

Sample Paper (2014-15)

Class XII

Subject: English Core (301)

Time allowed: 3 hours

Maximum Marks: 100

General Instructions:

- i) This paper is divided into three Sections: A, B and C. All the questions in each section are compulsory
- ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
- iii) Do not exceed the prescribed word limit while answering the questions.
- iv) Handwriting should be neat and legible.

SECTION A : READING : 30 MARKS**1. Read the passage given below carefully: (10 marks)**

1. There are two types of diabetes, insulin-dependent and non-insulin-dependent. Between 90–95% of the estimated 13–14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. For instance, someone who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.
2. Most importantly, both types affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system breaks some food

down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.

3. In both types of diabetes, however, this normal process malfunctions. A gland called the pancreas, found just behind the stomach, makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but their bodies' tissues do not respond well to the insulin signal and, therefore, do not metabolize the glucose properly, a condition known as insulin resistance.
4. Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are searching for the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors to which insulin may bind, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells do not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.
5. There's no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, a National Institute of Health panel of experts recommended that the best treatment for non-insulin-dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50–60% of daily calories come from carbohydrates, 12–20% from protein, and no more than 30% from fat. Foods that are rich in carbohydrates, like breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to

rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more of this kind of information and for help in planning a diet to offset the effects of this form of diabetes.

1.1. On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices:

1. Which of the following are the same for Type I and Type II diabetes?
 - a) treatments
 - b) long-term health risks
 - c) short-term effects
 - d) causes
2. According to the passage, one place in which excess glucose is stored is the
 - a) stomach.
 - b) insulin receptors.
 - c) pancreas.
 - d) liver.
3. Based on the information in the passage, which of the following best describes people with Type I diabetes?
 - a) They do not need to be treated with injections of insulin.
 - b) They comprise the majority of people with diabetes.
 - c) Their pancreases do not produce insulin.
 - d) They are usually diagnosed as adults.

1.2 Answer the following questions briefly.

- a) According to the passage, what may be the most dangerous aspect of Type II diabetes?
- b) What is the main function of insulin?
- c) What is a possible problem with insulin receptors in insulin-resistant individuals?

d) What kind of a treatment is recommended for non-insulin-dependent diabetics?

1.3. Find the synonyms of the following:

- a) generate (para 3)
- b) way out (para 4)
- c) compensate (para 5)

2. Read the following poem carefully.

(12 marks)

Upon this barren land
Once stood a great tree
In the once brown rich sand
For mortal eyes to relish and see.
Its leaves were emeralds,
Its fruits were rubies, bright and fair.
Squirrels leaped about as heralds
For the spring that was in the air.
Spring passed and autumn came to dwell.
The tree's leaves blushed and fell,
Fluttering in the wind like a ship's sail.
But the tree bowed not to the gale.
Winter came and did its worst,
Coated the tree with a shower of snow.
But the tree did not freeze and burst,
It stood to offer perch to the homeless sparrow.
The tree survived nature's ravages,
To bloom again in summer.
But came along man the savage;
Hacked it down and called it lumber.
Is it so that man, a creation
Turn upon the Creator and other?
We cut down trees, calling it deforestation

And take trees from Nature – their mother and ours.

2.1 On the basis of your reading of the poem, answer the following questions by choosing the best of the given choices: (1 x 3 =3)

1. In the poem, “man the savage” would reflect the image of the human as
 - a) polite
 - b) cruel
 - c) angry
 - d) cumber

2. Which stage of mortal people does the phrase “barren land” reflect?
 - a) lifeless
 - b) stage of death
 - c) full of hope of life
 - d) craving for wealth

3. Who proved to be dangerous for the tree?
 - a) the winter
 - b) the summer
 - c) the snow
 - d) the man

2.2 Answer the following questions briefly. (1 x 6 = 6)

- a) What was the condition of land before becoming barren?
- b) How did the squirrel react to the spring season?
- c) What followed the spring?
- d) ‘Fluttering in the wind like a ship’s sail.’ Explain.
- e) What happened to the trees in the winter season?
- f) What harm does the man cause to the mother earth?

2.3 Find words from the poem which have the same meaning as the following:

(1 x 3 = 3)

- a) Bright green colour
- b) Resting of a bird on a branch
- c) Negative effects

3. Read the following passage. (8 Marks)

1. An upsurge of new research suggests that animals have a much higher level of brainpower than previously thought. If animals do have intelligence, how do scientists measure it? Before defining animals' intelligence, scientists defined what not intelligence is. Instinct is not intelligence. It is a skill programmed into an animal's brain by its genetic heritage. Rote conditioning is also not intelligence. Tricks can be learned by repetition, but no real thinking is involved. Cuing, in which animals learn to do or not to do certain things by following outside signals, does not demonstrate intelligence. Scientists believe that insight, the ability to use tools, and communication using human language are all effective measures of the mental ability of animals.
2. When judging animal intelligence, scientists look for insight, which they define as a flash of sudden understanding. When a young gorilla could not reach fruit from a tree, she noticed crates scattered about the lawn near the tree. She piled the crates into a pyramid, and then climbed on them to reach her reward. The gorilla's insight allowed her to solve a new problem without trial and error.
3. The ability to use tools is also an important sign of intelligence. Crows use sticks to pry peanuts out of cracks. The crow exhibits intelligence by showing it has learned what a stick can do. Likewise, otters use rocks to crack open crab shells in order to get at the meat. In a series of complex moves, chimpanzees have been known to use sticks and stalks in order to get at a favourite snack—termites. To make and use a termite tool, a chimp first selects just the right stalk or twig. He trims and shapes the stick, then finds the entrance to a termite mound. While inserting the stick carefully into the entrance, the chimpanzee turns it skillfully to fit the inner tunnels. The chimp attracts the insects by shaking the twig. Then it pulls the tool out without scraping off any termites. Finally, he uses his lips to skim the termites into his mouth.
4. Many animals have learned to communicate using human language. Some primates have learned hundreds of words in sign language. One chimp can

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

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

(a) On the basis of your reading of the above passage make notes on it, using recognizable abbreviations (minimum 4), wherever necessary. Supply a suitable title to it. (5 Marks)

(b) Make a summary of the above passage in about 80 words. (3 Marks)

SECTION B - ADVANCED WRITING SKILLS :30 Marks

4. You are Sumit s/o Sri M K Puri of Rohini, New Delhi. Your father wants you to draft a formal invitation to be sent on the occasion of your grandfather's 75th birthday. Prepare the invitation in 50 words. Give necessary details. (4 marks)

OR

You have a spacious bungalow in Saket, New Delhi. You want to sell the first floor to a genuine buyer. Write an advertisement giving necessary details in about 50 words.

5. Arindam Das, Sports Director of St. Peter's School, VikasPuri, New Delhi, had placed an order for sports equipment for the school. However, Gulshan Sports and Toys, Jammu, has not been able to keep the date of delivery. Write a

letter (in 120-150 words) on behalf of Dheeraj to cancel the order. (6 marks)

OR

Every day many innocent lives are lost because of drunken and reckless driving on city roads. Write a letter to the editor of a national daily suggesting ways to curb this menace. You are Harshit / Harshika of Sector 12, Dwarka.

6. Recently, you read in the newspaper that the government of a state is going to change a thriving forest into a jungle of concrete by distributing the land to housing societies. You feel concerned about it and think that the forests are the wealth of India and they must be conserved. Write an article (in 150-200 words) for a newspaper on 'The Forests - Wealth of India'. You are Kevin / Kriti.

(10 marks)

OR

Last week, as you were coming back from school you happened to see a huge plastic bag full of leftovers of food being flung into the middle of the road from a speeding car. You wondered how people can be so devoid of civic sense. Write an article in 125–150 words on why we lack civic sense and how civic sense can be inculcated in children at a very young age. You are Shiva/Shivani.

7. An Inter-school debate is being arranged on the topic "Mothers should stay at home and look after their children." You are Srinivas of Jubilee International School, Hyderabad. You have been selected to express your views against the motion. (word limit – 150-200) (10 marks)

OR

In this incredibly fast-paced world, students are constantly juggling between school, coaching classes, extra-curricular activities and social life, while simultaneously pursuing their hobbies and careers. Write a speech (in 150-200 words) for your school assembly, emphasising the importance of time management.

SECTION C - TEXT BOOKS&:40 Marks

8. Read the extract given below and answer the questions that follow: (4 Marks)

*Fishermen in the cold sea
Would not harm whales
And the man gathering salt
Would look at his hurt hands.*

- Name the poem from which the above extract has been taken. Also name its poet.
- Who does man cause injury to?
- How can man stop harming others?
- Comment on the title of the poem.

OR

*For lives that slyly turn in their cramped holes
From fog to endless night? On their slag heap, these children
Wear skins peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones.
All of their time and space are foggy slum.
So blot their map with slums as big as doom.*

- Explain “slums as big as doom”.
- Describe the physical condition of the children as depicted in the above lines.
- Which poetic device is used in “mended glass, like bottle bits on stones”?
- Why do the children turn ‘slyly’ in their cramped holes?

9. Answer any FOUR of the following questions in about 30-40 words each.

(4x3= 12)

- How does Franz and villagers’ attitude towards Hamel change as the last lesson progresses? Why does he emerge finally as a tragic and heroic figure?

- b) 'Deep Water' is a story about the conquest of fear. Discuss.
- c) What was the 'conflict of duties' Gandhiji said he was confronted with?
- d) How did the hundredth tiger take its revenge?
- e) Did Derry get back to his own seclusion or did Mr. Lamb's brief association brought about a change in the kind of life he was to lead in the future?

10. *"And daring is not a part of his growing up. When I sense a flash of it in Mukesh, I amcheered...."*

Daring and fearlessness are the only ways which can bring about a radical change in life. Do you agree with the statement? Comment. (6 Marks)

OR

Sophie was a dreamer. The lesson 'Going Places' reminds us that mere dreams will not help us to accomplish anything. What qualities, do you think, would help Sophie to realize her dreams?

11. How The title of the Maharaja reflected grandeur but his death was an anticlimax. Justify. (6 Marks)

OR

What kind of discrimination did Bama and Zitkala-sa experience? How did they respond to their respective situations?

LONG READING TEXT

Attempt Part A or Part B

PART A (The Invisible Man)

- 12. How does Kemp react to the story of Griffin? What does he decide to do about the invisible man?(6 Marks)
- 13. Griffin could be a criminal mad scientist who should be killed, or a man who is just trying to work things out, but other people and society keep getting in his way. Describe the character of Griffin in the light of the above statement.

PART B (Silas Marner)

- 12. Comment upon Godfrey Cass's character with relevant examples from the text.

13. How is the stone cottage in 'Silas Marner' a silent witness to all the important events in his life?