

ENGLISH CORE

Date-

Time Allowed-3 hrs

Class-XII

Max Marks-100

General Instructions:

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

Section A: Reading

Q1. Read the passage given below and answer the questions that follow: 12

(1) An upsurge of new research suggests that animals have a much higher level of brainpower than previously thought. If animals do have intelligence, how do scientists measure it? Before defining animals' intelligence, scientists defined what is not intelligence. *Instinct* is not intelligence. It is a skill programmed into an animal's brain by its genetic heritage. Rote conditioning is also not intelligence. Tricks can be learned by repetition, but no real thinking is involved. *Cuing*, in which animals learn to do or not to do certain things by following outside signals, does not demonstrate intelligence. Scientists believe that insight, the ability to use tools, and communication using human language are all effective measures of the mental ability of animals.

(2) When judging animal intelligence, scientists look for insight, which they define as a flash of sudden understanding. When a young gorilla could not reach fruit from a tree, she noticed crates scattered about the lawn near the tree. She piled the crates into a pyramid, then climbed on them to reach her reward. The gorilla's insight allowed her to solve a new problem without trial and error.

(3) The ability to use tools is also an important sign of intelligence. Crows use sticks to pry peanuts out of cracks. The crow exhibits intelligence by showing it has learned what a stick can do. Likewise, otters use rocks to crack open crab shells in order to get at the meat. In a series of complex moves, chimpanzees have been known to use sticks and stalks in order to get at a favourite snack—termites. To make and use a termite tool, a chimp first selects just the right stalk or twig. He trims and shapes the stick, then finds the entrance to a termite mound. While inserting the stick carefully into the entrance, the chimpanzee turns it skilfully to fit the inner tunnels. The chimp attracts the insects by shaking the twig. Then it pulls the tool out without scraping off any termites. Finally, he uses his lips to skim the termites into his mouth.

(4) Many animals have learned to communicate using human language. Some primates have learned hundreds of words in sign language. One chimp can recognize and correctly use more than 250 abstract symbols on a keyboard. These symbols represent human words. An amazing parrot can distinguish five objects of two different types. He can understand the difference between the number, colour, and kind of object. The ability to classify is a basic thinking skill. He seems to use language to express his needs and emotions. When ill and taken to the animal hospital for his first overnight stay, this parrot turned to go. "Come here!" he cried to a scientist who works with him. "I love you. I'm sorry. Wanna go back?"

(5) The research on animal intelligence raises important questions. If animals are smarter than once thought, would that change the way humans interact with them? Would humans stop hunting them for sport or survival? Would animals still be used for food, clothing, or medical experimentation? Finding the answer to these tough questions makes a difficult puzzle even for a large-brained, problem-solving species like our own.

Answer the following questions by choosing the most appropriate option: 4

(a) Crows use sticks to pry peanuts out of cracks. Which of the following is the kind of intelligence or conditioning the situation describes?

- i) rote learning
- ii) tools
- iii) communication
- iv) instinct

(b) The concluding paragraph of this passage infers which of the following?

- i) There is no definitive line between those animals with intelligence and those without.
- ii) Animals are being given opportunities to display their intelligence.
- iii) Research showing higher animal intelligence may fuel debate on ethics and cruelty.
- iv) Animals are capable of untrained thought well beyond mere instinct.

(c) According to the passage, which of the following is true about animals communicating through the use of human language?

- i) Parrots can imitate or repeat a sound.
- ii) Dolphins click and whistle.
- iii) Crows screech warnings to other crows.
- iv) Chimpanzees and gorillas have been trained to use sign language or geometric shapes that stand for words.

(d) What conclusion can be reached about the chimpanzee's ability to use a tool?

- i) It illustrates high intelligence because he is able to get his food and eat it.
- ii) It illustrates instinct because he faced a difficult task and accomplished it.
- iii) It illustrates high intelligence because he stored knowledge away and called it up at the right time.
- iv) It illustrates high intelligence because termites are protein packed.

Answer the following questions briefly:-

- e. How do the scientists judge an animal's intelligence? 1
- f. What are the signs of intelligence? 1
- g. What amazing qualities do the chimpanzees have? 1
- h. How did the gorilla show its insight ? 1
- i. Why is the parrot described as 'amazing'? 1

Find words from the above passage which mean the same as following: (1x3=3)

- j. Rise (para1)
- k. In a expert way (para3)
- l. Communicate (para5)

Q2. Read the passage given below and then answer the questions which follow: 10

In my boyhood, the teacher never appeared in public without the cane in hand. I used to think that one's *Guru* was born clutching a cane in his right hand while the left held a pinch of snuff between the thumb and forefinger. He took a deep inhalation before proceeding to flick the cane on whatever portion of myself was available for the purpose. I really had no idea what I was expected to do or not do to avoid it. I could never imagine that simple error of calculation in addition, subtraction or multiplication (I never knew which) would drive anyone hysterical.

I notice now-a-days a little girl at home always playing the school game in a corner of the verandah, but never without a flat wooden foot-rule in hand, which she flourishes menacingly at the pupils assembled in her phantasmagoria class-room. On investigation, I found that the cane, being discredited, has yielded place to the foot rule, especially in 'convent' schools. The foot rule has the advantage over the primitive birch of mauling without marking (which could count as an achievement in torturing technique) and it also possesses the innocent appearance of a not violent, pedagogic equipment. A modern educator, naturally has to adapt his ways to modern circumstances, and put away obsolete weapons. The flat scale is employed only at primary stage: at higher levels of education, torments to a young soul are devised in subtler forms progressively; admissions, text books, and examinations are the triple weapons in the hands of an educator today.

In June, every father and son go through a purgatory of waiting at the doors of every college. Provision of seats planned in a grand musical-chair-manner keeps every applicant running frantically about, unless, as in certain well-gearred technical colleges, the parent could make a bid in the style of a competitor at the toddy auction. 50,000 rupees for an engineering seat is considered quite reasonable now a days. I recently met a hopeful father who had just written a cheque for 90,000 rupees for two sons in 1st year B.E. in a certain college. He is a businessman fully aware of the debit and credit value of his action and must have taken a financial sacrifice after due consideration. Those who

can't afford it have to queue up in the corridors of colleges, hunt and gather recommendations, plead, appeal, canvass and lose weight until they find (or don't find), their names in the list of admissions. At the next stage the student will once again queue up, beg, beat about, and appeal ---- for text books this time (especially if it happens to be a "nationalized Text book", which may not be available until the young man is ready to leave the college.)

Finally the examination --- in a civilized world the examination system should have no place. It is a culmination of all sadistic impulses. The real wrecker of young nerves, however is the examination system. It builds up a tension and an anxiety neurosis day by day all the year round, all through one's youth, right into middle age (for some).

Answer questions 1 and 2 by selecting the most appropriate option . 2

a) "The Guru" in the author's boyhood was a strange figure because _____.

- i) He had big glaring eyes.
- ii) His face looked terrible
- iii) He had a coloured beard
- iv) He carried a cane in his hand

b) The punishment for a simple error in arithmetic calculation was _____.

- i) Twisting of ears
- ii) A ringing slap on the face
- iii) A flick of cane on the body
- iv) Bending down like a cock.

Answer the following questions briefly:-

- c) Why has a foot-rule replaced a cane? 1
- d) What happens to the tools of torment as one progresses to the higher classes? 1
- e) Why is the month of 'June' a state of suffering for parents and children? 1
- f) What does the writer think of examination system? 1
- g) How does the writer describe his boyhood guru ? 1
- h) What is the plight of the students who have to get nationalized text books? 1

Find words from the above passage which mean the same as following: (1x2=2)

i. Out of date (para 2)

j. Very quickly but in a disorganized manner (para 3)

Q3) Read the passage given below and answer the questions that follow 8

In the democratic countries, intelligence is still free to ask whatever question it chooses. This freedom, it is almost certain, will not survive another war. Educationists should, therefore, do all they can, while there is yet time, to build up , the men and women of the next generation will be at the mercy of that skilful propagandist who contrives to seize the instruments of information and persuasion. Resistance to suggestion can be built up in two ways. First, children can be taught to rely on their own internal resources and not to depend on incessant stimulation from without. This is doubly important. Reliance on external stimulation is bad for the character. Moreover, such stimulation is the stuff with

which propagandists bait their books, the jam in which dictators conceal their ideological pills. An individual who relies on external stimulations thereby exposes himself to the full force of whatever propaganda is being made in his neighborhood. For a majority of people in the West, purposeless reading, purposeless listening-in, purposeless listening to radios, purposeless looking at films have become addictions, psychological equivalents of alcoholism and morphism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even a few hours from newspaper, radio, music or moving pictures. Like the addict to a drug, they have to indulge their vice, not because the indulgence gives them any real pleasure, but because, unless they indulge, they feel painfully subnormal and incomplete. Even by intelligent people, it is now taken for granted that such psychological addictions are inevitable and even desirable, that there is nothing to be alarmed at in that fact that the majority of civilized men and women are now incapable of living on their own spiritual resources, but have become abjectly dependent on incessant stimulation from without. How can children be taught to rely upon their own spiritual resources and resist the temptation to become reading addicts, hearing addicts, seeing addicts ? First of all, they can be taught how to entertain themselves by making things, by playing musical instruments, by purposeful study, by scientific observation, by the practice of some art, and so on. But such education of the hand and the intellect is not enough. Psychology has its Gresham's Law, it is bad money that drives out the good. Most people tend to perform the actions that require least effort, to think the thoughts that are easiest to feel, the emotions that are most vulgarly commonplace, to give rein to the desires that are most nearly animal. And they will tend to do this even if they possess the knowledge and skill to do otherwise. Along with the necessary knowledge and skill must be given the will to use them even under the pressure of incessant temptation to take the line of least resistance and become an addict to psychological drugs. Most people will not wish to resist these temptations unless they have a coherent philosophy of life, which makes it reasonable and right for them to do so. The other method of heightening resistance to suggestion is purely intellectual and consists in training young people to subject the diverse devices of the propagandists to critical analysis. The first thing that educators must do is to analyze the words currently used in newspapers, on platforms by preachers and broadcasters. Their critical analysis and constructive criticism should reach out to the children and the youth with such a clarity that they learn to react to forceful suggestions the right way at the right time.

a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5

b) Write a summary of the above passage in 80 words, also suggest a suitable title. 3

SECTION B : ADVANCED WRITING SKILLS

(30marks)

Q4) You are Asha/Asmit, Secretary Health Club of Little Flower Public School. Your school has joined the 'Swachh Bharat' campaign. Write a notice in 50 words informing students and seeking their participation for the same. 4

OR

Monsoon brings relief from the sweltering heat but at the same time many contagious diseases also spread during this season .Prepare a poster to create awareness among the people in 50 words.

Q5) Recently you visited a wild- life sanctuary. Besides getting the opportunity to see the wild-life in its natural habitat, you could also participate in various adventurous activities organized by the tourism department. You also interacted with the tribal people of the area. Write a report of the same in about 100-125 words for your school magazine. **6**

OR

One of the nearby villages of Vadodara was recently flooded due to heavy rains and the subsequent release of the dam water. Many people lost their houses and property, while some of them were made to evacuate the region. As a staff reporter, you have been asked to write a report for a local daily. Write this report in about 125 words.

Q6)You were saddened on seeing the deforestation when you made a trip to the Doon Valley. You feel the animal population has declined sharply . The environment changes have brought about landslides and floods. Write a letter to the Editor of Hindustan Times commenting on the sad state of affairs. Suggest measures to be taken on emergency footing.You are Shivam / Shivani **10**

OR

You are Sadhana /Sanjay, librarian of St. Joseph’s School; Jabalpur. You had placed an order for a few books for your School library. When the books were delivered, you found that some were damaged and some were missing. Write a letter to the Sales Manager of Bharat Publishing House, Rohini, Delhi complaining of the poor service.

Q7) Disasters find us unprepared and slow to respond. Even after disaster strikes, be it flood or cyclone or earthquake or tsunami, we are confused and unorganized. Write an article for a newspaper giving suggestions about disaster management. You may suggest having special equipment, a trained personnel, better communication and transport, and above all freedom to take quick decisions.(Word limit 200 words). **10**

OR

As technology is becoming a trend youngsters misuse products like cell phones, computers, tabs etc. Write a speech on the topic “ Meticulous use of latest technology lies in the hands of youth.” Word limit 150-200.

SECTION –C LITERATURE

40

Q 8) Read the lines given below and answer the questions that follow

- a) And looked out at young
Trees sprinting, the merry children spilling
Out of their homes, but after the airport’s
Security check,

i) Which thought does the poet put away?

1

- ii) Where is the poet heading to? 1
- iii) What do the 'sprinting trees' signify? 2

OR

- 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 remain a joy forever? 1
- ii) What do you understand by a 'bower' ? 1
- iii) In what does a thing of beauty help us? 2

9) Answer any four of the following questions in about 30-40 words each. 4x3=12

- (a) Describe the world beyond the slums . (An Elementary School)
- (b) 'His dreams loom like a mirage.' Whose dreams are being referred to and why are they compared to a mirage?
- (c) How does the metaphor of the rattrap serve to highlight the human predicament?
- (d) What did Zitkala Sa resist? Was she successful?
- (e) What changes came over little Franz after he heard M.Hamel's announcement?

10) Answer the following question in 125-150 words: 6

How is an adult's perspective on life different from that of a child? Explain with reference to the lesson, 'Should Wizard Hit Mommy'.

OR

"A determined person can overcome his weaknesses". Justify the statement with reference to Douglas's account of ' Deep Water'.

11) Answer the following question in 125-150 words: 6

Hana plays an instrumental role in saving the life of the injured prisoner. Give an account of her role in the light of this statement.

OR

How was Gandhiji's stay and work at Champaran a great turning point for the people of Champaran, to the freedom struggle and to Gandhiji himself?

Answer the following question in 125-150 words:

12

Q12) How can a contrast be drawn between the life of Silas in Lantern Yard and the life he had in Raveloe? (150 words)

Q13) The little child has come to link him once more with the whole world". In the light of the above statement trace the development of Silas Marner's character after the arrival of Eppie . (150 words)

Ms. Shubhra Awasthi