

**Bharatiya Vidya Bhavans VM Public School , Vadodara**

**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.

**Read the passage given below and then answer the questions which follow :**

1. Concern about the effects of television on children has centred exclusively upon the contents of the programmes which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programmes make children behave aggressively. But it is easy to overlook the simple fact that one is always just watching television when sitting in front of the screen rather than having any other experience.

2. Parents who are deeply troubled about the effects of television upon their children have centred their concern on the subject matter of the programmes. A group called Action For Children's Television (ACT) was formed in the USA not only to reduce the amount of violence in programmes but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. One of its founders described its aims "...parents have the rights to ask that programmes aimed at the young should meet the specific needs of children...." But is it the needs of children which are at stake when parents demand better programmes ? Surely the fact that young children watch so much television reflects the needs of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.

3. The real needs of young children are quite different. They need opportunities to work out basic family relationships, thereby coming to understand themselves; television only reduces these opportunities. They need to develop initiative, and to find out things for themselves ; television provides answers too easily. Children need to acquire fundamental skills of communication ; television retards verbal development because

the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Their need for fantasy is gratified far better by their own make-believe activities than by the adult-made fantasies offered on television. Intellectual stimulation is provided more completely by manipulating, touching and doing than by passively watching and listening.

4. Oddly enough, the television industry, though often cynical and self-serving in its exploitation of children, sometimes unknowingly serves their best interests. Because television offers cheap junk programs, conscientious parents do in fact limit their children's viewing when such undesirable programs are the only ones available. Unfortunately, if organizations like ACT succeed in improving the quality of programs significantly, the effects on young children will be more harmful because their permitted viewing time will increase, and no matter how good their content, TV programmes are always a poor substitute for other activities.

5. There are a number of fallacies that have misled parents into thinking that the problem of television will be solved by improving its quality. It is suggested, for example, that a youngster unfamiliar with TV programmes will find making friends difficult and will be labeled as an outsider. On the contrary, other children will usually respect their independence and recognise – even envy – the richness of their alternative activities. More subtle is the mistaken belief that the experience that children gain from watching television is the same as the adults watch television, their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life. But young children have very few real-life experiences to set against their viewing, so that for them TV is primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world. 2

6. It is also universally assumed that TV is an important source of learning. Like an animated picture book it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television-educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power, to enrich their lives.

7. Only when parents begin to question the nature of television itself and its effects on their children and on themselves as parents will they begin to realize that it is not the program but television itself – and especially the good program – which poses the greater threat to their children's well-being. ( Adapted from Plug-in Durg by Marie Winn)

**1. On the basis of your reading the passage answer the following questions with the help of the given options** **1x4=4**

a) Social scientists and researchers have done experiments to find out if

- i) watching violent programmes make children aggressive
- ii) watching TV make them smarter
- iii) both i) and ii)
- iv) none of the above

b) Intellectual stimulation is provided by

- i) manipulating,
- ii) touching
- iii) doing.
- iv) all the above

c) TV adversely affect children because they do not give them the opportunity to

- i) work out basic family relationships
- ii) develop initiative
- iii) acquire fundamental skills of communication
- iv) all the above

d) If the quality of TV programmes is improved it

- i) will adversely effect the children
- ii) will positively effect the children
- iii) will have no effect on children
- iv) all the above

2. Answer the following questions

a) Why is the ACT against frequent commercial breaks on the small screen ? 1

b) What are the three reasons given by the author to justify the harmful effect TV has on the children ? 1

- c) How are adults able to relate to the programme on TV ? 1
- d) What do you understand by the phrase second-hand world ? 1
- e) How does the author differentiate between the knowledge gained by watching, TV programmes and that gained by reading? 1
- Pick out the words from the passage which mean 3x1=3
- (i) Continuous(para 2 )
- (ii) Fiction (para 3
- (iii) skeptical (para 4)

**Q2. Read the passage given below and answer the questions that follow:**

Scientists Set Forth Proposals to Tame Climate

1. In 20 years, global temperatures will rise by 0.2-0.4 degree centigrade, they say Scientists from 12 academies round the world have met in Tokyo to issue a statement on the inevitable long-term rise in temperature. Their forecast is that in the next 20 years, global temperatures will rise by 0.2-0.4 degree centigrade. The consequences of global warming will be felt worldwide. Polar icecaps will continue to melt and the world's oceans will erode coastline still further.
2. The academics assessed the scientific aspects of global climate change. This will be a G-8 plus 5 summit involving China, India, South Africa, Brazil and Mexico. Representatives of these five nations participated in drafting the statement on climate change.
3. The decision to expand the summit format was logical as China now ranks second after the United States in industrial emissions, and the other four countries are also notorious for their high pollution levels. The scientists called on world leaders to minimise the threat of climate change, stressed the need for urgent action to clarify the causes of this process and set forth proposals to "tame" the climate.
4. Yury Izrael, director of the Institute of Global Climate and Ecology at the Russian Academy of Sciences, who co-authored the statement, told RIA Novosti that the document mostly aimed at enhancing climate-stabilisation measures, outlined ways of adapting to the situation and stipulated a transfer to a low carbon society.
5. He said less carbon, carbon-intensive energy sources and the energy-preservation principle had to be introduced. Japan, which will hold the G-8 summit, has invented a production process making it possible to cut toxic emissions by 70 percent by 2050. However, Mr. Izrael said this would not solve the climate change problem even if all industrial giants followed suit. "To stabilize the climate, we must reduce toxic emissions down to the Earth's natural absorbing capacity. The planet can now absorb less than 50% of toxic emissions," he said.
6. "This means that we cannot achieve any short-term results in this sphere." Mr. Izrael said direct efforts to fight greenhouse emissions held little promise.

Scientists have not yet assessed the impact of greenhouse gases on the global climate. At any rate, state-of-the-art industrial technologies are not the only way to fight global warming. This costly programme will take several hundred years and many millions of dollars to implement. The G-8 plus 5 academic meeting also focused on other factors influencing global climate change.

7. "We must have different 'weapons' for fighting climate change and stabilizing the climate, and have to use the most effective ones," Mr. Izrael said. For instance, geo-engineering technologies can alter the Earth's albedo, or reflecting power. According to scientists, young and old trees have different albedo levels. Young trees actively sequester carbon needed for their growth and development, while older trees either absorb little or no carbon at all. Consequently, new forests must be planted regularly to preserve a stable climate. Moreover, we must care for old forests, protecting them from wildfires and implementing well-thought-out tree felling programmes.

8. The Tokyo statement said it was necessary to intensify biological processes in the world's oceans. For instance, plankton, the perennial inhabitant of the seven seas, requires huge amounts of carbon dioxide for further growth and should therefore be planted en masse with special biotechnologies. It is also possible to build orbital solar-ray reflectors. This project may eventually prove less expensive than the costs of global warming. The statement called for developing and promoting Carbon Content Sequestering (CCS) technologies for accumulating,

storing and extracting (sequestering) fossil-fuel carbon. This primarily concerns coal, which will remain a major source of energy for the next 50 years. All surplus carbon could be stored under the ground or dumped into the sea.

9. Mr. Izrael is an active supporter of the so-called optimal scenario aiming to change the meteorological solar constant by spraying fine dispersed aerosols of sulphuric acid and other substances into the lower atmosphere at 12-16 km altitudes. This will decrease sunshine reaching the Earth's surface and reduce the temperature in the troposphere by the required number of degrees, serving as an instrument of climate change.

**Choose the correct option**

**(1x3=3)**

(a) The global temperature will rise considerably in

- |                    |             |
|--------------------|-------------|
| 1. 50 years        | 2. 4 years  |
| 3. After a century | 4. 20 years |

(b) The Global warming results in

- |                       |                      |
|-----------------------|----------------------|
| 1. Melting polar caps | 2. Eroding coastline |
| 3. Reducing life span | 4. All of them       |

(c) Sunshine reaching earth's surface can be reduced by

1. building orbital solar-ray reflectors

2. Carbon content sequestering technologies
3. Spraying fine dispersed aerosols of sulphuric acid into the lower atmosphere
4. Geo-engineering technology

**Answer the following questions**

- (a) Name the countries in the G-8 plus 5 summit.  
1
- (b) What suggestion is given by Mr. Israel to solve the climate change problem?  
1
- (c) What are the ways to transfer the society into a low-carbon society?  
1
- (d) What is meant by Geo-Engineering Technologies?  
1
- (e) How does plankton help tame climate ?  
1

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

- (a) Examined/evaluated (para 2) 1
- (b) To state clearly and firmly that something must be done or how it must be done.(para 4). 1

**3. Read the passage given below**

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 morphinism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even a few hours from 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 30**

**Q4)** As Secretary of the 'Eco Club' of St. Anne's School, Ahmedabad, draft a notice in not more than 50 words informing the club members about the screening of Al Gore's film, 'Inconvenient Truth' in the school's audio visual room. **4**

**OR**

You want to sell your newly built flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of 'The Hindu' giving all necessary details. You are Niranjana, 247, J.P. Nagar, Bangalore.

**Q5)** You are perturbed to read about the cases of road rage in the capital. People turn aggressive at trivial issues and exhibit violent behavior causing injuries to others. Write a letter to the Editor of a national daily about the need to curb such behavior of the people to make society a better place. You are Ankit/Ankita , of Karol Bagh , New Delhi.6

**OR**

You are Jeetu of class XII. You are interested in pursuing a course in visual communication. You have seen an advertisement issued by National Institute of Communication, Pune, offering courses in Media and Communication. Write a letter to the Director seeking information about their courses, fee structure, placement opportunities etc.

**Q6 )**Today the 24-hour television news channels give us instant news from every nook and corner of the world. But the fact remains that the importance of the newspaper remains intact. Write an article in 150-200 words expressing your views on 'The relevance of Newspapers'. You are Sunita/ Sunil. **10**

**OR**

Nowadays children are unable to enjoy simple pleasures of childhood due to parental pressure of performing well in competitive exams. As a student of class XII express your opinion in the school assembly. Write a speech in 150-200 words.

**Q7)** Consumerism is increasing day by day. Luxuries of yesterday have become necessities of today. The result is that the more we want the more miserable we become. Write a debate in 150-200 words on 'The only way to minimize human suffering and pain is to control our needs.' You are Raju / Rajita **10**

**OR**

Migration from villages to cities has led to the spread of urban slums. People living in these slums lead a miserable life. Economic disparity leads to the problem of law and order. Write a debate in 150-200 words on ' Solution to the problem of misery in the urban slums lies in creating jobs in the villages.'You are Raman/ Ramita.

**SECTION –C ( LITERATURE AND LONG READING TEXTS )**

**40**

**Q8) 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)  | What do the 'sprinting trees' signify?                                  | 1 |
| (iii) | What are the 'merry children, spilling out of their homes' symbolic of? | 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) | Mention any two sources of joy which a thing of beauty provides to us. | 2 |

**Q9) Answer any four of the following questions in 30-40 words each: 3X4= 12**

- What does the world of slum children consist of?
- 'His dreams loom like a mirage.' Whose dreams are being referred to and why are they compared to a mirage?
- How does the metaphor of the rattrap serve to highlight the human predicament?
- Point out the irony in the statement, 'From that day onwards there was celebration time for all the tigers in Pratibandhpuram'?
- Why did the messenger come to Dr. Sadao? What did Hana think of it?

**Q10) Answer the following question in 125-150 words:**

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

**6**

**OR**

A man of courage is also a man of faith. How is this borne out by Douglas's account of his conquest over the fear of water?

**Q11)** The people of Alasce and Lorraine were forced to study German. They were not allowed to study French. It implies that students of the area were taught only

one language. They did not follow the concept of three languages at school. Write an article on the topic Advantages of three language system at school in not more than 100 words.

**OR**

**Answer the following questions in 125-150 words**

**2x6=12**

Q12 Describe how Silas Marner is betrayed by his friend ,William Dane.

**Q13)** 'Evil begets evil. 'In the light of this remark, describe the character of DunstanCass.

**Ms. Shubhra Awasthi**