life Publishers enquiring about concise dictionaries and illustrated children’s encyclopedia for the school Library. Ask them for discount and the mode of payment. (word limit : 120-150) (6)
6. You are extremely disturbed by the growing crime against the elderly people in your city. Write an article commenting upon the reasons for such crime and how can prevent them. Sign yourself as Khoshali Bhardwaj. (Word limit: 150-200) (10)
7. A debate competition on “How to guard Indian culture in the mess of global Cultures today” has been hosted by your school. You are Anil/ Anita, one of the boys/ girls participating. Write a debate in favour or against this topic so that your manoeuvre is well tested and acclaimed by the audience. (Word limit: 150-200) (10)

### **Section C- Literature**

8. Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth



Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days  
Of all the unhealthy and o'er-darkened ways  
Made for our searching

- (a) Explain, 'Wreathing a flowery band to bind us to the earth'. (1)  
(b) Why is there an 'inhuman dearth of noble natures'? (1)  
(c) What are 'unhealthy and o'er-darkened ways'? (1)  
(d) What images of beauty has the poet referred to? (1)

9. **Answer the following questions.** **4x3=12**

- (a) What, according to M. Hamel, was the outcome of the neglect of the French language in the region?  
(b) What are the differences in the ambitions of Saheb and Mukesh?  
(c) What is ironical about the end of the Tiger King?  
(d) What are the beauties of nature that the poet mentions in 'A Thing of Beauty'? Why are they be everlasting source of joy?

10. It is obvious from the lesson 'The Tiger King' that lack of good counseling makes the king autocrat and he arbitrarily ruins the environment by killing tigers of the two kingdoms. Elucidate. (6)

11. The Champaran episode was a turning point in Gandhiji's life. Elucidate. (6)

12. Describe how the stranger was attacked by a dog. (6)

13. Describe the life of the stranger at the Inn and also describe the meeting of Dr.

Cuss with the stranger. (6)

---XX---

**GOVIND VIDYALAYA, TAMULIA**

**ENGLISH (SET- V)**

**SAMPLE PAPER OF 1<sup>ST</sup> TERM (2015-16)**

**STD. XII**

**Time allowed: 3 hrs**

**Max. Marks -100**

**Section A (30 Marks), Section B (30 Marks) and Section C (40 Marks)**

**SECTION A- (Reading)**

1. Read the following passage carefully and answer the questions that follow.

1. India continues to enjoy the No. 1 position as the leading information technology, business outsourcing and consulting destination of the past two decades. In fact, the other emerging powerhouses of the BRIC nations are all hot destinations for future investments.

2. But we cannot rest on our laurels. It is imperative that we strive to become the finest research hub the world has ever seen. We can achieve this distinction by investing in our schools- the places where future generations will develop the skills and resources that will drive our country's economic growth.
3. The Royal Society's seminal 2011 report, 'Knowledge, Networks and Nations: Global Scientific Collaboration in the 21<sup>st</sup> Century', states that even in the difficult economic times we now face, national governments need to maintain investment in their science base "in order to secure economic prosperity, tap into new sources of innovation and growth, and sustain vital connections across the global research landscape".
4. Currently, a mere 0.25% of India's GDP is spent on research & development. The government proposes to step this up to 2% of GDP, with half of that amount coming from private industry and half from the public sector. While admirable in its intentions, the goal falls short. Israel, for example spends 6% of its GDP on scientific research. Switzerland and Sweden both spend 4% of their GDPs on research, and even China is approaching 2%.
5. India is in danger of failing behind other nations in the race to build an advanced, 21<sup>st</sup> century economy. True, the country has increased its expenditures on education as a percentage of GDP to 4% during the 2011-12 school year from 3.3% in 2004-05. But compared to the other BRIC countries, we need to do more. Brazil, for instance, spends some 5.7% of its GDP on education. Smaller developing nations like Ethiopia spend 4.7% and even Botswana spends 7.8% of its GDP on education, according to the World Bank.
6. Make no mistake: India needs a sustainable pipeline of scientific research. To build this pipeline, it is imperative to have strong investments in education. A population grounded in the sciences will strengthen our industries and government. Our nation will have home-grown minds working on the myriad problems facing society and improving the lives of everyone. The responsibility for this task lies not just with government but with private industry, schools, families and individuals.
7. I encourage young scientists and students to consider careers in search- whether in corporate laboratories or academic institutions. In the private sector, my colleagues and I set up the Infosys Science Foundation (ISF), a not-for-profit trust, to promote scientific research in India. The ISF has set up a series of public lectures by the winners of the Infosys Prize that we hope will kindle a spark of interest in young minds. We hope also to make role models of the Infosys Prize winners- the Sachin Tendulkars of science, if you will – that youngsters will want to follow.
8. The high point of our year is when we award the Infosys Prize to honour the outstanding achievements of researchers and scientists in the fields of engineering and computer science, humanities, life sciences, mathematics, physical sciences and social sciences. The Infosys Prize highlights the impact research has had on areas important to India's growth.
9. One of our recent winners, Professor Kalyanmoy Deb, was honoured for his work in engineering and computer sciences. His research has led to advances in the areas of

nonlinear constraints, decision uncertainty, programming and numerical methods, computational efficiency of large- scale problems and optimization algorithms. His work has profound implications on a range of practical ideas – from how the financial markets operate to how we can find sources of fuel in the future. The winner of the Infosys Prize in life sciences, Dr. Imran Siddiqui, worked on clonal seed formation in plants that has significant implications for agriculture, especially in the developing world. The work of our winners is meaningful, impactful and inspiring.

**1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

- (a) India can look for future business outsourcing opportunities in ..... .
- (i)the emerging powerhouse of the BRIC nations
  - (ii)the Royal Society
  - (iii) Switzerland and Sweden
  - (iv)smaller developing nations like Ethiopia
- (b) The Royal Society’s report has indicated that national governments..... .
- (i)develop skills and resources like Western nations
  - (ii)encourage young scientists to go abroad
  - (iii)maintain investment in their scientific base
  - (iv)have strong investments in America
- (c) To build a strong pipeline in scientific research India needs to ..... .
- (i)get scientists from developing nations like Botswana
  - (ii)set up a series of public lectures by scientists
  - (iii)build an advanced 21<sup>st</sup> century economy
  - (iv)have strong investments in education

**1.2 Answer the following questions briefly.**

- (a) For what achievement has Dr. Imran Siddiqui been honoured? (1)
- (b) Who do receive the Infosys prize? (2)
- (c) For which field was Professor Kalyanmoy Deb honoured. (1)
- (d) What is ISF? (1)

**1.3 Find words from the passage which mean the same as: (3)**

- (a) Very important and having a strong influence on later developments (para 3)
- (b) Lagging (para 5)
- (c) To make interest or emotion grow in something (para 7)

**2. Read the following passage carefully and answer the questions that follow.**

1. Pangti, in the Wokha district of Nagaland has seen both a miracle and a massacre in a span of a year. Last year, this scenic village on the edge of the massive Doyang dam reservoir, was the site of a mass carnage. An estimated 120,000 to 140,000 Amur falcons were killed here by locals for food, as the migratory bird made its customary stop in the district while flying back to Africa from its breeding grounds in Siberia.
2. The birds returned this year – up to a million of them descending on this man – made water body, in October- November, but this time, not a single falcon was trapped and killed, according to conservationists. This miracle has been achieved through the joint effort of NGOs and the government. According to one of the agencies that worked closely with the government, this turnaround was without precedent.
3. The Amur falcon is an insect eating raptor with an epic migratory route. It breeds in south-east Siberia and north China in the summer, before flying back to south and east Africa, ahead of winter. On its way back, the Amur falcon halts at the Doyang reservoir.
4. Conservationists say that the October – November halt of the birds at Doyang is the biggest congregation of Amur falcons in the world. Though the reservoir has been existence only since 2001, these birds have been traditionally coming to this area. Village elders, these birds have been coming to this area, even prior to the construction of the dam. The sky would turn black when huge flocks of the falcons arrived, the villagers informed Bano Haralu, a member of one of the NGO teams that worked there. Her team was one that published the mass killing of the falcons.
5. Around 12,000 – 14,000 birds were hunted daily to be consumed by the locals and sold as meat. The birds' wings were broken and they were kept alive in mosquito nets or cane baskets before being strung on rods and carried to markets. Many of the birds had their feathers plucked out and the flesh smoked for longer life. Each falcon fetched the hunter Rs.16-25 and each hunter made Rs.20,000- Rs.40,000 last session. Most of these hunters were drawn from among the local fisherman community, who had turned to hunting down the birds after diminishing returns from fishing.
6. The massacre shocked conservation circles. The government and NGOs together with help from the BNHS (Bombay Natural History Society) one of the agencies that worked with the locals to stop the killings, and a leading bird conservation group of the country, set down to work. They set up eco-clubs among local children where awareness was raised about the falcon and its amazing migratory habits. Haralu says the elders got sensitized through their kids. The church came forward in spreading the word. The government stepped up vigilance and the Chief Minister himself visited the village and appealed to the villagers not to hunt the birds. This was the first time that a Chief Minister of a state had asked people not to hunt among a community where hunting was a way of life.
7. While the menace has been stemmed for the present, activities say that the campaign needs to be sustained. Livelihood issues need to be addressed. If people have to be restrained from hunting. Whatever be the outcome in the long run, for the present the

experiment has been hailed as the biggest success story in conservation and is recorded to be a miracle in Nagaland.

**2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3)**

- (a) The Doyang dam is located at ..... .
- (i) the Bombay Natural History Society      (ii) Pangti in the Wokha district of Nagaland  
(iii) in the capital of Nagaland              (iv) in the breeding grounds of Siberia
- (b) The breeding grounds of the Amur falcon are at ..... .
- (i) Doyang dam site                              (ii) Siberia  
(iii) South Africa                                 (iv) East Africa
- (c) The falcons were hunted down by ..... .
- (i) the fishing community in the district      (ii) the village elders and their children  
(iii) Bano Haralu and her team                (iv) the government agencies

**2.2 Answer the following questions briefly. (5)**

- (a) At what period in their migration were Amur falcons massacred?
- (b) Describe two characteristics of the Amur falcon.
- (c) How were birds treated by the local fishermen?
- (d) How was the success of this project achieved?
- (e) What does BNHS stand for?

**2.3 Find words from the passage which mean the same as: (3)**

- (a) usual (para 1)
- (b) gathering (para 4)
- (c) birds of prey (para 3)

**3. Read the following passage carefully and answer the questions that follow.**

We have looked at some of the ways in which biological factors affect human population growth. However, although biological laws underlie all the phenomena of population, once societies reach an advanced level of technology and culture, it is more meaningful to explain what is happening in terms of sociological, economic and political influences.

The study of population statistics themselves is called 'demography'. All advanced countries now called detailed statistics on births, marriages and deaths, and every few years a census of the population is taken. World figures for population changes are much more difficult to compile because many underdeveloped countries do not keep complete records. However, a very detailed list of the available statistics is published every year in the United Demographic Year Book.

Throughout most of the human history, demographers believe, man has had a very high death rate and a high birth rate. The death rate may be due to infanticide, epidemic disease or starvation, but it was typical of traditional tribal and present societies. Since it was balanced by large numbers of births, the size of the population remained stable. Modern population in Africa, and much of South America and Asia, are examples of what may have been universal in the past. In these countries, a very large proportion of the population belongs to an age-group capable of becoming parents. This means that, compared with modern industrial countries, the birth rate will be very high, not only because women have bigger families, but because the proportion of women capable of heaving children is also much higher.

This is a stage of high potential growth because, if the death rate could be reduced, the population would increase very rapidly. In about one-fifth of the world, modern medicine has reduced the death rate and here the population explosion is greatest. South-eastern Europe, some South American countries and India are all more or less at this stage. The available statistics suggest that the modern industrial nations of the West passed through a phase like this in the nineteenth century.

After this transitional growth stage, a third change took place in Western nations. The birth rate began to drop, and by the 1930s several north European countries had reached a new stable level with low rates combined with low death rates.

The three stages in this transition can be summarized in a graph. Each has a distinctive economic arrangement. In the earliest phase there is a very low level of productivity, energy sources are primitive, and the standard of living is very low. At the middle stage, agriculture becomes more productive but does not always keep up with population growth, and industrial growth begins. The third stage has a very high standard of living, great efficiency and universal, sophisticated technology.

- (a) On the basis of your reading of the above passage, make notes using headings and sub-headings. Use recognizable abbreviations, whenever necessary (minimum 4). Use a format you consider suitable. Also supply an appropriate title to it. **(5)**
- (b) Write an abstract of the passage. **(3)**

### **Section B- Writing Skills**

4. Your school is organizing a Bal Mela on 'Children's Day' in the school. The primary wing of the school is going to put up various stalls in the mela. Draft a notice giving details of the mela as well as inviting the senior students to attend the same. Sign your name as Rajesh Roshan, secretary, Cultural Society. (Word limit: 50) **(4)**
5. Meera Ranjan is a resident of Kerala. She writes a letter to the editor of a local Newspaper giving her strong views on the disadvantages of setting up a chemical factory project and makes an appeal to the Central Government to reconsider its decision, as it will worsen the environment of the city. Add your own ideas and write this letter. **(6)**
6. Meenu has to speak in a debate supporting the motion that teaching profession is better than medical profession. Write her debate in 150-200 words. **(10)**

7. Mohit Sen, the president of the youth forum of his colony, attends a seminar on rampant corruption in social and political life in India. He decides to write an article on the 'Role of Youth in Combating Corruption'. Write his article in 150-200 words. (10)

### Section C – Literature

8. but after the airport's

Security check, standing a few yards,  
Away, I looked again at her, wan, pale  
As a late winter's moon and felt that old  
Familiar ache, my childhood's fear,  
But all I said was see you soon, Amma,  
All I did was smile and smile and smile.....

- (a) Why does the narrator 'look at her again'? (1)  
(b) Did the poet share her thoughts with her mother? (1)  
(c) Why did the poet not share her thoughts with her mother? (1)  
(d) What do the 'sprinting trees' signify? (1)

9. Answer the following questions. 4x3=12

- (a) Why does the author say that the bangle makers are caught in vicious web?  
(b) Is the title of the story 'The Rattrap' justified?  
(c) How did Douglas try to save himself from drowning in the YMCA Pool?

10. Who was McLeery? Explain why had he supported the cause of Evans in his capacity as an invigilator? Was there any hidden mystery of any sorts? Discuss. (6)

11. The story, 'The Last Lesson', takes the reader back to the Franco- Prussian war and the capture of Alsace and Lorraine by the Prussians. Describe this transition as seen through the eyes of a young boy, Franz. (word limit : 120-150) (6)

12. Describe the escape of the stranger from coach and Horses Inn. (6)

13. What did Gibbons experience while taking a nap in the open fields of the village? (6)