

**Sample Question Paper - 15**  
**English Core (301)**  
**Class- XII, Session: 2021-22**  
**TERM II**

*Time allowed : 2 hours*

*Maximum marks : 40*

**General Instructions :**

1. *The Question Paper contains THREE Sections-Reading, Writing and Literature.*
2. *Attempt questions based on specific instructions for each part.*

**SECTION-A (READING)**

**1. Read the passage given below.**

- (1) I felt stupid, being made to stand on the desk while the other kids were bent over their notebooks. I couldn't understand my new school or my new classmates, or their alien language – English – and the fact that they could do sums in their head, while I struggled with a paper and pencil. For me, at age six, the good times had ended. Life seemed a far cry from those days in Nellore, Andhra Pradesh, all thanks to my grandfather's reflected glory. He was a military doctor, a great man, and I lived with him. And so even policemen gave me affectionate salaams, which I learned to acknowledge with a nod, I'd simply lay my head down on the desk and sleep in class, if bored. I was a pampered little prince.
- (2) In early 1971, my parents decided it was time I moved to Bombay where father worked. My first few days were a disaster. No one spoke Tamil or Telugu, the only languages I knew. I couldn't keep pace with their writing or reading. Then one day, a slight plump lady with large spectacles, wearing trousers walked into the classroom. "Hello," she said, "My name is Miss Jean. I am your new class teacher." She'd done her homework. Spotting me in a back corner, she beckoned me to the front. My almost empty notebooks must have given Miss Jean a clue that I needed the extra attention. If the class had to write a page, I'd be made to write two. Even during PT, I had to stay back and write. When I was caught sneaking to the window to watch the others playing, Miss Jean put me in the middle row, far from the window.
- (3) I made some progress and Miss Jean made it a point to praise every little achievement. If I did my work wrong, she'd call me to her desk, hug me and show me how to correct my errors. Mistakes were only human in her eyes, but neglecting home work was a crime-there'd be a terse comment in my diary for mother to see. And I'd be grounded that evening. Meanwhile I was getting possessive and minded if another child got more hugs. By Christmas, I stood fifth in class. "I am very proud of Srikant," she told the class after reading out the marks. I narrated that moment to mother again and again. When I returned after summer vacations, I heard that Miss Jean had got married and was going to Australia.
- (4) Many years went by. I graduated in engineering, then in management, got a job, married and had kids. One day I found myself thinking of Miss Jean. Soon afterwards I found myself in Sydney, Australia, on an official trip. I tried looking up for my teacher in the phone book. But it was of no help as I did not know even her surname. Thank you, Miss Jean wherever you are for, the tact and patience with which you taught me.

**Based on your understanding of the passage, answer any eight of the given questions.**

**(1 × 8 = 8)**

- (i) Why was the narrator feeling 'stupid' in the first paragraph?
- (ii) Why is it that the narrator feels "English" to be an alien language?
- (iii) The narrator said his "good times had ended" when he was six years old. Why?

- (iv) Why was life in Mumbai a “disaster” for the narrator?
- (v) Why did Miss Jean treat the narrator ‘different’ from other students?
- (vi) What made the narrator decide to look up Miss Jean when he went to Australia?
- (vii) What, according to the author, did he learn from Miss Jean?
- (viii) The narrator felt that he was targeted by Miss Jean when he was in school but then realized the true nature of her teaching after he grew up. What does this show?
- (ix) What one attribute of Miss Jean can we take from the story that we can incorporate in our lives?

**2. Read the passage given below.**

- (1) What amazing news for a new generation of students – Maths to be optional – is the new mantra from government that will potentially revolutionise the lives of students in grade 10 and upwards. I remember never enjoying Maths and to a degree I blame my poor understanding for many of my trials and tribulations at school and college. The horrors of long division and the dread of algebra. However, are we really going to now ‘educate’ innumerate kids or is there enough practical maths given to survive in the world before grade 10?
- (2) I was an above-average kid in school. There used to be a ranking system, where I always competed to be in the top five. To be there, I’ve had many sleepless nights, long hours of tuition and this never-ending struggle with my least favourite subject that used to always obstruct me from being the first name on the blackboard on the open-house day. I tell you though from these trials and tribulations I got my sense of competitiveness with myself and this is where my drive comes from. Nobody told me to take it easy, that’s how our education system works. The world of sin, cos, tan was making me sad, however, there was no solution to escape from it. I struggled on until graduation.
- (3) However, I am all too aware of the negative impact that this can and is having on children. The prospect of failing through no fault of your own terrifies most adults and can have serious implication for youngsters. The real danger in sticking with the old system I went through is that kids get a sense of being ostracised from their peers and this can impact how they interact with group later. This move by Bombay HC may prove a blessing to so many mathematically challenged students, thanks in part to the psychiatrist who brought it to the court’s attention. Allowing them to drop maths in grade 10 is sensible because of the huge pressure felt by the students, who fail to progress due to this single subject being impossible for them to comprehend. Dropping maths as one of the compulsory subjects for matriculation –an idea that was first introduced in the 1960’s and is clearly now considered not the best way forward for all. The effect will be felt from 2017 but unfortunately as yet there is no system to retrospectively activate it for kids passing through grade 10 from 2015-2017. Will this create a two-tier university entrance system or will it be a fairer way of allowing more students to enter subjects such as the arts or languages?
- (4) It’s hard to say but there’s no doubt that at the root of the decision is student welfare and rights. This can only be a good thing and having passed through until grade ten everyday maths won’t be a problem for most – the problem is that the more academic subject of maths is not attainable for everyone. One option put forward is the study of Sanskrit. This has raised some eyebrows but there is no doubt as time goes on people will settle to the idea or there will be more elective subjects put forward. This however may look like a different system so much so that rather than a rigid set of 7 or 8 subjects, students will have the choice from a broader range allowing them to choose whatever they want and drop whatever they want.

**Based on your understanding of the passage, answer any six of the following questions. (1 × 6 = 6)**

- (i) What did the government plan to do to revolutionise the Class 10<sup>th</sup> and senior student education system?
- (ii) What was the opinion of the author about the move to make maths optional?

- (iii) The narrator is critical of the old educational system. Why?
- (iv) How was the move to make maths an optional subject started?
- (v) What type of student was the author like during her schooling days?
- (vi) The author used the word “ostracized” when talking about students who were not doing well in maths. What does this show?
- (vii) What was the “amazing news” in the first paragraph?

## SECTION-B (WRITING)

3. You are Navin/Neha, the Secretary of the Youth Club of your locality. You are organising an inter-school group-song competition. Write an invitation to invite a prominent musician to be one of the judges. (3)

4. **Answer any one of the following questions.** (5)

You have seen an advertisement in a national newspaper for the post of Senior Teacher in English at Sunrise Global School, Noida. You are Karuna, M-114, Mall Road, Delhi. You are MA (English), B.Ed. from Delhi University and yet to have any teaching experience. Write a job application in 120-150 words to the Manager.

OR

Teachers’ Day was celebrated in your school. The function was presided over by the State Education Minister. A variety programme was organized. Five retired teachers were honoured. Write a report in 150-200 words on the function. You are Pritam/Nirmala.

## SECTION-C (LITERATURE)

5. **Attempt any five of the following questions in 40 words.** (2 × 5 = 10)

- (i) How did the crofter entertain the peddler?
- (ii) Though the sharecroppers of Champaran received only one-fourth of the compensation, how can the Champaran struggle still be termed a huge success and victory?
- (iii) Mention any two things which cause pain and suffering.
- (iv) On seeing Roger Skunk again with a very bad smell, how did the little animals react first and then later on when he had lost it?
- (v) Why does Derry’s mother not want him to go back to visit Mr. Lamb?
- (vi) Why did Evans not take off his hat when Jackson ordered him to do so?

6. **Answer any two of the given questions in 120-150 words.** (4 × 2 = 8)

- (i) How does the story, ‘The Rattrap’ show the redemptive power of love and compassion?
- (ii) How do symbols in the poem, ‘Aunt Jennifer’s Tigers’ help us understand her plight?
- (iii) How does the story, ‘Should Wizard Hit Mommy?’ bear testimony to the fact that the frustrations faced by adults and their personal experiences often intrude upon their interaction with their children? Elaborate.

## Solution

### ENGLISH CORE 301

#### Class 12 - English Core

1. (i) The narrator felt stupid because he was made to stand on the desk as a punishment in class while his classmates were doing their class-work.

(ii) English, to the narrator, was an alien language because he was neither good in it nor could he read or write. Moreover, he was unable to do any of the things that his classmates were capable of doing in class.

(iii) Up till he was 6, he had stayed with his grandparents and had been treated like a “pampered little prince”. But after he stayed with his parents, life changed.

(iv) Life in Mumbai was a disaster because no one spoke Tamil or Telugu, the two languages that he knew.

(v) Miss Jean treated the narrator differently because he was ‘less educated’ compared to the other students. She knew that he required extra attention, which was why she focused on him in particular.

(vi) When on a business trip to Sydney, the narrator decided to try to look for Miss Jean to most probably thank her for her influence in his life.

(vii) Miss Jean taught him tact and patience that he needed in his life.

(viii) This shows that Miss Jean was merely acting out of love rather than discrimination or any hatred. She, as a teacher, realized that he needed extra attention if

he was to learn anything in class.

(ix) Her act of praising the good done but still able to reprimand the mistakes through love and patience is a lesson we can take from Miss Jean.

2. (i) In order to revolutionise the Class 10th and senior students, the government plans to make maths an optional subject rather than a compulsory necessity for a student to move on to the next class.

(ii) The author welcomes the move to make maths optional for Class 10<sup>th</sup> students.

(iii) The narrator believes that the old educational system restricts students who are less interested and good in subjects like maths who do not have the means to progress further.

(iv) The first attempt to make maths optional was in the 1960s but was unsuccessful.

(v) The author was an above- average kid in school but struggling with maths like most students.

(vi) The word “ostracized” is used to talk of something that is negatively taken, or something outlawed. In this sense, the author used the word to talk of students who fail in maths as being “disowned” or “shunned” by peers.

(vii) The “amazing news” in the first paragraph was that of the removal of maths as a compulsory subject and rather given or listed as an optional subject.

3.

Youth Club

Nainital

5 December, 20XX

Dear Mr Khanna

I shall feel obliged if you kindly spare some time from your busy schedule and consent to be one of the judges for an inter-school group-song competition to be held on 24th December, 20XX at 2 p.m. in the Community Centre, Dehradun Road.

Kindly confirm your acceptance by 10th December.

Yours sincerely

Navin/Neha

Secretary

4.

M 114,

Mall Road,

Delhi

4.

1 March, 20××

The Manager

Sunrise Global School

Noida

**Subject :** Job Application for English Teacher

Sir/Madam,

This refers to your advertisement in the Hindustan Times, dated 28 February 20×× for the vacancy of Senior English Teacher post in your school. I wish to apply for the same. I have done M.A. (English) and B.Ed. from Delhi University. I have enclosed my detailed bio-data with this letter.

Although I do not have prior work experience, I assure you that I shall give my hundred percent to my profession and work to your full satisfaction.

I hope you shall consider my application for interview.

Thank you

Yours faithfully

Karuna Singh

Encl: Bio-data

**Bio-data**

Name : Karuna Singh  
 Gender : Female  
 Father's Name : Mr. Jayant Singh  
 Date of Birth : 20 March 1982  
 Marital Status : Unmarried  
 Current Add. : M 114, Mall Road, Delhi  
 Contact No. : 919144××××

**Academic Record**

Examination	Institution	Board/Uni.	Marks
B.Ed	Miranda House	Delhi University	65%
MA. (English)	L.S.R	Delhi University	60%
BA. (English)	L.S.R.	Delhi University	60%
XII (Hum.)	St. Joseph School	CBSE	96%
X	St. Joseph School	CBSE	90%

Scholarship Awarded – Have been a Scholarship holder in XII.

References : 1. Mrs. J.S. Sharma, Principal, Miranda House, Delhi, 981871××××

2. Dr. Sutapa Banerjee, (H.O.D) English Literature L.S.R. Delhi, 991071××××

**Or****Teachers' Day Celebration***by Nirmala*

Dream Gold School, Bareilly recently held a grand function organised by the management and staff of the school to celebrate Teachers' Day. Mr Roop Kumar, the minister of state education, graced the occasion as the chief guest. The school premises was aptly decorated for the occasion. There was grand reception of the

chief guest with garlands and flowers followed by a variety programme organized by the students of the school.

The chief guest gave a speech where he talked about the importance and value of teaching. After the speech was over, he honoured 5 teachers for their dedicated services in the field of education and thanked them for their relentless work in educating young people. All 5 teachers were very emotional and everyone gave a

short speech of two-three lines thanking the students and the staff as well. The celebration ended beautifully with a special farewell song by students of class-12 singing together.

5. (i) The crofter fed the peddler porridge for supper and tobacco to smoke and even played a game of cards with him. He also allowed him to stay at his home in the night. He was so carried away in entertaining the peddler that he even showed his earnings and where he kept them.

(ii) For Gandhiji, the amount of the refund was less important than the fact that the landlords had been forced to return part of the money and with it, part of their prestige too. It was also a lesson in self-reliance for Indians. They learnt that they too had rights and that Britishers were not above the law. Hence, the Champaran struggle can still be termed a huge success and victory.

(iii) Despondence and lack of noble nature are two of the many things, which cause pain and suffering.

(iv) All the little animals avoided Roger Skunk due to his smell and refused to play with him. Later on when he smelled like roses they all gathered around him because he smelled good.

(v) Derry's mother does not want him to go back to visit Mr. Lamb because she has not heard good things about him and hence, she did not have positive views about him. She thinks that Mr. Lamb is not a nice man and forbids Derry to get acquainted with him or even see him.

(vi) Evans did not take off his hat when Jackson ordered him to do so because according to Evans it was his lucky charm. However in reality he wanted to hide his cropped hair so that he could pass off as McLeery. Also, keeping his hat on would hide his plan to escape.

6. (i) The peddler, who has never been treated with kindness and compassion, first comes across it when the lonely crofter welcomes him into his house. Next, it is the ironmaster and his daughter Edla, who are seen showing compassion towards the weary peddler. Although, the ironmaster expresses concern towards him only until he realises that he has mistaken the peddler for an old and close friend, Edla's attitude towards men and matters is different from her father's attitude. The ironmaster behaves rudely with the peddler and questions him about his dishonest behaviour, he even threatens to inform the

sheriff about the peddler's actions as he does not want the vagabond in his house anymore. However, Edla empathises with the tired and dishevelled looking peddler. She invites him to celebrate Christmas with them and enjoy the Christmas feast. She is more persuasive than her father; she seems firm yet polite in her approach when she insists that he should stay with them for as long as he wants. She asked him to keep her father's suit, which is given to him to wear and invites him to come back next year for Christmas. The peddler used to be someone with a grudge against the world. However, compassion and understanding shown by Edla transforms this selfish thief into a man with conscience. He not only returns the crofter's money, but also leaves a letter and a gift, a rattrap, for Edla. In the letter, he thanks Edla for treating him like a true gentleman, with great honour and respect and assures her that he shall change his old ways. This shows that kindness pays, rudeness never. The peddler was not bad at heart but only a victim of his circumstances.

(ii) The plight of Aunt Jennifer is constantly emphasised by the use of various symbols in the poem. The massive weight of Uncle's wedding band symbolises the oppression she faced in her marriage. The image of tigers provides a contrast with Aunt's character who is timid, oppressed and victimized in her life. Aunt Jennifer tries to vent out her feelings by creating such majestic and fearless tigers.

(iii) Jack feels that he has been caught in an ugly middle position physically, emotionally as well as mentally.

He was conscious of his duties as a father and as a husband. His efforts to make Jo fall asleep proved quite fatiguing. She kept on interrupting him, asking for clarifications, pointing errors and suggesting alternatives. Jo's non-acceptance of the ending of the story is considered an act of defiance by Jack. He is quite taken aback by Jo's behaviour and the things she said. On the other hand, learning that his pregnant wife, Clare, needs his help in the household chores, he is in a hurry to end the story. However, being a loving father, he gives into Jo's demands and extends the story. The result of the extension to the story proves unfruitful and unpleasant for Jack and Clare. Being waiting for her husband to come down and help her with painting of the woodwork, Clare complains that he had told a long story. Jack feels utter weariness and trapped in a cage. He is overcome with a sense of detachment and frustration being caught in the ugly middle position.