

**MARKING SCHEME SET A  
CLASS XII  
ENGLISH CORE**

Time- 3 hr.

M.M-100

<b>SECTION A (READING) – 30 marks</b>		
<b>Q1</b>	<p><b>1.1</b></p> <p>1. A discussing the relationship between the size of mammals and the nature of vegetation in their habitats 2. C incorrect assumptions on the part of geologists 3. D suggest the size of antelope herds 4. A counter a popular misconception</p> <p><b>1.2</b></p> <p>1. large animals require luxuriant vegetation. 2. The traveler may pass for days together through open plains, covered by a poor and scanty vegetation. 3. number of prey animals killed by predators 4. comparison of the weights of herbivores is largely speculative 5. food requirements have been overestimated/large area for animals to forage in/rapid regrowth of plant material/food which is a concentrated source of nutrients (any 1) 6. There exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit.</p> <p><b>1.3</b></p> <p>a. impenetrable b. sterile</p>	<p align="right"><b>(1x4 = 4)</b></p> <p align="right"><b>(1x6=6)</b></p> <p align="right"><b>(1 x2 = 2)</b></p>
<b>Q2.</b>	<p><b>2.1</b></p> <p>a. iv b. ii</p> <p><b>2.2</b></p> <ul style="list-style-type: none"><li>• Spinoza’s idea of the Supreme, reveals himself in the orderly harmony of what exists, not in someone who concerns himself with the fates and actions of human beings.</li><li>• courage, zest and zeal to work hard, to excel, to serve.</li><li>• you appreciate life more, it brings you closer to you, the real you</li><li>• Some gifts you’ll like, some you won’t, some you will get repeatedly, but nothing will last. It can’t. Nothing is designed to last forever.</li><li>• Accepting the transient nature of this world, and its eternal impermanence</li><li>• more subtle, smart, organized and selfless</li></ul> <p><b>2.3</b></p> <p>i. Evidence ii. cosmic</p>	<p align="right"><b>(1x2 = 2)</b></p> <p align="right"><b>(1x6=6)</b></p> <p align="right"><b>(1x2 = 2)</b></p>
<b>Q3</b>	Note making and summary Title: Evolution of Bharatnatyam Abbreviation Content	8 1 1 3

	<p><b>1. Temples of Art</b></p> <p>1.1 Dance an expression of the divine  1.2 eternal rhythms of the universe  1.3 symbolised in the cosmic dance of Lord Shiva.  1.4 Once sustained and nurtured in temples as part of a rich and vibrant temple tradition  1.5 classical dance in South India a dynamic, living tradition  1.6 continuously renewed over centuries</p> <p><b>2. Temple Dance</b></p> <p>2.1 Even 2000 years ago, dance in India highly evolved and complex art  2.2 integral part of ancient Indian theatre established by the Natya Shastra- the oldest and exhaustive treatise on theatre and dramaturgy.  2.3 Dance dramas performed in temple precincts.  2.4 Dance movements crystallised in stone as karanas in temple sculpture.  2.5 Following the Bhakti movement, dance and music became powerful vehicles of veneration.  2.6 Gifted, highly educated temple dancers or devadas is supported by the temples.  2.7 Some 400 temple dancers were dedicated to and maintained by the Brihadeswarar Temple in Thanjavur.  2.8 Dance evolved as a composite art in temples</p> <p><b>3 Tanjore Quartet</b></p> <p>3.1 evolution of bharatanatyam derives from The Tanjore Quartet-the four Pillai brothers – Chinnayya, Ponnayya, Sivanandam and Vadivelu  3.2 served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century.  3.3 restructured the Bharatnatyam dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance.</p> <p><b>4 Bharatanatyam</b></p> <p>4.1 From the temples, dance made its way into the courts of kings  4.2 dancers were not just devadasis, but also rajanartakis.  4.3 By the early 17th century dance forms like sadir or chinna melam, precursors to bharatanatyam had become popular in the courts of the Maratha rulers in Thanjavur.  4.4 However, in the 19th century, colonial propaganda perceived such dance as vulgar and immoral.  4.5 led to the Anti-Nautch Movement  4.6 In the early 20th century classical dance left the temple for the stage.</p>	
<p><b>Q4</b></p>	<p>Option –I Classified Advertisement</p> <p>Title: For Sale (1)  Content: (2)</p>	<p><b>4</b></p>

	<ul style="list-style-type: none"> <li>• Furniture items</li> <li>• condition</li> <li>• expected price</li> <li>• Contact</li> </ul> <p>Expression-grammatical accuracy, spellings (1)</p>	
	<p>Option –II Invitation Content: 2</p> <ul style="list-style-type: none"> <li>• Format of a letter</li> <li>• Name of the event</li> <li>• Time, Date, Venue of the event</li> <li>• Any other relevant information</li> </ul> <p>Expression-grammatical accuracy, spellings 2</p>	4
<b>Q5</b>	<p><b>LETTER WRITING</b></p> <p>[Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable. In the job application the bio-data may be written separately or within the letter. ]</p> <p>Format 2 marks (1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.)</p> <p>Content 2 marks Expression 2 marks Grammatical accuracy, appropriate words and spellings [1] Coherence and relevance of ideas and style [1] Suggested value points:</p> <p><b>Option I (APPLICATION FOR JOB)</b></p> <ul style="list-style-type: none"> <li>– post applied for</li> <li>– qualifications: Academic, Professional</li> <li>– experience / positions held</li> <li>– references</li> <li>– salary expected (optional)</li> <li>– contact address &amp; telephone number</li> </ul> <p><b>Option II (LETTER OF ENQUIRY)</b></p> <ul style="list-style-type: none"> <li>– reference to advertisement</li> <li>– information to be given: choice of destination, group size, tentative dates suitable to you</li> <li>– requirements/ enquiries : discount, passport, visa, itinerary, type of hotel, airways and timing / any other</li> </ul>	<b>6</b>
<b>Q6</b>	<p><b>SPEECH</b></p> <p>Format (Greeting/ addressing the audience and thank you at the end along with the speaker's name) 1 mark Content 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] Suggested Value Points</p> <p><b>OPTION I</b></p> <ul style="list-style-type: none"> <li>— Tobacco easily available</li> <li>— cigarettes</li> <li>— pouches of chewable tobacco</li> <li>— brands endorsed by filmstars and celebrities</li> <li>— filmstars shown smoking on screen</li> </ul>	<b>10</b>

	<ul style="list-style-type: none"> <li>— Youngsters are misled into believing that smoking or chewing tobacco is trendt</li> <li>— health hazards like respiratory diseases</li> <li>— causes cancer</li> </ul> <p><b>OPTION II</b></p> <ul style="list-style-type: none"> <li>— Courageous</li> <li>— Help in times of emergency</li> <li>— save people’s lives</li> <li>— deploy resources to affected areas in times of floods, earthquake etc.</li> <li>— Need to be honoured for their selfless service</li> <li>— Institute schemes for welfare of the army and their kin</li> </ul>	
<b>Q7</b>	<p><b>ARTICLE</b>  Format 1 mark  Title and writer’s name  Content 4 marks  Expression 5 marks  Grammatical accuracy, appropriate words and spellings [2½]  Coherence and relevance of ideas and style [2½]</p> <p><b>OPTION I (An Inspiring Talk/ any other relevant heading)</b>  Suggested Value Points  – Message for students  – impact on you  – detailed description of the interaction  <ul style="list-style-type: none"> <li>— motivation,</li> <li>— difficulties,</li> <li>— how they were overcome,</li> <li>— sense of achievement, satisfaction</li> </ul> – any other relevant detail</p> <p><b>OPTION II</b>  – Importance of Earth Day  – Eco- friendly campaigns initiated by the school  – detailed description of the activities  <ul style="list-style-type: none"> <li>— motivation,</li> <li>— difficulties,</li> <li>— how they were overcome,</li> <li>— sense of achievement, satisfaction</li> </ul> – community outreach  <ul style="list-style-type: none"> <li>— impact on you</li> </ul> </p>	<b>10</b>
	<b>SECTION C</b> <b>LITERATURE – 40 marks</b>	
<b>Q8</b>	<p>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given stanza. In other words it attempts to test their reading comprehension ONLY.]  Value points:  (a) creamy / sour/ dull  (b) Shakespeare's statue &amp; the high rising dome  (c) Belled, flowery  (d) The world map depicts the world of the rich and the powerful which has been donated to the slum dwellers who live in a different world</p> <p>OR  (a) A Thing of Beauty by John Keats</p>	1 1 1 1

	<p>(b) our ancestors who have created beautiful objects for us/people whose achievements made them great and powerful inspire us through their sagas of their noble works.</p> <p>(c) joy provided to us by the bounties of nature and other things of beauty, in the form of nectar pouring on us from heaven.</p> <p>(d) Metaphor/ Imagery/hyperbole: endless fountain of Immortal drink is a thing of beauty or love. beauty or love is like an endless fountain. If one drinks it, one is immortalized and the experience is heavenly.</p>	<p>1 1</p> <p>1</p> <p>1</p>
<p><b>Q9.</b></p>	<p>Short answer type questions ( Answer any Four)  Questions are to be answered in about 30-40 words.  Distribution of marks:  Content: 2 mark  Expression: 1mark</p> <p>(deduct ½ mark for two or more grammatical/spelling mistakes)</p> <p><b>a.</b></p> <ul style="list-style-type: none"> <li>• high temperatures, lack of proper ventilation and light</li> <li>• long working hours in front of hot furnace</li> <li>• eyes are more adjusted to dark than light</li> <li>• dust from polishing bangles affects their eyes</li> <li>• exploited by moneylenders, police, bureaucrats, politicians</li> <li>• fear of being ill treated by police</li> <li>• lack of a leader who can organize them</li> <li>• live in state of intense poverty</li> <li>• sleep on empty stomach, live in stinky lanes overcrowded with humans and animals. <b>(any 4 points)</b></li> </ul> <p><b>b.</b></p> <ul style="list-style-type: none"> <li>• small rat trap with thirty kronors and a note</li> <li>• wishes money to be returned to crofter</li> <li>• confesses that he had made a mistake</li> <li>• got caught in his own rat trap</li> <li>• thanks for treating him like a real captain</li> <li>• turns over a new leaf</li> <li>• Life is one big rat trap, one gets trapped by own deeds</li> <li>• everyone should get a second chance to improve oneself</li> </ul> <p><b>(any 4points)</b></p> <p><b>c.</b></p> <ul style="list-style-type: none"> <li>• <u>Wedding band</u>: symbol of oppression in an unhappy marriage/ Ringed means encircled or trapped, losing individuality and freedom</li> <li>• <u>Aunt Jennifer</u>: a typical victim of male oppression in an unhappy marriage, who suffers loss of individuality, dignity and personal freedom silently. She becomes dependent, fearful and frail</li> <li>• <u>Tigers</u>: symbolize untamed free spirit. Here they are antithesis of their creator's personality. They pace and prance freely, proudly, fearless, confident and majestic in their bearing. The use of colours implies that Aunt Jennifer's tigers and their land are more vital and enjoy a sense of freedom far greater than her. Yellow (bright topaz) connotes the sun and fierce energy, while green reminds one of spring and vitality</li> <li>• <u>Embroidery</u>: symbol of creative expression. The artwork expresses</li> </ul>	<p><b>3x4=12</b></p>

	<p>the Aunt's suppressed desires and becomes her escape from the oppressive reality of her life</p> <ul style="list-style-type: none"> <li>• <u>Aunt (last stanza)</u>: as opposed to Aunt Jennifer. It shows that she has lost her identity completely, thus lost even her name.</li> </ul> <p><b>(Any 3)</b></p> <p><b>d.</b></p> <ul style="list-style-type: none"> <li>• late winter's moon</li> <li>• Her pale, bloodless and wrinkled face resembles that of a corpse</li> <li>• She has no vigor and energy left in her. She looks wan and pale</li> <li>• The sprinting trees and merry children are happy and young</li> <li>• They present a contrast to the mother's pain and old age and the poet's worry and fear.</li> </ul> <p>They symbolise youth, vigor and spring whereas the mother is old, decaying and frail.</p> <p><b>e.</b></p> <ul style="list-style-type: none"> <li>• The "reward" was the escape of the enemy.</li> <li>• Despite all moral dilemma, Dr. Sadao listens to his heart every time and takes the right decision and his wife Hana very gently follows him.</li> <li>• At last the general forgets to keep his promise, which gives Sadao an opportunity to reconsider his decision.</li> <li>• He gives the soldier a boat, food ,bottled water and quilts and asks him to wait for a Korean fishing boat to escape.</li> <li>• Dr. Sadao searched the spot of black in the twilight sea that night to see if the man was still there but there was no light. Obviously the man had gone.</li> </ul> <p><b>f.</b></p> <ul style="list-style-type: none"> <li>• Everybody made fun of Roger Skunk</li> <li>• because he gave out a bad smell</li> <li>• he was upset about this</li> <li>• He met the old owl who advised him to go to the wizard</li> <li>• which would help him and give him a pleasant smell</li> </ul>	
<p><b>Q10.</b></p>	<p>[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p> <p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p> <ul style="list-style-type: none"> <li>• Sophie was a girl given to imagination and day dreaming</li> <li>• thought of having a boutique</li> <li>• Jansie was very much aware about their financial conditions and family background</li> <li>• She knew that both were earmarked for the biscuit factory after passing school</li> <li>• Sophie wanted to have a boutique</li> <li>• She imagined herself to be like Mary Quant and would have the most amazing shop this city had ever seen</li> <li>• But Jansie asked Sophie to be sensible because her dad would never allow it.</li> <li>• She had another option of becoming actress along with her boutique.</li> <li>• She also thought of becoming a fashion designer.</li> </ul>	<p><b>6</b></p>

	<ul style="list-style-type: none"> <li>• But Jansie discouraged her because she knew that both were earmarked for the biscuit factory.</li> <li>• Both belonged to a lower middle class family and their families were not well off financially.<b>(Any 4 points)</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Gandhiji's meeting with Shukla/Problems of Peasants/ Gandhiji arrived at Champaran/</li> <li>• wanted to meet secretary of British Landlord's Association/was refused/tried to meet Commissioner of Tirhut/was bullied and ordered to leave Champaran/Defied order/</li> <li>• Prevented from meeting peasant/Disobeyed notice to leave Champaran/was summoned at court/worked whole night to get the support/peasants gathered in large number to show support to him/</li> <li>• Gandhiji proved that British power was no longer unchangeable/authorities got afraid and postponed the case/Gandhiji released on bail/lawyers decided to follow Gandhiji/</li> <li>• First Triumph of Civil Disobedience/Case dropped against Gandhiji/he planned Civil Disobedience/ commission of enquiry appointed by governor/evidence against landlords found/</li> <li>• Gandhi agreed for 25% refund as was agreed by landlords/</li> <li>• indigo share cropping abandoned and land given to peasants<b>(Any 4 points)</b></li> </ul>	
<p><b>Q11.</b></p>	<p>These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p> <p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p> <ul style="list-style-type: none"> <li>• It is not only Mr.Lamb's strange ideas that attract Derek but also his loneliness and longing for company –</li> <li>• he returns to him at the end- the two have a great affinity – both have suffered loneliness –</li> <li>• both long for company- both are physically impaired-both have suffered rejection from others</li> <li>• /Mr. Lamb revives the almost dead feelings of Derry towards life/</li> <li>• He motivates him to think positively about life, changes his mind set about people and things/</li> <li>• Everything appears to be the same but is different- eg. of bees and weeds/</li> <li>• The gate of the garden is always open/</li> <li>• Derry is inspired and promises to come back.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Auto biographical accounts deal with women of marginalized communities/</li> <li>• Both narrate prejudices and humiliation faced from mainstream culture/</li> <li>• Both are brave who use their talent, education to stand up for this own and community/rights</li> <li>• Both use the power of pen to fight oppression/</li> <li>• Zitkala Sa's first day at school is unpleasant/</li> <li>• at the breakfast table, she does not understand the rules and makes several mistakes/</li> </ul>	<p><b>6</b></p>

	<ul style="list-style-type: none"> <li>• She was tied to a chair and her long hair was cut/ she felt humiliated and her spirit was crushed/</li> <li>• Bama experienced untouchability very early in life/</li> <li>• saw an example of it with an elder of her community/</li> </ul> <p>Her brother told her to work hard to win honour and dignity</p>	
<p><b>Q12</b></p>	<ul style="list-style-type: none"> <li>• relationship an administrator has with two bad, lazy, ineffective, and difficult employees who also happen to be related by blood to him/</li> <li>• Squire Cass did not trust either of them enough to administer the Red House.</li> <li>• The sons also knew that they would never be at par with their father because none of them had the work ethics, the strength of morale, nor the attitude to take over a job as well as the Squire.</li> <li>• Hence, it is the relationship of master and servant, soldier and commander, boss and employee/</li> <li>• Godfrey seems to appear to the public as the gentler, kinder, and nicer of the two brothers/</li> <li>• he is weak of character, prone to being misled, and easily fooled/</li> <li>• Dunstan is arrogant, senseless and selfish/</li> <li>• is intellectually dull/reckless and morally depraved.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Rinehart is a mystery and a source of deep ambiguity in <i>Invisible Man</i>.</li> <li>• never appears in the novel, and the narrator only learns of his existence when other people mistake him for Rinehart while he is in disguise.</li> <li>• Rinehart seems to be all things to all people—pimp, bookie, and preacher, among other things.</li> <li>• Ultimately, Rinehart is an extremely surreal figure of Ellison’s creation, designed not to be realistic or believable but rather unsettling and confusing.</li> <li>• Rinehart represents a protean conception of identity—the idea that a person’s identity can change completely depending on where one is and with whom one interacts, an extreme version of the narrator’s conundrum throughout the novel.</li> <li>• At first, the narrator feels that Rinehart’s adaptability enables a kind of freedom</li> <li>• quickly realizes that Rinehart’s formlessness also represents a complete loss of individual selfhood.</li> <li>• In the end, the liquidity of Rinehart’s identity is one of the forces that compel the narrator to discover his own more solid identity.</li> </ul>	<p><b>6</b></p>



<p><b>Q13</b></p>	<ul style="list-style-type: none"> <li>• Godfrey attempts to broach the subject of adopting Eppie in a number of ways, first saying that his family owes Marner a great debt</li> <li>• then that Marner seems too old to work at the loom.</li> <li>• When these approaches fail, Godfrey states plainly and coarsely that they are offering to take Eppie into their care as their own child .</li> <li>• Godfrey insists that he has a claim on Eppie and confesses that he is her father.</li> <li>• Godfrey tells Silas that he is standing in the way of Eppie’s welfare/</li> <li>• Eppie firmly refuses the Casses’ offer saying that Marner was the only father she knew and would not leave him.</li> <li>• Marner asks Godfrey why he waited 16 years to take Eppie back/</li> <li>• Godfrey says that he is repenting now/ Marner argues that his repentance does not make Eppie rightfully his</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• The two major betrayals in the novel are the narrator’s betrayals at the hands of the college (in the figure of Dr. Bledsoe) and the Brotherhood (in the figure of Brother Jack).</li> <li>• Bledsoe poses as a figure representing the advancement of black Americans through education.</li> <li>• In reality, however, he deliberately subordinates himself to whites and says that he would see every black man in America lynched before giving up his power.</li> <li>• That he sends the narrator away with letters of supposed recommendation that, in reality, explicitly criticize the narrator demonstrates his objectionable desire to suppress black identity.</li> <li>• The members of the Brotherhood betray the narrator in a number of insidious ways, ranging from curtailing his individuality to turning their backs on the plight of the poor blacks in Harlem.</li> <li>• Jack, specifically, betrays the narrator by posing as a compassionate and helpful friend while secretly harboring racist prejudice against him and using him as a tool for the advancement of the Brotherhood’s ends.</li> <li>• This sort of treachery generally contributes to the novel’s creation of a bewildering, malevolent world in which an unexpected blow can come at any time</li> <li>• Treachery also reinforces the ideas of blindness and invisibility, because any betrayal is essentially a sign that the betrayer willfully refuses to see his victim.</li> <li>• The novel’s betrayals function through deceit and secrecy—for the most part, they are invisible, and the narrator is blind to them until it is too late.</li> </ul>	<p><b>6</b></p>
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**MARKING SCHEME  
CLASS XII  
ENGLISH CORE  
SET B**

**Time- 3 hr.**

**M.M-100**

<b>SECTION A (READING) – 30 marks</b>		
<b>Q1</b>	1.1 1 D 2 C 3 B 4 B	<b>(1x4 = 4)</b>
	1.2 1. senses their presence and quickly sounds/author disappointed because they only had good intentions/sad to know the whale doesn't trust humans 2. Mike thinks how foolish it would be for this mighty beast to put any faith in them. After all, they are members of the species that had almost sent the bowhead into extinction with the greed for whale oil and bone. 3. on the edge of a huge shoal where the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain 4. In some regions the land is totally devoid of life, while in others the pulse of life takes our breath away/ It's wastelands flow into oasis' that are found nowhere else on the face of the earth 5. knowledge, skill, teamwork, and spirit 6. adaptability	<b>(1x6=6)</b>
	1.3 1. profusion 2. ominous	<b>(1x2= 2)</b>
<b>Q2.</b>	2.1  a) i b) iv	<b>(1x2 = 2)</b>
	2.2 a. baby tending b. walking up the trunk on flexible little feet/to break open a coconut with one firm well-directed blow of a knife as long as she is tall/ to play a number of group games and sing the songs which go with them(any 2) c. to tidy the house by picking up the litter on the stony floor/ to bring water from the sea/ to spread out the copra to dry and to help gather it in when rain threatens/ to go to a neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.(any 2) d. at eight or nine years of age they are usually relieved of baby tending and are given more interesting and important	<b>(1x6=6)</b>

	<p>activities.</p> <p>e. their behavior is circumspect and helpful.</p> <p>f. burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef/ discouraged by the hostility of the small boys and the scorn of the older ones.</p> <p>g. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another.</p> <p>h. the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation.</p> <p><b>2.3</b>  <b>a.</b> abruptly  <b>b.</b> ridicule</p>	(1x2= 2)
Q3.	<p>Note making and summary</p> <p>NOTES</p> <p>Title: Evolution of Bharatnatyam 1 mark</p> <p>Abbreviations</p> <p>Content</p> <p><b>1.What is Time Management</b></p> <p>1.1 Dance an expression of the divine</p> <p>1.2 eternal rhythms of the universe</p> <p>1.3 symbolised in the cosmic dance of Lord Shiva.</p> <p>1.4 Once sustained and nurtured in temples as part of a rich and vibrant temple tradition</p> <p>1.5 classical dance in South India a dynamic, living tradition</p> <p>1.6 continuously renewed over centuries</p> <p><b>2. Benefits</b></p> <p>2.1 Greater productivity and efficiency.</p> <p>2.2 A better professional reputation.</p> <p>2.3 Less stress.</p> <p>2.4 Increased opportunities for advancement.</p> <p>2.5 Greater opportunities to achieve important life and career goals</p> <p><b>3. Consequences of poor time management</b></p> <p>3.1 Missed deadlines.</p> <p>3.2 Inefficient work flow.</p> <p>3.3 Poor work quality.</p> <p>3.4 A poor professional reputation and a stalled career.</p> <p>3.5 Higher stress levels.</p> <p><b>4</b> Interruptions at work</p> <p>4.1 key barrier to time management</p>	<p>8</p> <p>1</p> <p>1</p> <p>3</p>

	<p>4.2 break your focus</p> <p>4.3 have to spend time re-engaging with the thought processes needed to successfully complete complex work.</p> <p>4.4 key to controlling interruptions</p> <p>4.4.1 know what they are</p> <p>4.4.2 whether they are necessary</p> <p>4.4.3 plan for them in your daily schedule.</p> <p>Summary</p>	
<b>Q4.</b>	<p><b>POSTER</b> Marking: 4 marks</p> <p>Title : Pass the Lung Test(or any other appropriate title) 1 mark</p> <p>Content: 2 marks</p> <ul style="list-style-type: none"> <li>• reasons for pollution</li> <li>• remedial measures to be taken</li> <li>• name of issuing authority</li> <li>• Any other relevant information</li> </ul> <p>Expression-grammatical accuracy, spellings 1 mark</p> <p style="text-align: center;"><b>OR</b></p> <p><b>NOTICE</b> Format 1 mark The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box. Content 2 marks Expression 1 marks Suggested value points : – SPICMACAY presentation by Geeta Chandran – eligible for which classes – Time, date, venue</p>	<b>4</b>
<b>Q5.</b>	<p><b>LETTER WRITING</b> [Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable. In the job application the bio-data may be written separately or within the letter. ] Format 2 marks (1. sender's address, 2. date, 3. receiver's address, 4. subject heading,5. salutation, 6. complimentary close.) Content 2 marks Expression 2 marks Grammatical accuracy, appropriate words and spellings [1] Coherence and relevance of ideas and style [1]</p>	<b>6</b>

	<p>Suggested value points: (LETTER OF COMPLAINT)</p> <ul style="list-style-type: none"> <li>– Introduction</li> <li>– What is the complaint about</li> <li>– List the problems in the GPRS system</li> <li>– Ask for redressal of complaint</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Suggested value points: (LETTER PLACING AN ORDER)</p> <ul style="list-style-type: none"> <li>– reference to advertisement</li> <li>– information to be given: item to be ordered, brand name, model no., quantity</li> <li>– requirements : discount, mode of payment, delivery date <ul style="list-style-type: none"> <li>— Attachments like DD etc.</li> </ul> </li> </ul>	
<b>Q6.</b>	<p><b>SPEECH</b> Format -topic introduction, addressing the audience, thank you 1 mark</p> <p>Content – use hints, addressing the issue, current situation, reasons in favour or against, possible suggestions 4 marks</p> <p>Expression 5 marks</p> <p>Grammatical accuracy, appropriate words and spelling [2½ ]</p> <p>Coherence and relevance of ideas and style [2½]</p>	<b>10</b>
<b>Q7.</b>	<p><b>ARTICLE</b> Format 1 mark Title and writer’s name Content 4 marks Expression 5 marks Grammatical accuracy, appropriate words and spellings [2½] Coherence and relevance of ideas and style [2½] Suggested Value Points</p> <ul style="list-style-type: none"> <li>– pride in our built heritage</li> <li>– condition of the monuments</li> <li>– suggestions and remedial measures</li> <li>– any other relevant detail</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Suggested value points:</p> <ul style="list-style-type: none"> <li>– description of the product</li> <li>– advertising and marketing strategy</li> <li>– detailed description of the activities</li> <li>– struggles faced and support received</li> <li>– response of the community</li> </ul>	<b>10</b>
	<b>SECTION C</b> <b>LITERATURE – 40 marks</b>	
<b>Q8.</b>	<p>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given stanza. In other words it attempts to test their reading comprehension ONLY.]</p>	<b>4</b>

	<p>Value points:</p> <p>a) The earth teaches us how new life springs from dead remains and how there is life under apparent stillness. <b>1</b></p> <p>b) The poet wants to achieve peace by counting upto twelve. He wants us to introspect in a moment of silence. <b>1</b></p> <p>c) Keeping quiet doesn't mean being idle. It means that we should avoid all such activities, which are hurting the nature and, in turn, us. <b>2</b></p> <p style="text-align: center;"><b>OR</b></p> <p>(a) sign of nervousness/disturbed <b>1</b></p> <p>(b) Find even the ivory needle hard to pull. <b>1</b></p> <p>(c) It is a symbol of bondage/she feels shackled. <b>1</b></p> <p>(d) She is in a state of turmoil. <b>1</b></p>	
<p><b>Q9.</b></p>	<p>Short answer type questions ( Answer any Four)  Questions are to be answered in 30-40 words.  Distribution of marks:  Content: 2 mark  Expression: 1mark  (deduct ½ mark for two or more grammatical/spelling mistakes)</p> <p>a.</p> <ul style="list-style-type: none"> <li>• wearing green coat, frilled shirt, black silk cap</li> <li>• announced last lesson in French, German to be taught</li> <li>• Proud of being French</li> <li>• upset by occupation of Alsace by Germans</li> <li>• attached to town, school, people.</li> </ul> <p>b.</p> <ul style="list-style-type: none"> <li>• felt terrified near water/</li> <li>• feared water,</li> <li>• spoiled holidays,</li> <li>• couldn't go swimming, fishing or canoeing</li> </ul> <p>c.</p> <ul style="list-style-type: none"> <li>• The slum children in an elementary school look pathetic.</li> <li>• They are undernourished and diseased.</li> <li>• They are used to dark, dirty, narrow cramped areas closed in by a grey sky</li> <li>• They are pale and unhealthy.</li> <li>• Their unkempt and dull hair has been compared to rootless weeds.</li> <li>• One of the girls is apparently burdened with the miseries of poverty.</li> <li>• One of the boys has inherited his father's disease and has stunted growth.</li> <li>• Another student is sitting unnoticed and he is yearning to play</li> </ul>	<p><b>3x4=12</b></p>

	<p>outdoors.</p> <p>d.</p> <ul style="list-style-type: none"> <li>• In spite of all the sufferings, a beautiful thing helps us to remove the cover of gloom or darkness from our lives.</li> <li>• The things of beauty are the sun, the moon, old and new trees, daffodils, clear rills, musk roses that bloom among the thick forest ferns.</li> </ul> <p>e.</p> <ul style="list-style-type: none"> <li>• After he has killed 99 tigers, no more tigers are left.</li> <li>• After some time there are indications of the presence of a tiger in the forests of a village.</li> <li>• He goes there but does not find the tiger.</li> <li>• Then he asks the Chief Minister to find the tiger or he would remove him from his job.</li> <li>• The Diwan had hidden in his house an old tiger which had been brought from the People’s Park in Madras.</li> <li>• He takes that 100<sup>th</sup> tiger to the forest to be killed by the king.</li> </ul> <p>f.</p> <ul style="list-style-type: none"> <li>• Evans decided to appear for O-level Examination in German/</li> <li>• Governor sought permission from the Board/</li> <li>• Mc Leery the parson from St. Mary Mags came to invigilate. In reality he was an accomplice of Evans and had imprisoned the real parson.</li> <li>• In the cell the two exchange places/ made possible because Evans had covered himself in a blanket.</li> <li>• At the end of the exam Evans walks out a free man disguised as the parson</li> </ul>	
<p><b>Q10.</b></p>	<p>[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]</p> <p>Distribution of marks:  Content 3 marks  Expression 3 marks  Grammatical accuracy, appropriate words and spellings [1½]  Coherence and relevance of ideas and style [1½]</p> <ul style="list-style-type: none"> <li>• Edla’s kindness and hospitality awakens his conscience</li> </ul>	<p><b>6</b></p>

	<ul style="list-style-type: none"> <li>• The ironmaster’s daughter treats him with respect and shows compassion and understanding towards his condition.</li> <li>• She does not force herself upon him but tries to persuade him to spend Christmas eve with them.</li> <li>• He reposes trust in her due to her friendliness.</li> <li>• Later she persuades her father not to send the man away when his identity is revealed as they had invited him and promised him Christmas cheer.</li> <li>• She also tells him that he is welcome again next year if he wishes so.</li> <li>• This brings about a change in the man and he is reformed.</li> <li>• Realizes that there is a way out of the trap</li> <li>• Returns the money through Edla</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Exploitation of indigo farmers by British Landlords.</li> <li>• Farmers resorted to legal help to fight cases against the landlords</li> <li>• Not too many got encouraging results and also, this could only get them short term benefits</li> <li>• Farmers terrorized and crushed under the exploitation by landlords.</li> <li>• Gandhiji-practical and farsighted approach-felt that if the downtrodden farmers could be released from fear, rest everything would fall into place.</li> <li>• Started an exercise in empowering the farmers and giving them lessons in courage through his own example.</li> <li>• Dealt with all the clever moves of the Britishers fearlessly and boldly without getting intimidated by their orders.</li> <li>• Felt that lessons in courage would remain with the farmers all their lives and would never be taken advantage of/ exploited.</li> </ul>	
<b>Q11.</b>	[These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the	<b>6</b>



text. The important thing is that the student should be able to justify his or her viewpoint.]

Distribution of marks:

Content 3 marks

Expression 3 marks

Grammatical accuracy, appropriate words and spellings [1½]

Coherence and relevance of ideas and style [1½]

- Being a doctor, Sadao realized that the American was in need of urgent medical attention and thus prevailed upon Hana not only to allow him to bring the man into the house but also to disclose the fact to the servants.
- The baby's maid, Yumi, refused to clean up a white man and Hana had no choice but to do so herself.
- Though Hana had never seen an operation and had never before administered anesthesia, she was able to assist her husband in the operation.
- Sadao successfully managed to remove the bullet that had lodged itself close to the kidney.
- He made all efforts to keep the American alive.
- made arrangements for the American to escape.
- He assisted him in all the ways that he could, giving him boat, rations, Japanese clothes and even a torchlight with which he could indicate in case his supplies ran out or if he did not find a Korean fishing boat to rescue him from the island where he was to seek refuge.
- In the meantime, Sadao had carefully monitored the enemy's progress and was convinced that he was strong enough to take this chance and save his life.
- They parted as friends and the American remarked that it was a second time that Sadao had saved his life.

**OR**

- Jo's constant question and her non acceptance of Jacks' ending of the story appears to be a threat to his authority
- He believes that adults know best!
- Jack feels threatened by Jo's attitude and when he finds that she is restless after he has come downstairs, he uses the ultimate weapon of adult authority-does she want him to spank her, he asks.
- Reminded of his own upbringing-Mother is always right
- the message is clear- adults know best

<p><b>Q12.</b></p>	<ul style="list-style-type: none"> <li>• Theft in lantern yard destroys Marner’s faith in humanity</li> <li>• moves to Raveloe</li> <li>• leads a lonely frugal existence</li> <li>• does not interact with the people of Raveloe</li> <li>• spends all his time weaving and making gold</li> <li>• Theft at Raveloe makes him seek out the people of the village</li> <li>• once again seeks solace in company</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• He soon discovered that being invisible had as many drawbacks as advantages.</li> <li>• People ran into him and stepped on him.</li> <li>• He had to be continually on guard as to the movements and positions of others in order to avoid accidental contact.</li> <li>• although people could not see him, dogs could detect him with their keen sense of smell.</li> <li>• As he had to remain naked, he was soon uncomfortable.</li> <li>• Also, he could not eat, as food was visible until it was fully assimilated into his system.</li> <li>• At one point, he had run up the steps of a house in order to avoid a unit of a marching Salvation Army band. While he waited, two youngsters spotted the prints of his bare feet in the mud. Soon a crowd of people had gathered to look at the “ghost prints.” He leapt over the railing and ran through a bunch of back roads to avoid the press.</li> </ul>	<p><b>6</b></p>
<p><b>Q13.</b></p>	<ul style="list-style-type: none"> <li>• A child with golden-curl hair and the biological daughter of Godfrey Cass and Molly Farren, she toddles into Silas Marner's cottage when her mother is dying.</li> <li>• She grows up to be a good natured child caring for Marner, in fact changing his heart and turning him into a good man.</li> <li>• She finally refuse to let Godfrey and Nancy adopt her, claiming that she knew no other father than Marner and that she was going to marry a working class man.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Griffin begins his road to decline in college when he becomes so obsessed with his experiments that he hides his work lest anyone else should receive credit.</li> <li>• When he runs out of money, he kills his own father-</li> <li>• He goes from scientist to fanatic when he begins to focus all of his attention merely on the concept of invisibility and neglects to think about the consequences of such a condition.</li> <li>• The evil that he could commit does not occur to him until after</li> </ul>	<p><b>6</b></p>

	<p>he has swallowed the potion and seen the reaction of the landlord and others.</p> <ul style="list-style-type: none"><li>• Griffin at no time expresses any remorse for his behavior or for the crimes, which he merely describes as “necessary.”</li><li>• His only regret is frustration over not having thought about the drawbacks of invisibility.</li><li>• For nearly a year, he works on trying to perfect an antidote;</li><li>• when time runs out for that activity, he first tries to leave the country, and then, that plan failing, tries to find an accomplice for himself so he can enjoy his invisibility and have all the comforts of life as well.</li><li>• He goes from obsession to fanaticism to insanity.</li></ul>	
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**SAMPLE QUESTION PAPER  
CLASS XII  
ENGLISH CORE**

**Time- 3 hr.**

**SET A**

**M.M-100**

**The question paper is divided into three sections.**

**Section A : Reading 30 Marks**

**Section B : Advanced Writing Skills 30 Marks**

**Section C : Literature, Text Books & Long Reading Texts 40 Marks**

**Instructions:**

**1. All questions are compulsory.**

**2. You may attempt any section at a time.**

**3. All questions of that particular section must be attempted in the correct order.**

<b>SECTION A READING – 30 Marks</b>		
<b>1.</b>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <p>1. That large animals require luxuriant vegetation has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles, are associated together in every one's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published of various parts of the interior.</p> <p>2. Dr. Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that, taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts there are some fine forests, but with these exceptions, the traveler may pass for days together through open plains, covered by a poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense.</p> <p>3. It may be supposed that although the species are numerous, the individuals of each kind are few. By the kindness of Dr. Smith, I am enabled to show that the case is very different. He informs me, that in lat. 24', in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between one hundred and one hundred and fifty rhinoceroses - the same day he saw several herds of giraffes, amounting together to nearly a hundred.</p> <p>4. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed at one spot eight hippopotamuses, and saw many more. In this same river there were likewise crocodiles. Of course it was a case quite extraordinary, to see so many great</p>	<b>12</b>

animals crowded together, but it evidently proves that they must exist in great numbers. Dr. Smith describes the country passed through that day, as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa-trees.'

5. Besides these large animals, anyone the least acquainted with the natural history of the Cape has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds: one evening seven lions were counted at the same time prowling round Dr. Smith's encampment. As this able naturalist remarked to me, the carnage each day in Southern Africa must indeed be terrific! I confess it is truly surprising how such a number of animals can find support in a country producing so little food.
6. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains much nutriment in a small bulk. Dr. Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated. The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant, is the more remarkable, because the converse is far from true.
7. Mr. Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his Travels, he has suggested that the comparison of the respective weights (if there were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take on the one side, the elephants hippopotamus, giraffe, bos caffer, elan, five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other it is not easy to conceive ranks more disproportionate in size.
8. After the above facts, we are compelled to conclude, against anterior probability that among the mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit. (809 words)

Adapted from: *Voyage of the Beagle*, Charles Darwin (1890)

**1.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:**

**(1x4=4)**

1. The author is primarily concerned with

	<p>A. discussing the relationship between the size of mammals and the nature of vegetation in their habitats  B. contrasting ecological conditions in India and Africa  C. proving that large animals do not require much food  D. describing the size of animals in various parts of the world</p> <p>2. According to the author, the ‘prejudice’ (Para 1) has lead to</p> <p>A. errors in the reasoning of biologists  B. false ideas about animals in Africa  C. incorrect assumptions on the part of geologists  D. doubt in the mind of the author</p> <p>3. The flocks of migratory birds (Para 5) are mentioned to</p> <p>A. describe an aspect of the fauna of South Africa  B. illustrate a possible source of food for large carnivores  C. contrast with the habits of the antelope  D. suggest the size of antelope herds</p> <p>4. Darwin quotes Burchell’s observations in order to</p> <p>A. counter a popular misconception  B. describe a region of great splendor  C. prove a hypothesis  D. illustrate a well-known phenomenon</p> <p><b>1.2 Answer the following questions briefly:</b></p> <p>1. What prejudice has vitiated the reasoning of geologists?  2. Why does Dr. Smith refer to Africa as a sterile country?  3. What is the ‘carnage’ referred to by Dr. Smith?  4. What does Darwin’s remark, ‘if there were sufficient data’, indicate?  5. To account for the ‘surprising’ number of animals in a ‘country producing so little food’, what partial explanation does Darwin suggest?  6. What does the author conclude from Dr. Smith and Burchell’s observations?</p> <p><b>1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:</b>  a) Dense (Para 1)  b) Barren ((Para 2)</p>	<p>(1x6=6)</p> <p>(1 x2 = 2)</p>
<p><b>Q2.</b></p>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <p>1. I’ve always held the belief that rationale or logic has no place in faith. If you have faith in the Supreme then you must also accept that you are not out there to defend your faith based on any scientific evidence. Those who don’t share your belief have an equal right to their opinion. What matters is your personal stand. If you feel peaceful and joyous, if you feel inspired to do good deeds by having your faith, then by all means keep it, there’s no reason to abandon it.</p> <p>2. Einstein once got a letter asking if he believed in the Supreme. Einstein sent a telegram in response stating, “I believe in Spinoza’s idea of the Supreme who</p>	

reveals himself in the orderly harmony of what exists, not in someone who concerns himself with the fates and actions of human beings.” In case you are not familiar, Baruch Spinoza (1632 – 1677) was a Dutch philosopher (yes, not just brilliant engineers, they have philosophers too). An unorthodox and independent thinker, his views were revolutionary at the time. His philosophy is thought-provoking. So, where does that leave us in regards to faith?

3. To me, faith is a sentiment, it’s an emotion. Just like you fall in love and you surrender in love and you find yourself willing to do anything for the person you love, same is with faith. Faith is love. When you have faith, you let go of your worries of the future, you let go of your guilt of the past, because you have surrendered to the divine will. You remain committed to a life of goodness and action. But, you also recognize that there are other bigger forces, of immense scale, in play in the grand scheme of things and it’ll do you much good to play along.
4. You gain this courage, zest and zeal to work hard, to excel, to serve. Life looks beautiful and everything looks priceless then, because it truly is. Even our suffering is priceless. It gives you strength, it makes you reflect on you. It is priceless because you appreciate life more, it brings you closer to you, the real you. Don’t limit yourself by asking petty things from the Supreme. Trust the immensity of nature. Faith does not mean all your dreams will come true, it simply means you look upon everything that’s granted to you as a blessing. Just focus on your deeds, and before long, you’ll be filled beyond measure
5. Accepting the transient nature of this world, and its eternal impermanence, is the definitive path to inner peace. Either live in complete surrender or exercise total control. If your boat is neither anchored nor guided, it’ll just drift then. It’ll drift in the direction of your thoughts, desires and emotions. Here today, there tomorrow.
6. Cosmic intelligence is infinitely more subtle, smart, organized and selfless than individual intelligence. Anchor your ship if you are tired of rowing. Have faith. (499 words)

(1x2=2)

A Mystic’s Viewpoint-Blog by Om Swami

**2.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:**

- a) Faith
  - i. does not depend on rationale and logic
  - ii. is a personal stand
  - iii. fills us with joy and peace
  - iv. All of the above
- b) ‘Here today, there tomorrow’ (Para 7) refers to
  - i. our thoughts
  - ii. our faith
  - iii. our emotions
  - iv. our desires


(1x6=6)

**2.2 Answer the following briefly:**

- a) What was Einstein’s belief about faith?
- b) What does one gain from having faith?
- c) In what way does suffering become priceless?

	<p>d) Why does the writer compare life to a birthday party?</p> <p>e) What is the definitive path to inner peace?</p> <p>f) How is cosmic intelligence superior to individual intelligence?</p> <p>g) Find words from the passage which mean the same as the following:</p> <p>i) proof (para 1)</p> <p>ii) celestial (para 7)</p>	
<p><b>Q3.</b></p>	<p><b>Read the following passage carefully:</b></p> <ol style="list-style-type: none"> <li>Classical dance evolved from Tamil Nadu's temples across centuries. The revived and reformed <i>Bharatanatyam</i> keeps the art born of these ancient temples alive even to this day. Once sustained and nurtured in temples as part of a rich and vibrant temple tradition, classical dance in South India has remained over centuries a dynamic, living tradition that is continuously renewed.</li> <li>Even 2000 years ago, dance in India was a highly evolved and complex art. It was an integral part of ancient Indian theatre as established by the <i>Natya Shastra</i>, the oldest and exhaustive treatise on theatre and dramaturgy. Dance dramas were performed in temple precincts. Dance movements were crystallised in stone as <i>karanas</i> in temple sculpture. Following the Bhakti movement in the 6th century, dance and music became powerful vehicles of veneration. The deity was treated like a much-loved king, praised and royally entertained with music and dance, as part of the daily sacred rituals of worship. Gifted, highly educated temple dancers or <i>devadasis</i> were supported by the temples that were richly endowed by the rulers. Some 400 temple dancers were dedicated to and maintained by the <i>Brihadeswarar</i> Temple in Thanjavur. Dance evolved as a composite art in temples as dancers, <i>nattuvanars</i> (dance gurus), musicians, poets, composers, architects, sculptors and painters shared a holistic approach to all the arts.</li> <li>The evolution of <i>Bharatanatyam</i> derives from the invaluable contribution of The Tanjore Quartet. The four Pillai brothers – <i>Chinnayya, Ponnayya, Sivanandam and Vadivelu</i> – served as court musicians at the kingdom of Maratha king, <i>Serfoji II</i> in the early 19th century. Their legacy to <i>Bharatanatyam</i> has been their restructuring of the dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance. Some of their descendants like <i>Guru Meenakshisundaram Pillai</i> evolved the famous <i>Pandanallur bani</i> (style) and trained many eminent dancers.</li> <li>From the temples, dance made its way into the courts of kings and dancers were not just <i>devadasis</i>, but also <i>rajanartakis</i>. By the early 17th century dance forms like <i>sadir</i> or <i>chinna melam</i>, precursors to <i>Bharatanatyam</i> as we know it today had become popular in the courts of the Maratha rulers in Thanjavur. However, in the 19th century, colonial propaganda perceived such dance as vulgar and immoral. It led to the Anti-Nautch Movement and legislation against temple dance and dancers. Divested of all patronage and temple support, <i>devadasis</i> were thrown into dire straits. In the early 20th century, thanks to enlightened visionaries like EV Krishna Iyer and later, Rukmini Devi Arundale, and the dedication of a handful of <i>devadasis</i> and <i>nattuvanars</i>, classical dance was resuscitated and revived as <i>bharatanatyam</i>. Today, apart from a few cultural festivals in some temples, dance has left the temple for the proscenium stage. ( 454 words)</li> </ol>	<p><b>8</b></p>



	<p>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. Give an appropriate title.</p> <p>b. Write a summary of the above in 80 words using the notes.</p>	<p>5</p> <p>3</p>
	<p><b>SECTION B</b>  <b>ADVANCED WRITING SKILLS – 30 Marks</b></p>	
4.	<p>You are Manager, Infocom Network C-3 Main Shopping Center, Vasant Vihar, New Delhi. Draft an advertisement offering office furniture for sale. Give details.</p> <p style="text-align: center;">OR</p> <p>You are the President, Literary Society of Sunshine International School. Draft an invitation to author, Ms Manjul Bajaj requesting her to conduct a workshop on creative writing in your school. You are Romi/Rohit of Zenith Public School.</p>	4
5.	<p>Draft an application with bio-data in about 120-150 words for the post of the Librarian in Vision Senior Secondary School, Calicut. You are Radhika/Rajeev from 21, Cherry Road, Madurai</p> <p style="text-align: center;">OR</p> <p>You are Seetha / Surya living in Bangalore. You and your friends are planning a week long holiday to a hill station. Write a letter making necessary enquiries from the tour operator before you make your final decision.</p>	6
6.	<p>The use of tobacco in cigarettes and other forms is a great health hazard. People do not pay much heed even to the statutory warning on cigarette packs. On the occasion of No Tobacco Day write a speech in about 150-200 words about the hazards of tobacco, giving arguments for your stand. You are Shalini/Suraj of Greenfields Public School.</p> <p style="text-align: center;">OR</p> <div style="text-align: center;">  </div> <p>Due to incessant rains during the past few weeks, the Army has launched 'Operation Megh Rahat' in Naoshera, Rajouri, Thanamandi and Poonch districts of Jammu and Kashmir in coordination with the civil authorities for search, rescue and relief of people. Taking cue from the above picture write a speech in about 150-200 words to be given at the Republic day programme in your school, applauding the role of the army and the need to boost their morale. You are Shalini/Suraj of Greenfields Public School.</p>	10
7.	<p>On the occasion of Teachers' Day the Honourable PM of India had an interactive session with students from all over the country through satellite link. Your school also made special arrangements for the students to view the telecast. Write an article in</p>	10

	<p>about 150-200 words for your school magazine giving details of the talk and its impact on you. You are Akshay/ Akshita of Brightland Public School.</p> <p style="text-align: center;">OR</p> <p>On the occasion of Earth Day you participated in various eco-friendly campaigns initiated by your school. Write an article in about 150-200 words for your school magazine giving details of these campaigns and the impact on you. You are Akshay/ Akshita of Brightland Public School</p>	
	<p><b>SECTION C</b>  <b>(LITERATURE, TEXT BOOKS , A LONG READING TEXT) – 40 Marks</b></p>	
8.	<p>Read the extract given below and answer the questions that follow:</p> <p style="text-align: center;"><i>On sour cream walls, donations, Shakespeare's head,  Cloudless at dawn, civilized dome riding all cities.  Belled, flowery, Tyrolese valley. Open-handed map  Awarding the world its world.</i></p> <p>a) What is the condition of the classroom wall? 1  b) What are the two things that show a civilized race? 1  c) What is the specialty of the Tyrolese valley? 1  d) Explain: 'Awarding the world its world'. 1</p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><i>And such too is the grandeur of the dooms  We have imagined for the mighty dead;  An endless fountain of immortal drink  Pouring unto us from the heaven's brink</i></p> <p>a) Name the poem and the poet. 1  b) Who does 'the mighty dead' refer to? 1  c) What is the 'endless fountain' that the poet imagines? 1  d) Explain the figure of speech used in the third line of the stanza. 1</p>	
9.	<p><b>Answer any <u>four</u> of the following in about 30 -40 words each:</b></p> <p>a. How is the bangle industry of Firozabad a curse for the bangle makers?  b. What did the gift of the rat trap signify?  c. The poem 'Aunt Jennifer's Tigers' is replete with symbols. Interpret any 3 symbols used in the poem.  d. What different images does the poet use to convey the idea of her mother's old age?  e. "But Sadao searching the spot of black in the twilight sea that night, had his reward". What was the reward?  f. Why did Roger Skunk go to the wizard?</p>	<b>3x4=12</b>
10.	<p><b>Answer any <u>one</u> of the following questions in about 120-150 words:</b></p> <p>Sophie's dream world clashes with the world of her family and friends". Bring out the stark difference between the two worlds.</p> <p style="text-align: center;">OR</p> <p>'Dialogue and not violence can resolve situations of conflict and injustice.'  Prove the statement with reference to the lesson Indigo.</p>	<b>6</b>
11.	<p><b>Answer any <u>one</u> of the following questions in about 120-150 words</b></p> <p>What is the bond that unites old Mr. Lamb and Derry, the boy? How does the old man inspire the boy?</p>	<b>6</b>

	<p style="text-align: center;">OR</p> <p>Both Bama and Zitkala-Sa are victims of discrimination that is practiced in the society. What kind of experience did both of them go through?</p>	
<b>12.</b>	<p><b>Answer any <u>one</u> of the following questions in about 120-150 words</b></p> <p>Characterize Squire Cass's relationship with his sons. How different is the Squire from his sons?</p> <p style="text-align: center;">OR</p> <p>Who is Rinehart? What does he represent? What does he mean to the narrator?</p>	<b>6</b>
<b>13.</b>	<p><b>Answer any <u>one</u> of the following questions in about 120-150 words</b></p> <p>What are Godfrey's arguments for adopting Eppie? Compare these arguments with those of Silas and Eppie.</p> <p style="text-align: center;">OR</p> <p>What is the role of treachery in the novel? Who betrays whom? How does treachery relate to the motifs of blindness and invisibility?</p>	<b>6</b>

**SAMPLE QUESTION PAPER  
CLASS XII  
ENGLISH CORE**

**Time- 3 hr.**

**SET B**

**M.M-100**

The question paper is divided into three sections.

**Section A : Reading**

**30 Marks**

**Section B : Advanced Writing Skills**

**30 Marks**

**Section C : Literature, Text Books & Long Reading Texts**

**40 Marks**

**Instructions:**

**1. All questions are compulsory.**

**2. You may attempt any section at a time.**

**3. All questions of that particular section must be attempted in the correct order.**

<b>SECTION A READING – 30 Marks</b>		
<b>1.</b>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <ol style="list-style-type: none"> <li>1. <i>One of the greatest sailing adventures of the past 25 years was the conquest of the Northwest Passage, powered by sail, human muscle, and determination. In 100 days, over three summers (1986-88), Canadians Jeff MacInnis and Mike Beedell accomplished the first wind-powered crossing of the Northwest Passage.</i></li> <li>2. <b>In Jeff MacInnis's words...</b>Our third season. We weave our way through the labyrinth of ice, and in the distance we hear an unmistakable sound. A mighty bowhead whale is nearby, and its rhythmic breaths fill us with awe. Finally we see it relaxed on the surface, its blowhole quivering like a volcanic cone, but it senses our presence and quickly sounds. We are very disappointed. We had only good intentions - to revel in its beautiful immensity and to feel its power. Mike thinks how foolish it would be for this mighty beast to put any faith in us. After all, we are members of the species that had almost sent the bowhead into extinction with our greed for whale oil and bone. It is estimated that as many as 38,000 bowheads were killed off eastern Baffin Island in the 1800s; today there are about 200 left.</li> <li>3. The fascinating and sometimes terrifying wildlife keeps us entertained during our explorations. Bearded harp and ring seals greet us daily. The profusion of bird life is awesome; at times we see and smell hundreds of thousands of thick-billed murrelets clinging to their cliffside nests. Our charts show we are on the edge of a huge shoal where the frigid ocean currents upswell and mix nutrients that provide a feast for the food chain. At times these animals scare the living daylight out of us. They have a knack of sneaking up behind us and then shooting out of the water and belly flopping for maximum noise and splash. A horrendous splash coming from behind has a heart-stopping effect in polar bear country.</li> <li>4. We have many encounters with the "Lords of the Arctic," but we are always cautious, observant, and ever so respectful that we are in their domain. In some regions the land is totally devoid of life, while in others</li> </ol>	<b>12</b>

	<p>the pulse of life takes our breath away. Such is the paradox of the Arctic; It's wastelands flow into oasis' that are found nowhere else on the face of the earth. Many times we find ancient signs of Inuit people who lived here, superbly attuned to the land. We feel great respect for them; this landscape is a challenge at every moment.</p> <p>5. We face a 35 mile open water passage across Prince Regent Inlet on Baffin Island that will take us to our ultimate goal - Pond Inlet on Baffin Bay. The breakers look huge from the water's edge. Leaning into the hulls, like bobsledders at the starting gate, we push as hard as we can down the gravel beach to the sea. We catch the water and keep pushing until we have plunged waist deep, then drag ourselves aboard. Immediately, we begin paddling with every ounce of effort. Inch by agonizing inch, Perception moves offshore. Sweat pours off our bodies. Ahead of us, looming gray-white through the fog, we see a massive iceberg riding the current like the ghost of a battleship. There is no wind to fill our sails and steady the boat, and the chaotic motion soon brings seasickness. Slowly the wind begins to build. Prince Regent Inlet now looks ominous with wind and waves. The frigid ocean hits us square in the face and chills us to the bone.</p> <p>6. We were on the fine edge. Everything the Arctic had taught us over the last 90 days was now being tested. We funneled all that knowledge, skill, teamwork, and spirit into this momentous crossing... If we went over in these seas we could not get the boat back up. Suddenly the wind speed plummeted to zero as quickly as it had begun... Now we were being pushed by the convulsing waves toward sheer 2,000 foot cliffs. Two paddles were our only power. Sailing past glacier capped mountains, we approached the end of our journey. At 05:08 on the morning of our hundredth day, speeding into Baffin Bay, the spray from our twin hulls makes rainbows in the sun as we complete the first sail powered voyage through the Northwest Passage.</p> <p>7. We have journeyed through these waters on their terms, moved by the wind, waves and current. The environment has always been in control of our destiny; we have only tried to respond in the best possible way. We've been awake for nearly 23 hours, but we cannot sleep. The joy and excitement are too great. Our Hobie Cat rests on the rocky beach, the wind whistling in her rigging, her bright yellow hulls radiant in the morning sunlight. She embodies the watchword for survival in the Arctic - <b>adaptability</b>. (838 words)</p>	
<p><b>I.</b></p>	<p>On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option</p> <p>1. The passage is about the</p> <p>A. author's sailing adventure through the Northwest Passage</p> <p>B. flora and fauna of the Arctic</p> <p>C. survival skills needed while sailing</p> <p>D. saving the Arctic</p> <p>2. "Lords of the Arctic," (Para 4) refers to</p>	<p><b>(1x4 = 4)</b></p>

	<p>A. Wind breakers  B. Icebergs  C. Polar Bears  D. Innuits</p> <p>3. The author's sailing vessel is named  A. Prince Regent  B. Hobie Cat  C. Perception  D. Arctic</p> <p>4. 'We were on the fine edge' refers to  A. the Prince Regent Inlet  B. the ominous sail  C. the frigid ocean  D. their expedition</p> <p><b>1.2 Answer the following questions briefly:</b></p> <ol style="list-style-type: none"> <li>1. Why does the author feel disappointed to see the bowhead whale disappear into the ocean?</li> <li>2. How does his sailing partner rationalize it?</li> <li>3. What reason does the author give for a thriving wildlife in the Arctic?</li> <li>4. What is the paradox of the Arctic?</li> <li>5. What skills helped the author and his partner survive the adventure?</li> <li>6. What is the author's sailing vessel an embodiment of?</li> </ol> <p><b>1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:</b></p> <ol style="list-style-type: none"> <li>a) Abundance (Para 3)</li> <li>b) Threatening (Para 5)</li> </ol>	<p>(1x6=6)</p> <p>(1x2 = 2)</p>
<p>Q2.</p>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <ol style="list-style-type: none"> <li>1. By the time a child is six or seven she has all the essential avoidances well enough by heart to be trusted with the care of a younger child. And she also develops a number of simple techniques. She learns to weave firm square balls from palm leaves, to make pinwheels of palm leaves or frangipani blossoms, to climb a coconut tree by walking up the trunk on flexible little feet, to break open a coconut with one firm well-directed blow of a knife as long as she is tall, to play a number of group games and sing the songs which go with them, to tidy the house by picking up the litter on the stony floor, to bring water from the sea, to spread out the copra to dry and to help gather it in when rain threatens, to go to a neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.</li> <li>2. But in the case of the little girls all these tasks are merely supplementary to the main business of baby-tending. Very small boys also have some care of the younger children, but at eight or nine years of age they are usually relieved of it. Whatever rough edges have not been smoothed off by this responsibility for</li> </ol>	<p><b>10</b></p>

younger children are worn off by their contact with older boys. For little boys are admitted to interesting and important activities only so long as their behavior is circumspect and helpful.

3. Where small girls are brusquely pushed aside, small boys will be patiently tolerated and they become adept at making themselves useful. The four or five little boys who all wish to assist at the important, business of helping a grown youth lasso reef eels, organize themselves into a highly efficient working team; one boy holds the bait, another holds an extra lasso, others poke eagerly about in holes in the reef looking for prey, while still another tucks the captured eels into his lavalava. The small girls, burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef, discouraged by the hostility of the small boys and the scorn of the older ones, have little opportunity for learning the more adventurous forms of work and play.
4. So while the little boys first undergo the chastening effects of baby-tending and then have many opportunities to learn effective cooperation under the supervision of older boys, the girls' education is less comprehensive. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another. This is particularly apparent in the activities of young people: the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation. (473 words)

Adapted from: *Coming of Age in Samoa*, Margaret Mead  
(1928)

**2.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option**

a) The primary purpose of the passage with reference to the society under discussion is to

**(1x2=2)**

- i. explain some differences in the upbringing of girls and boys
- ii. criticize the deficiencies in the education of girls
- iii. give a comprehensive account of a day in the life of an average young girl
- iv. delineate the role of young girls

b. The list of techniques in paragraph one could best be described as

- i. household duties
- ii. rudimentary physical skills
- iii. important responsibilities
- iv. useful social skills

**2.2 Answer the following as briefly as possible:**

**(1x6=6)**

- a) What is the prime responsibility of a girl child by the time she is six or seven?
- b) What simple techniques does she learn at this stage?
- c) What household chores is she responsible for?
- d) In what way is a boy's life different?
- e) What qualities ensure that the boys move on to a higher responsibility?
- f) Why do small girls have little opportunity for learning the more

	<p>adventurous forms of work and play?</p> <p>g) In what way is the girls’ education less comprehensive?</p> <p>h) How is this apparent?</p> <p><b>2.3 Find words from the passage which mean the same as the following:</b></p> <p>(i) brusquely (para 3)</p> <p>(ii) scorn (para 3)</p>	(1x2=2)
<b>Q3.</b>	<p><b>Read the following passage carefully:</b></p> <ol style="list-style-type: none"> <li>1. It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management. “Time management” refers to the way that you organize and plan how long you spend on specific activities. Good time management requires an important shift in focus from activities to results: <b>being busy isn’t the same as being effective.</b> (Ironically, the opposite is often closer to the truth.) Spending your day in a frenzy of activity often achieves less, because you’re dividing your attention between so many different tasks. Good time management lets you work smarter – not harder – so you get more done in less time.</li> <li>2. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. It improves productivity and efficiency. Your reputation as a professional grows. The stress levels dip and the a world of opportunities opens up for you. Your career advances and important goals are reached.</li> <li>3. Failing to manage your time effectively can have some very undesirable consequences. Deadlines are missed and the work flow is not only inefficient but of poor quality. It dents your reputation as a professional and your career is in in danger of being stalled. As a result your stress level shoots up.</li> <li>4. Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, can be a barrier to your success. Think back to your last workday, and consider for a minute the many interruptions that occurred. There may have been phone calls, emails, hall way conversations, colleagues stopping by your office, or anything else that unexpectedly demanded your attention and, in doing so, distracted you from the task at-hand. Because your day only has so many hours in it, a handful of small interruptions can rob you of the time you need to achieve your goals and be successful in your work and life. More than this, they can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work. The key to controlling interruptions is to know what they are and whether they are necessary, and to plan for them in your daily schedule. (403 words)</li> </ol> <p>a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations</p>	<p><b>8</b></p> <p><b>5</b></p>



	<p>wherever necessary.</p> <p>b) Write a summary of the above in 80 words using the notes.</p>	<b>3</b>
	<p><b>SECTION B</b></p> <p><b>ADVANCED WRITING SKILLS – 30 Marks</b></p>	
4.	<p>In a recent survey it was found that your city has the highest rate of pollution in the country. Innumerable vehicles on the road and lack of green cover have made the air unfit to breathe. Draft a poster in about 50 words, creating awareness about the need to keep your city clean and green.. You are Rakhsita/Rohit of MVN Public School.</p> <p style="text-align: center;">OR</p> <p>Your school is organizing a SPICMACAY programme on the occasion of the World Dance Day wherein the renowned Bharatanatyam dancer, Geeta Chandran would be giving a lecture demonstration. As the President, Cultural Society of your school, draft a notice in about 50 words, informing the students about the same. You are Rakhsita/Rohit of MVN Public School.</p>	<b>4</b>
5.	<p>Your school recently launched a GPRS system in the school buses which will enable the parents to keep track of their children while they are travelling in the bus. The service, however, is not smooth and is facing a lot of problems. As the Transport Incharge of DML Public School, Delhi, write a letter in about 120-150 words to the Manager, Forumloft, 21 Park Street, Delhi, complaining about the same.</p> <p style="text-align: center;">OR</p> <p>Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/Naresh, Manager, DML Public School, Delhi</p>	<b>6</b>

6.	<p>Although students have been using cell phones consistently in their daily lives for almost a decade, schools continue to resist allowing the devices into the classroom. Schools generally grapple with new technologies, but cell phones' reputation as a nuisance and a distraction has been hard to dislodge. Using information given below prepare a speech in about 150-200 words in favour of or against the cell phone being allowed in schools.</p> <ul style="list-style-type: none"> <li>• Critics believe that allowing these devices will only encourage their non-educational use in school</li> <li>• they will be a significant distraction for teachers and students</li> <li>• a potential tool for cheating</li> <li>• could foster cyberbullying</li> <li>• But on the other hand BYOD-Bring Your Own Device is gaining momentum as a learning tool, not just a toy for entertainment</li> <li>• can be cost effective for the schools instead of having to purchase technology for students.</li> <li>• many educators believe that banning any type of technology can foster inequity</li> <li>• Schools can develop rules for how students physically handle the device in the classroom.</li> </ul> <p style="text-align: center;">OR</p> <p>It is a toss-up between Class X boards &amp; CCE. The board exams were once considered a rite of passage but with the introduction of the Continuous and Comprehensive Evaluation, (CCE), students have greater choice. Write a speech in about 150-200 words in favour of or against the topic giving reasons for your stand.</p> <ul style="list-style-type: none"> <li>• The CCE allows students to study select portions of the year's syllabus for the examination.</li> <li>• Stress free and comprehensive</li> <li>• encourages project work more than rote learning</li> <li>• Board exams have a standardized system of evaluation</li> <li>• Board exams cater to the competitive spirit in students</li> <li>• Board exams provide an equal platform for students from all strata of schools.</li> </ul>	10
7.	<p>They may have stood the test of time but there is a growing demand for the need to protect the country's monuments. Write an article in about 150-200 words for your school magazine on how we can conserve our built heritage. You are Akshay/ Akshita. of Graham Public School, Indore.</p> <p style="text-align: center;">OR</p> <p>As part of an Entrepreneurship project the commerce students of your school recently launched a product called Oatlicious. They not only set up a</p>	10

	company to produce the product but also designed its advertising and marketing strategy. Write an article in about 150-200 words for your school magazine giving details of the enterprise and its launch. You are Akshay/ Akshita of Graham Public School, Indore.	
	<b>SECTION C</b> <b>LITERATURE, TEXT BOOKS, A LONG READING TEXT – 40 Marks</b>	
8.	<p>Read the extract given below and answer the questions that follow:</p> <p style="text-align: center;"><i>“Perhaps the Earth can teach us As when everything seems dead And later proves to be alive Now I will count upto twelve And you keep quiet and I will go.”</i></p> <p>a) What does the Earth teach us? b) What does the poet mean to achieve by counting upto twelve? c) What is the significance of “keeping quiet”?</p> <p style="text-align: center;">OR</p> <p><i>Aunt Jennifer’s fingers fluttering through her wool Find even the ivory needle hard to pull. The massive weight of Uncle’s wedding band Sits heavily upon Aunt Jennifer’s hand.</i></p> <p>a) Why are Aunt Jennifer’s fingers fluttering? b) What is the result of the fluttering? c) Explain: ‘The massive weight of Uncle’s wedding band’. d) What is Aunt Jennifer’s state of mind?</p>	<p>1 1 2</p> <p>1 1 1 1</p>
9.	<p>Answer any <b><u>four</u></b> of the following in about 30 -40 words each:</p> <p>a) How and why was M. Hamel dressed differently that day? b) Mention any two long term consequences of the drowning incident on Douglas. c) How does the poem, ‘An Elementary School Classroom in a Slum’, portray/describe the slum children? d) According to Keats what moves away the pain and suffering from human life? e) How did the Tiger King’s Diwan prove to be resourceful? f) How does Evans escape from the jail?</p>	<b>3x4=12</b>
10.	<p>Answer any <b><u>one</u></b> of the following questions in about 120-150 words :</p> <p>Edla is able to bring about a change of heart in the Pedlar. Justify this with reference to the story, ‘The Rattrap’. What qualities helped her bring about this transformation?</p> <p style="text-align: center;">OR</p> <p>Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran?</p>	<b>6</b>
11.	Answer any <b><u>one</u></b> of the following questions in about 120-150 words :	<b>6</b>

	<p>What efforts were made by Dr . Sadao and Hana to save the life of the injured man?</p> <p style="text-align: center;">OR</p> <p>Do you think Jack shared an affinity with Roger Skunk? Explain.</p>	
12.	<p>Answer any <u>one</u> of the following questions in about 120-150 words:</p> <p>How do both the thefts determine Marner’s interaction with the people of Raveloe?</p> <p style="text-align: center;">OR</p> <p>What disadvantages does Griffin face because of his invisibility?</p>	<b>6</b>
13.	<p>Answer any <u>one</u> of the following questions in about 120-150 words</p> <p>Not only does Eppie have golden hair but she also has a heart of gold. Justify by giving instances from the novel.</p> <p style="text-align: center;">OR</p> <p>Griffin is the model of science without humanity. Justify with reference to the Invisible Man.</p>	<b>6</b>