

FUNCTIONAL ENGLISH
CODE NO : 101
CLASS-XII
SAMPLE QUESTION PAPER-I

Section A : Reading

20 marks

1 Read the following passage:

1. I had submitted across an article 'Reforming our education system' recently wherein the need for our educational system to shift its focus from insisting upon remembering to emphasizing or understanding was stressed upon.
2. This article brought back the memory of an interesting conversation between my daughter and myself in the recent times wherein I had learnt that Economics and Physics were a few of the most difficult subjects for her as she had to mug up the answers. Though I offered to help her out with the immediate problem on hand. I learnt subsequently that many a time it pays to mug up the answer properly, because the teachers find it easier to evaluate that way. It seems the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks on that count many a time.
3. This reminded me of a training session I had attended at work wherein we were required to carry out an exercise of joining the dots that were drawn in rows of three without lifting the pen and without crossing the trodden path more than once. Though the exercise seemed quite simple almost 95 percent of us failed to achieve the required result, no matter how hard we tried. The instructor then informed us cheerily that it happened all the time, because the dots that appeared to fit into a box like formation do not allow us to think out of the box. That was when I realised that all of us carry these imaginary boxes in our minds thanks to our stereotyped upbringing that forces our thinking to conform to a set pattern:
4. "What is the harm in conforming as long as it is towards setting up a good practice" someone might want to ask. Perhaps, no harm done to others but to the person being confined to "think by rote." it may mean being deprived of rising to the heights heèkshe is capable of rising to, even without the person being aware of the same.
5. If we instill too much of fear of failure in the children right from the young age, the urge to conform and play safe starts stifling the creative urge which dares to explore, err and explore again. As we know, most of the great inventions were initially considered to be most outrageous and highly impractical. It is because the persons inventing the same were not bothered about being ridiculed and were brave enough to think of the unthinkable these inventions came into being.
6. For many children studies are the most boring aspect of their lives. Learning instead of becoming fun, is being considered the most mundane and avoidable activity thanks to the propagators of an educational system that is more information oriented than knowledge oriented. Too much of syllabus, too many students per teacher, lack of enough hands on exercises, teaching as a routine with the aim of completing the syllabus in time rather than with a goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student. The peer pressure, great expectations of the parents in

an extremely competitive environment, the multitude of distractions in an era of technological revolution are adding further to the burden on the young minds.

7. For a change, can we have some English to Hindi poems that tickle and pickle the young minds and send them on a wild goose chase for the pot of gold at the end of a rainbow? Can we have lessons in History that make the child feel proud of his heritage instead of asking him to mug up the years of the events? Can the physics and chemistry lessons be taught more in the laboratories than in the classrooms? Can a system be devised so as to make the educational excursions compulsory in schools so that visits to historical to botanical places are ensured without fail? Can the educational institutes start off inter school projects on the Internet, the way the schools abroad do, so as to encourage the child to explore on her own and sum up her findings in the form of a report?
8. Finally, can we make the wonder of the childhood last and get carried forward into the adulthood instead of forcing pre-mature adulthood on children? I for one have realized that it is worth doing so, hence I have asked my child to go ahead by choosing to write the answers on her own, in her own language by giving vent to her most fanciful imagination!

Source : The Hindu

1.1 On the basis of your understanding of the passage answer the following 8 marks

- (a) What does the article “Reforming our Education system” emphasise ? 1 mark
- (b) What exercise was the author given in her training session ? 1 mark
- (c) What are the “imaginary boxes” that are referred to here ? 1 mark
- (d) What is the likely harm that may occur if a person is taught to always think by rote? 1 mark
- (e) List the factors that have made learning a very boring process ? 2 marks
- (f) Give at least four suggestions the author gives for making schooling interesting. 2 marks

1.2 Pick out the words from the passage which mean the following : 4 marks

- (i) Later (para 2)
- (ii) Conservative (para 3)
- (iii) In the beginning (para 5)
- (iv) Ordinary (para 6)

2 Read the passage given below:

How do we build a peaceful world? This question demands an answer. The causes of war are many: economic, political, social, ethnic and religious causes. But most people would not include television to be among them. Let us look at the entertainment industry, movies and television in particular, and notice the amount of violence that is offered as entertainment. If the general public watches violence night after night, year after year, the world will be a violent place.

In order to understand the connection it is important to review the nature of the mind. The mind of man is like a computer; what you put in is what you get out. “*Energy follows thought*”. You may believe that you are responsible for what you do but not for what you think. The reality is that you are responsible for what you think because what you think determines what you are. You cannot change yourself by changing your behavior and keeping your old thoughts. But you can change your mind; and this is where real change comes from. Your mental world is the only thing over which you have complete control.

Thoughts are a subtle form of matter. The problem with violent images on television is that they combine thought and emotion, which gives the image more power. Listen to a violent TV program from the next room and notice the role of music in controlling your emotions. The audience is played with like a puppet on a string. Do you find that honorable? When the TV show is over and you turn it off, these thoughts are still with you. Did the experience make you a better person? How many years will you carry the memory of those images around with you?

It is an old saying that the hand that rocks the cradle controls the destiny. If television is the modern day babysitter, then the quality of the images determines man's destiny. Should we be teaching our children that violence is an acceptable solution to the problems of life? The subconscious mind accepts whatever is offered to it if impressed with repetition and intense emotion. *“As a man thinketh in his heart, so is he”*.

Mankind is halfway between an animal and a god. Violence is a part of the animal, world and therefore an integral part of man's past. War was the constant state of primitive man; peace is the measure of the advancement of civilization. Freewill, or the ability to choose, is humanity's most precious possession. When you choose to be entertained by violence you are strengthening the animal nature within you. When you refuse to be entertained by violence you are treading the part of discipleship. A disciple is someone who consciously works on himself. The path of discipleship is also called the path of purification. At some point in the evolution of consciousness the individual chooses to weed out the elements of the animal nature like anger and fear and begins to build into his consciousness the divine qualities like harmlessness and compassion. The journey from seaweed to divinity is inevitable. You cannot change the destination; but you can choose to go quickly or slowly, to go forward or back. Divine consciousness is your inheritance, but to make the journey you must leave the animal nature behind. .

Habit is one tool that humanity can use for advantage. Everyone who has learnt to play a musical instrument or a sport knows the value of practice and more practice. If you make it a habit to practice your music one-hour a day you will improve. If you watch violence every day you are tuning your instrument to resonate with violence. Is this what you want? Discipleship is hard work because it is becoming conscious in areas of life that previously were unconscious. Habit can be consciously used to speed us along toward our goal. Be a disciple, turn off the T.V.

By Michale Virat

- (a) **On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary.** 5 marks
- (b) **Write a summary of the above in 80 words using the notes. Suggest a title for your notes** 3 marks

Section B : Writing

30 marks

- 3 Design an advertisement for a newly launched health drink manufactured by Health Care Pvt. Ltd. 5 marks
- 4 The Dramatics Club in your school is staging the play *“Teacher, Teacher”* Design a poster for the school display board. 5 marks
5. You are Aditya/Alka. Write a letter to KCG Infotech, Pune asking for details regarding a summer course in Multimedia offered by them. 10 marks

OR

Write a letter to the Editor of a National daily on the increasing beggar menace at important tourist spots. Suggest suitable measures to curb this problem.

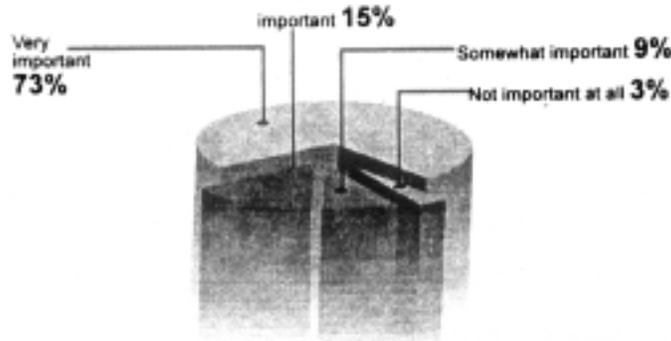
10 marks

- 6 Based on the poll findings published in a daily write an article on what you consider is true success for **Teenviews** a monthly magazine. You are Vikram / Vaishali

10 marks

METRO MONITOR

How important is success in life?



What are the important signs of success ?

Owning expensive car	-----7%
Travelling on holiday frequently	-----1%
Being satisfied with life / happy with who you are	-----10%
Shopping at expensive / prestigious stores	-----2%
Having latest appliances and kitchen equipment	-----0%
Making the important decisions of your life	-----10%
Having a successful career of your own	-----25%
Wearing expensive clothes	-----2%
Giving large contributions to charity	-----4%
Being knowledgeable about current events	-----3%
Owning lot of jewellery	-----6%
Owning a home	-----12%
Being a well-known personality	-----6%
Having a successful spouse	-----7%
Having successful children	-----5%

OR

As the the reporter of Daily Mirror write a report on the DEAR (Drop Everything And Read) Programme launched in all the Government and Public Schools to revive the reading habit among students.

10 marks

Section C : Grammar

15 marks

7 Rearrange the following sentences sequentially to make complete sense. 3 marks

- (a) That day there were seven radio warnings about ice but the Titanic did not slow down.
- (b) Once the ship left the port, it travelled at top speed.
- (c) The White Star shipping company was proud to tell the world in 1912 that the world had never seen a ship as large and safe as its new Titanic.
- (d) By the time the crew saw a large iceberg straight ahead, it was too late to avoid it completely.
- (e) By the end of the fifth day, the ship made good progress and it was not far from the coast of America.
- (f) After it left Southampton, it sailed first to Ireland and then to America.

8 The following passage has ten errors. Identify the errors in each line and write them alongwith the corrections as shown in the example. 5 marks

- Summer internships were earlier confined with / to
- (a) only all disciplines and taken up -----
 - (b) to reinforce that students learnt -----
 - (c) in his regular curriculum. Colleges -----
 - (d) now encourages students of arts, -----
 - (e) humanities to take up smaller jobs -----
 - (f) in fitting environments to motivating -----
 - (g) them into learn more about their -----
 - (h) subject for study. Sometimes the -----
 - (i) experience must turn out to -----
 - (j) being lucrative too. -----

9 The National Trust was set up in 1895. It was established to save places of beauty or special interest for the British public to see and enjoy. It has been doing this now for over a hundred years and during that time, it has become the owner and protector of 4,00,000 hectares of a beautiful landscape alongwith a third of Britain’s coast. In addition, many of the country’s best old country houses and gardens have been given by their owner to the National Trust for protection.

Imagine you are a journalist who is about to interview the Director of the National Trust.

Frame eight questions for your interview. 4 marks

For example : When was the National Trust set up ?

(Begin your question with any of the following :- why, how what, are, is ,do, does, when...)

10 The gardener tells Dev/Devina about planting a sunflower. Use the information given below to construct a dialogue between the two.

Make three sets of exchanges .

3 marks

- 1 Want to plant sunflower - can you help
 Sure-fill small plant pot with compost
- 2 What to do next
 Press sunflower seed
- 3 How often to water it
 Water plant daily and keep it in the sun

Section D : Literature

35 marks

11 Read the following extract and answer the questions that follow :

6 marks

*But her hands are a wet eagle's
two black pink-crinkled feet,
one talon crippled in a garden-
trap set for a mouse.*

- (a) Whose hands are described here? 1 mark
- (b) What are talons ? In this context what does talon refer to ? 2 marks
- (c) How did 'the talon' get crippled ? 1 mark
- (d) Identify the figure of speech in the first time and explain 2 marks

OR

*When he beats his bars and would be free.
It is not a carol of joy or glee;
But a prayer that he sends from his hearts deep core.*

6 marks

- (a) Name the poem and the poet. 1 mark
- (b) Identify 'he'. What does 'he' symbolize ? 2 marks
- (c) Why doesn't 'he' sing a joyful song ? 1 mark
- (d) What is his prayer ? 1 mark
- (e) What is a carol ? 1 mark

12 Answer any three of the following in about 40 words each:

3 x 3 = 9 marks

- (a) In the poem *Survivors* how does the poet bring out the brutality of war? Cite any three vivid examples.
- (b) Bring out the significance of the title '*Curtain*' written by Helen Spalding.
- (c) Why does the poet have to wait for seven long years to marry Sally?
- (d) In the poem *Ars Poetica* MacLeish says 'A poem should be palpable and mute as a globed fruit.' Identify the figure of speech and explain.

13 Answer any one of the following in about 80 to 100 words. 5 marks

In ‘*An Adventure Story*’ the Queen Mother talks of the devil in Alexander that wouldn’t let him rest. What does she mean by this and how does her assessment of Alexander come true.

OR

What did Mr. White wish for while holding the monkey’s - paw ? Did his wish come true ? Comment on the uncanny coincidence.

14 Answer any three of the following in about 50 words each 9 marks

- (a) How did Robichon enthrall the audience at *Apperville-Sous-Bois*?
- (b) When she reached her house, Mrs. Malik did not want to get down from the car. Bring out the irony in this situation ?
- (c) How does Einstein define a truly successful person?
- (d) Bring out the greatness of Asoka in his acknowledgement with regard to the Kalinga war.

15 Answer any one of the following in 100-125 words 6 marks

Lisa Belagorskaya sits down to write her diary after she had received the letter informing her of the death of Major Doronin. Going over the events of her life, she was struck by the fact that play acting was her destiny on and off the stage. Write her diary entry.

OR

The narrator of ‘*What’s your Dream*’ is a successful writer today. Speaking at the launch of his new novel he recalls the advice given to him by the old beggar. Write his speech.

FUNCTIONAL ENGLISH
CLASS-XII
SAMPLE QUESTION PAPER-I
Marking Scheme

Section A : Reading

1 Objectives

- to understand the writers attitude and bias
 - to develop the ability to comprehend language as required in related fields (education)
 - to develop the ability to form opinions
- 1.1**
- a. It had emphasized the need for shifting education from remembering to understanding.
 - b. They had to join dots that were drawn in rows of three without lifting the pen and without erasing the same path.
 - c. These are ways of thinking that we cannot change.
 - d. There is the likelihood that such a person may never rise in his ability to think.
 - e. Too much syllabus
Too many students per teacher
No hands on exercise
Curriculum designed for the bright child only
 - f. Funny poems
Science involving words, :
History as stones.
More lab-work
More excursions
Interschool projects on internet.
- 1.2**
- i. subsequently iii. initially
 - ii. stereotyped iv. mundane

2. Objectives

- to develop the skill of taking down notes from talks and lectures
- to develop the extracted ideas into sustained pieces of writing.

(a) Note : Building a Peaceful World

- (1) Causes of war
 - (a) eco.
 - (b) pol.
 - (c) soc.
 - (d) ethnic
 - (e) rel.
- (2) Nature of the Mind
 - (a) like a computer input and output

- (b) man resp. for what you do
 (c) what you do result of what you think.
- (3) Violence on T.V.
 (a) emotion and thought exploited
 (b) Resides in the memory
 (c) T.V. modem day baby sitter
- (4) Man and Animal
 (a) Primitive man ass. with war
 (b) Violence that entertains exploits animal in man
 (c) Man who weeds out violence moves towards discipleship.
- (5) Habit a tool
 (a) habit is practice
 (b) choose what to practice
 (i) violence
 (ii) discipleship

Key to Abbreviations Used			
Eco	-	economics	Resp. - responsible
Pol	-	political	Rel - religions
Soc.	-	society	T.V. - television
			Cons.- concedes

- * Marking : Title - 1 mark
- Abbreviations/symbols (any 4) 1 mark
- Content (minimum 2 subheadings with proper indentation and notes) 3 marks
- (c) cons. practice.
- (b) The notes shown be used to make the summary. 3 marks

Marking

Content 2 marks

Expression 1 mark

Section B : Writing

Marking Scheme

3. **Objectives** : To design a display advertisement in an effective and attractive style. 5 marks

Marking :

- Content**
- Any four points carry ½ mark each :
 - name of drink
 - type of drink
 - name of manufacturer
 - unique selling point of drink
 - launch from where, price (optional)

Expression 3 marks

Note : Credit should be given for creativity in presenting ideas, coherently and clearly

4. Objective : 2 marks

To use an appropriate style to draft a poster.

Marking : 2 marks for content
3 marks for expression

Note : Credit should be given for creativity in presenting ideas coherently and clearly.

Content : The following points carry ½ mark each

- name of play, playwright
- when (date, time)
- where (venue)
- who (participation)
- highlights (optional)

5. Option-1

Objectives:

- to write a formal letter using the appropriate style and format
- write a letter seeking information

Marking :

Format : Writer's address, receiver's address, date, subject, salutation and complementary close. 2 marks

Content :

- introducing oneself
- details of information required
- reasons for seeking information
- how is information to be sent and where

3 marks

Fluency 2 ½ marks

Accuracy 2 ½ marks

OR

Option-2 10 marks

Objectives :

- to write a formal letter
- to articulate one's views on a social issue.

Marking :

Format : writer's address, receiver's address, date, subject, salutation and complementary close. 2 marks

Content :

- increasing number of beggars at places of tourist interest
- effects - poor impression of country on foreign visitors
- spoil the beauty of the place
- lead to crimes and increase in number of criminals

	<ul style="list-style-type: none"> • suggestions for removal of beggars e.g. • providing homes and employments • taking stern action against beggars found begging • any other relevant idea 	3 marks
Fluency		2 ½ marks
Accuracy		2 ½ marks
6. Objectives :	<ul style="list-style-type: none"> • to write in an appropriate style • to plan, organize and present ideas coherently • to transact information from visual to verbal form • to analyze given information and arrive at conclusions 	10 marks
Marking :		
Format :	Title and Writer's name	1 mark
Content	Credit should be given for the candidate's creativity in presenting his/her ideas. However the following points should be included :-	
	<ul style="list-style-type: none"> • definition of true success • instances, examples of persons who have achieved true success • refer to survey conducted • interpretation and discussion of information given • compare with actual measure of success 	4 marks
Fluency		2½ marks
Accuracy		2½ marks

OR

Option 2

Objectives :	<ul style="list-style-type: none"> • to write in an appropriate style • to plan, organize and present ideas coherently • to transcode information from visual to verbal form • to analyze given information and arrive at conclusions 	
Marking :		
Format :	Heading, writer's name; date and place (optional)	1 mark
Content :	<ul style="list-style-type: none"> • details of project • when held • where • why / purpose • who organized it • highlights of the programme • chief guest if any • any other relevant idea 	4 marks

Fluency 2 ½ marks

Accuracy 2 ½ marks

Section C : Grammar

7. **Objective** - to be able to present ideas in grammatically correct sequence.

Marking - ½ mark for every correct answer. 3 marks

Answer

1. The White Star Shipping Company was proud to tell the world in 1912 that the world had never seen a ship as large and safe as its new Titanic.
2. After it left Southampton on its first and only trip, it sailed first to Ireland and then to America.
3. Once the ship left the port, it traveled west at top speed.
4. By the end of the fifth day, the ship made good progress and it was not far from the coast of America.
5. That day there were seven radio warnings about ice but Titanic did not slow down.
6. By the time, the crew saw a large iceberg straight ahead, it was too late to avoid it completely.

8. **Objective** - to use grammatical items appropriately. 5 marks

Error

Correction

- | | |
|---------------|----------------|
| a. all | some / certain |
| b. that | what |
| c. his | their |
| d. encourages | encourage |
| e. smaller | small |
| f. motivating | motivate |
| g. learn | learning |
| h. for | of |
| i. must | can |
| j. being | be |

Marking ½ mark each-5 marks

9. **Objectives** : to understand the context and frame relevant and appropriate questions.

Marking : ½ mark for every accurate question framed.

No marks be awarded if there is any inaccuracy.

Sample Questions

- Example**
- (1) When was the National Trust set up?
 - (2) Why was it established?
 - (3) How many hectares of land does it protect?
 - (4) What sort of monuments does it protect?
 - (5) Are all the monuments government owned ?

- (6) Do other organizations of this type exist in Britain?
- (7) Do you charge visitors any fee?
- (8) Are you funded by the British government?
- (9) What are your plans for the future?

10. Objective : to be able to extend a situation into a meaningful dialogue

- Dev : I want to plant sunflowers. Can you help me? 3 marks
- Gardener : Sure, fill a small pot with compost first
- Dev : What do I do next?
- Gardener : You should press a sunflower seed into it.
- Dev : How often do I water it ?
- Gardener : You should water the plant daily and keep it in the sun.

Marking : ½ mark for each correct dialogue provided it is accurately and appropriately expressed.

Section D : Literature

35 marks

11. Objective : to test students' comprehension of poetry local, global, interpretative, inferential, and evaluative. 6 marks

Option - I

- (a) The poet's mother's hands are described here. 1 mark
- (b) Talons are the claws of birds of prey like the eagle. 1 + 1 mark
In this context talon refers to mother's fingers.
- (c) In a garden trap set for mouse. 1 mark
- (d) metaphor mother's hands are a wet eagle's pink- crinkled feet. 1 + 1 mark

Option-II

6 marks

- (a) Sympathy by Paul Laurence Dunbar. 1 mark
- (b) 'he' refers to the caged bird. 1 mark
He symbolizes man in bondage.
- (c) The bird is not happy being behind bars. 1 + 1 mark
- (d) His prayer is a plea to God seeking freedom. 1 mark
- (e) A carol is a religious song of joy and praise. 1 mark

12. Objective : to test students' comprehension of poetry - local and global.

Marking : Content : 2

Expression: 1

- (a) Scared faces
dreams drip with murder
shock has caused stammering

- (b) The poem vividly draws the curtain of separation between two young lovers. The lady bids goodbye yet is unable to overcome the grief of separation. However the separation has happened and she has realized its time to draw the curtains. Hence the title is apt.
- (c) The poet must have been an apprentice as he repeatedly maintains his pitiable plight in the poem. He describes his cruel master and how he is made fun of by his master and the neighbor. So after seven years when he is free from bondage he can marry Sally,
- (d) Simile
- The poet compares a poem to a globed fruit. Like a fruit that is tasty and delicious a poem must be appealing to the senses. The reader must understand the meaning of the poem, readily. The poem must be as delectable as a fruit.

13. Objective : to test the students' ability to comprehend plays, understand character, evaluation and interpret character's state of mind at different moments.

Marking : Content : 3

Expression: 2

Option-1

The Queen Mother refers to the lust for power in Alexander as the devil. Her assessment of him is quite true. Even when she says 'the devil will conquer you' Alexander is unfazed. He replies that it wouldn't matter if the devil conquered him because he would conquer the world. He expressed his desire to conquer India and told the Queen that to him it was action that was important. It was 'doing' that mattered to him in this world.

Option-2

Mr. White wished for two hundred pounds. He did get two hundred pounds. The uncanny coincidence was that the very same night Herbert dies at his workspot and the company offers a compensation of 200 pounds.

14. Objective : to test students' ability to comprehend, interpret and evaluate prose texts

Marking : Content : 2

Expression: 1

by impersonating Jacques Roux - Robichon,

- (a) entertained the audience with his hideous anecdotes. He elaborated on the agonies of the condemned and mirrored the last moments of the guilty. His remorseful speech left the audience spell bound.
- (b) All her life Mrs. Malik was eager to live in her house but when the actual moment arrived she was hesitant.
- (c) A truly successful man is one who gives as much as he receives.
- (d) Few conquerors have the courage to admit in public that what they did was wrong and express their remorse. Asoka did it.

15. Objective :

- to test students' ability to comprehend prose texts globally, interpret and evaluate them.
- to test students' ability to extrapolate.

Option-1**Lisa's diary entry****Value Points**

6 marks

- worshipped acting
- proposal and rejection
- meets Major Doronin
- her letter and his reply
- confesses her love
- after the news of his death performs on stage
- is applauded
- realizes that play-acting is her destiny

Option-2

- Speech
- Value points
- advice given by the beggar
- have a dream
- work for your dream
- move towards it all the time
- don't take other people's dream
- don't aspire for more
- avoid greed

FUNCTIONAL ENGLISH
CLASS-XII
SAMPLE QUESTION PAPER-II

Section A : Reading

20 marks

1. Read the following passage:

1. MARIA AURORA COUTO's *Goa: A Daughter's Story* is an extraordinary narrative that weaves together autobiography and collective history, bringing to light a rich social and cultural tapestry little known outside its locus. Couto takes, as her demanding subject, the complex story of the Goan identity as a product of the colonial encounter between the Indic and Iberian cultures, launched by this circumstance on a trajectory distinct from his neighbours in British-ruled India. Goa and its people have long had to suffer the foolish stereotypes imposed upon them by Hindi cinema, charter tourism, and fanatical Indianisers: the pernicious myths of the easy-going Goan drunkard, Goa as a kingdom of sun and sand, Goan culture as a European aberration in an Indian environment, are all dispelled by Couto's treatment, which is distinguished by an elegance and sensitivity, a felicity of touch that masks the labour of archival research and fieldwork.
2. Couto's inquiry leads her into the records of the Portuguese colonial administration, the reminiscences of the fast-vanishing generation of mandarins, scholars and activists who grew up in colonial Goa. She re-creates vividly for us the lives of thinkers inspired by the drama that was the European Enlightenment. She imparts a flesh-and-blood reality to the generic bugaboo of "conversion", attesting to the strategic, yet traumatic, choices made by communities faced with the Hobsonian inquisitor's choice between preservation of religious identity and loss of social and economic prestige.
3. The title of Couto's book holds its key gesture; the author speaks as the inheritor of various legacies, heirloom dilemmas, family tragedies, and sources of hope and regeneration. It is both a meditation on the persistence and lacunae of collective memory, and also a compelling account of the development of a private self through the momentous passage from colonialism to the post-colonial period. As her father's daughter, Couto paints a moving portrait of her father, a man devoted to the refinement of sensibility, but at odds with conventional society; she memorializes the graceful, vanished milieu of cultivated intellectuals and gifted artists in Goa and Dharwar, where she grew up during the 1950s. As the daughter of a particular community, whose way of life was forever altered by the arrival of the Portuguese in 1510 A.D., Couto reflects on the Saraswat Brahmins of Goa, descendants of Kashmiri scholar-priests who became influential landowners and mandarins, and were locked into a complicated sequence of negotiations with the Portuguese colonialists.
4. By contrast to the simple-minded tale of ruthless conquistadors thrusting sword and cross upon hapless locals, Couto unfolds an intricate fabric of social and religious transactions, demonstrating how concessions alternated with impositions, force was succeeded by relative tolerance; and if conversion to Catholicism was used as a basis to divide Hindu families by the colonial administration, through differentials of property transfer, those who remained unconverted and marginalized staged a comeback through the espousal of trade. One lasting result of this uneven rhythm of upheaval and tranquility was that, between the 16th and 18th Centuries, one section of Goa's elite converted to the Catholic faith, while others crossed the river into North and

South Kanara, or sailed to Kerala, or migrated to the Maratha territories, to preserve their religious freedom in exile.

- 5 Sharing Couto's ethnic background as I do (her ancestors remained behind and were baptized; my ancestors crossed the river with their gods), I am amazed at the honesty and courage with which she has chosen to address the theme of conversion, in a public sphere dominated by the forces of aggressive majoritarianism. Living at the cusp of twined religious and cultural narratives. Couto investigates the processes of self-definition and self-renewal, in response to the historical crises of migration, invasion, conversion and flight. With her, we trace the gradual assimilation of the Catholic Saraswat Brahmin into the Portuguese language and European world-view; the Hindu Saraswat Brahmin's slower entry, shadowed by insecurity, into that world; the changing positions of the Portuguese as the notion of divinely sanctioned kingship yielded before a humanist conception of the body politic. And so we come to an appreciation of the distinctive character of Goan culture, in which the major divides are also the most enduring bridges.

1.1 On the basis of your understanding answer the following. 8 marks

1. Why is "Goa : A Daughter's Story" called an extraordinary narrative? 1 mark
2. What are the usual impressions one has of Goa? 2 marks
3. Mention two aspects of Goa that Couto tries to reveal to us? 2 marks
4. How did Goa's elite save themselves from being converted to Christianity? 2 marks
5. Explain the statement "Living at the cusp of twined religious and cultural narratives" 1 mark

1.2 Find words that are similar in meaning to the following: 4 marks

1. fabric (para 1)
2. regard as an example of a fixed type (para 1)
3. recollection of the past (para 2)
4. forced upon (para 4)

2. Read the following passage:

STRESS is arguably the greatest killer in the world today. Stress per se does not kill but it leads to several other medical conditions that are killers such as diabetes, hypertension, heart problems, and ulcers. It is important to understand that stress does not occur overnight. It builds up over a period of time. Second, stress knows no gender bias. It affects both men and women. Third, stress has begun to strike early. Youngsters and school students also fall prey early and this affects them for a very long time. Fourth, stress also has no industry bias. Last stress has begun to take its toll even in areas like sports earlier considered stress busters.

Stress is a mental condition, not one of the body. From a behavioral disease in the past, it has now become pathological since it causes stress changes in the normal physiology of the body.

Regardless of how stress is viewed in other systems of medicine, acupuncture tends to classify stress in three ways. First are what can be called over-anticipators - perfectionists and workaholics. These are inveterate chasers of work and when they do not have anything to do, they start worrying. The second category is hyperactive people, either children or adults. The third can be called the "doubting Thomases". They are among the high-risk category of the stress-prone people.

All systems of medicine say the thinking, memory and 'mind' are seated in the brain. But in acupuncture, the mind is situated in the Heart Meridian. The heart houses the mind. So anything concerned with

behavioral problems, that too in a stressed stage, will see the Heart Meridian being hyperactive, which naturally leads to a stressed state in the brain. For , such people, either adults or children, the Heart Meridian is stimulated for 15 days (30 minutes a day). After a gap of two to eight days, the procedure has to be repeated. After about 90 days, the patient generally becomes normal.

Over-anticipators remain mentally active during nights leading to insomnia. Stimulation of their Pericardium Meridian along their Heart Meridian eases their mind and they get a good night's sleep after 60 sittings. Sometimes overanxiety leads to nightmares and dreams. Disturbance in the Liver Meridian may cause this. This problem is also solved by a 60-day session.

Acupuncture says that when the Gall Bladder Meridian is not working properly, the person will become indecisive. The more they are indecisive, the more confused they become and they go into a state of unidentified stress. For such patients, the Gall Bladder Meridian will be stimulated for 15 days and after a gap of 2-8 days, the procedure will be repeated. A total of 60 days treatment will be required.

Most medical systems work at how to “manage” stress. Consequently it is kept at minimal levels without it being eliminated. However, in Acupuncture, because of superior aetiology, causes for the conditions are known. This, for these vulnerable groups, Acupuncture is a pure definitive and time-bound system.

Source : The Hindu

- 2.1 Make notes on the main points using recognizable abbreviations. Suggest a suitable title.** 5 marks
- 2.2 Make a summary of the above passage using the in not more than 80 words.** 3 marks

Section B : Writing 30 Marks

- 3.** You are the Secretary of your school’s sports club. You are planning to start ‘Joggers' Club' for your school students during summer vacation. Draft a notice for the school display board inviting students to join the club. Give all relevant details. You may mention any offers for early birds. 5 marks
- 4.** You are Ajay Chandran, the Secretary of your school “Painting Club”. You have received an invitation from the nearby Kendriya Vidyalaya to participate in the activities of the Painting Club during autumn break. Write a reply declining the offer and giving a valid reason. (word limit 50-80) 5 marks
- 5.** You are Pooja Sharma, a citizen of Delhi. You feel deeply concerned about the growing apathy of people towards eve-teasing in local buses. Write a letter to the editor of a newspaper expressing your deep concern about the problem and suggest ways in which women can all ensure their own, safety. (word limit 125-150)

OR

- You are Malvika the head girl of your school. On the occasion of farewell function to Class XII your class has decided to give a gift of Children's Encyclopedia for the school library. Write a letter to Messrs. Galgotia & Sons, Connaught Place, New Delhi, placing an order for the same mentioning the discount. 10 marks
- 6.** The use of computers is becoming very popular in every sphere of life in India. On the basis of reading the news item given below, write a speech in about 200 words emphasizing the advantages of using computers in everyday life. 10 marks

Computer sales in Asia rise 16% in Q1 : Computer sales in Asia, including India, rose 16% to 7.4 million units in the March quarter compared with the previous year. Sales were slightly higher than expected, including in the key markets of Australia and India, IDC said. Compared with the previous quarter, however, sales dipped 5% due to seasonal trends. "The Asia Pacific region's PC market got off to a solid start in 2004, " said IDC analyst Bryan Ma.

OR

The following newspaper headlines relate to an earthquake in your city. Read these headlines and write an article for your school magazine suggesting ways to manage the disaster. (about 200 words)

10 marks

4000 feared dead
in the earthquake

multi-storeyed buildings
collapse

NGOs come to
rescue

Builders mafia violate
certification

Disaster management techniques help
children escape the calamity.

Section C : Grammar

7. Rearrange the following words to form meaningful sentences.

One has been done for you.

3 marks

- (i) were created / a thousand years ago/ in / the sea / the foundations for/a whole city /
- (ii) oil/much more / was found / in the 1960s / North sea recently / the / under
- (iii) designed / as a result / very differently / those / the new rigs / from /
In calmer waters / were
- (iv) all around / hundreds / 1967 and 1985 / between / of / the new rigs /were built /
in / the North Sea / Shipyards
- (v) 170 Eiffel Towers / enough steel/than / in building / them / for more/ was used
- (vi) opened up / thirty new / these rigs / oil and gas fields / in position /more than /
and with / were
- (vii) drilled / this / to do / were / nine hundred wells.

Example

* A thousand years ago, the foundations for a whole city in the city were created.

- 8** The following passage has ten errors. Identify the errors and write them along with the corresponding correctins as shown in the example. 5 marks

The forests	is	inexhaustible	reserves	is	are
(a)	Providing	subsistence	to a growing	millions	-----
(b)	and are not	only	essentials	for the	-----
(c)	conservation	of soil,	forest,	grasslands	and
(d)	water,	also our	very life	depend	on
(e)	them.	The oxygen	which we	breathe	are
(f)	emit	from trees	and the	water we	-----
(g)	drink	is in many	way	dependent	-----
(h)	from trees	and plants.	Alongwith	beautifying	the
(i)	the trees	provides	us shade	and timber	and keep
(j)	of soil	erosion	which	avoid	natural
		disasters	like	floods.	-----

- 9.** You are the editor of the school magazine. You have been asked to collect information about the reading habits of the students of the middle school. You need to collect data about the types of books that students enjoy the kind of books they possess and the magazines and newspapers they read. You would also want to know if they visit book fairs and book shops. Frame a questionnaire to conduct the above survey by adding eight more questions to the one given below. 4 marks

Questionnaire

1. How many hours a week do you spend in reading for pleasure ?
(Begin your questions using any of the following words - would, do, what, which, have, can, how, where, when).

- 10** Amit / Amita has to appear for an interview on 10th March for the post of a teacher. She wants the directions to the address. Use the information given in the box and construct a dialogue. The first one has been done for you. 3 marks

1	where's your residence Vasant Vihar
2	Take the road on the right Will that lead to Kaytee Placement
3	we come to T point and take a right there near Jaypee Palace Now, I know- Kaytee Placement is right across

Section D : Literature

- 11.** Read the following extract and answer the questions the that follow - 6 marks

*“They'll soon forget their haunted; their cowed
Subjection to the ghosts of friends who died,
Their dreams that drip with murder; and they 'll be proud
of glorious war that shattered all their pride ...,*

- (i) Who are the “they” in the above lines? 1 mark
- (ii) What will they forget soon? 2 marks
- (iii) Explain - “Their dreams that drip with murder ”, 2 marks
- (iv) What is the contradiction in the last line? 1 mark

OR

*"Where are the songs of Spring! Ay, where are they?
Think not of them, thou hast thy music too,
While barred clouds bloom the soft-dying day,
And touch the stubble plains' with rosy hue."* ,

- (i) Name the poet and the poem. 2 marks
- (ii) Who is referred to as, “thou”? 1 mark
- (iii) What does the poet mean when he says “songs of spring”? 2 marks
- (iv) What image is conjured up with “stubble plains” ? 1 mark

12. Answer any three of the following in 40 words each: 9 marks

- (i) Two lines have been repeated throughout the poem in *Sally in the Alley*. What is their effect on the poem?
- (ii) What is a poem according to Archibald Macleish?
- (iii) What are the images used by Ramanujan to describe his mother as a young woman?
- (iv) Cite two instances of irony from the poem “*Curtain*”.

13. Answer any one of the following (80 to 100 words) : 5 Marks

Alexander is a wiser man at the end. How has he changed?
What would you attribute these changes to?

OR

Sergeant Morris was very apprehensive about handing over the paw to anyone else. That night he writes a diary entry expressing his feelings and why he is apprehensive. Write his diary entry.

14. Answer any three in 50 words each :- 9 Marks

- (i) “I remained in the litchi tree, pondering over his wisdom....” says the narrator of ‘*What’s Your Dream?*’ What was the wisdom ?
- (ii) Why does Robert Lynd say, “.... *the bee is morally far higher in the scale than the mosquito*”?
- (iii) How was Doronin's attitude towards the love they felt for each other different from Lisa's?
- (iv) Iona sees that it is useless to turn to people for help. What does he then do?

15. Answer any one in 100-125 words :- 6 Marks

- (i) It is said that man proposes and god disposes. Bring out the truth of this statement with reference to the story “*A Room 10'x8*”.

OR

- (ii) “*I have known children who preferred school time to vacation*” What are the suggestions made by Einstein to make school an enjoyable place for children.

FUNCTIONAL ENGLISH
CLASS-XII
SAMPLE QUESTION PAPER-II
MARKING SCHEME

Section A : Reading

1. Objectives (Goa)

- to read and comprehend the given text
- to understand the writers attitude and bias
- to infer
- to differentiate between claims and realities.

Answers

- 1.1**
1. She has been able to link up autobiography and the collective history of Goa. 1 mark
 2.
 - easy going Goan drunkard
 - sun and sand kingdom
 - Goan culture seen as European India (Any 2) 2 marks
 3.
 - lives of thinkers in Goa 2 marks
 - the pictures of conversion'
 4.
 - they fought the conversion'. 1 mark
 - they went away to Kerala
 5. two religions meaning Hinduism and Catholicism and the two cultures Indian & European. 2 marks
- 1.2**
1. tapestry 4 marks
 2. stereotypes
 3. reminiscences
 4. imposition

2. Objectives (Stress)

- to make notes from various resources
- to develop the extracted ideas into sustained pieces of writing.

Answers

- Title :** Free of Stress/ Acupuncture and Stress
(any other suitable title)
- I. Medical conditions - result of stress
 - (a) diabetes
 - (b) B.P.

- (c) heart problems
- (d) ulcers
- II. Facts about Stress
 - (a) builds over time
 - (b) no gender bias
 - (c) strikes early
 - (d) no part. prof.
 - (e) sports persons also
 - (f) mental condition affecting pathological and physiology changes
- III. Stress as classified by Acupuncture
 - (a) over anticipators
 - (i) perfectionists
 - (ii) workaholics
 - (b) hyperactive
 - (c) doubting Thomases - high risk category
- IV. Acupuncture beliefs
 - (a) mind in the heart meridian
 - (i) needs stimulation
 - (b) overanticipators
 - (i) stimulate pericardium prevents insomnia
 - (ii) 60 sittings
 - (c) gall bladder meridian
 - (i) makes patient indecisive
 - (ii) stimulation for 15 days.

Key to Abbreviations used

B.P. (Blood Pressure)	Path. (Pathological)
BIds. (builds)	Phys. (Physical - physiological)
Part. (Particular)	
Prof. (Profession)	

Marking :

Title 1 mark

Abbreviations / symbols (only four) 1 marks

content (minimum 2 sub-headings proper indentation)

2.2 SUMMARY The notes made may be used to write summary

Content 2 marks

Expression 1 mark

Section B : Writing

30 Marks

3. **Objective** : To use an appropriate style to draft a notice.

Marking : 2 marks for content. $\frac{1}{2}$ for each point and credit should be given for ideas coherently and clearly.

The following four points carry $\frac{1}{2}$ mark each:

- title (what)
- venue, time, date (when)
- participation (who)
- salient features (How)

Format - 1 mark. Fluency - 1 mark Accuracy - 1 mark

4. **Objective** : To use an appropriate style to express inability / decline an invitation.

Marking : 2 marks for content $\frac{1}{2}$ for each point and 3 marks for expression.

The following four points carry $\frac{1}{2}$ marks each:

- thanking for the invitation
- inability to accept offer
- reason for the same
- wishing them success

2+ 3 = 5 marks

5. **Objective** : To use an appropriate style to write a formal letter.

To plan, organize and present ideas coherently.

Marking : 2 marks for format.

(format clues the following points :- Sender's address, Addressee's address, date, subject, salutation, subscription and complimentary close)

3 marks for the body / content of the letter and 5 marks for expression (2 $\frac{1}{2}$ for fluency and 2 $\frac{1}{2}$ marks for accuracy)

Content may include the following value points

- introduction/elaboration of the problem of eve-teasing in local buses 1 mark
- expression of concern 1 mark
- suggestions to women for their own safety 1 mark

try in judo-:karate / self defence

carrying chilli powder

shouting for help

not to move alone as far as possible

in lonely lanes and streets etc.

(Any two of the above)

$\frac{1}{2}$ for each point $\frac{1}{2} \times 2 = 1$

Total: 2+3+5 marks

OR

- statement of order in clear words giving name, number, edition & publication

2 marks

- terms and condition of delivery of encyclopedia 1 mark

Total: 2+3+5 marks = 10 marks

6. Objective : To write in a style appropriate to the given situation.
To plan, organize and present ideas coherently.

Marking : 1 mark for format (introduction of speech and appropriate ending)
4 marks for content and 5 for expression (2 ½ for fluency and 2½ for accuracy)
1 mark each for the following value points :

- by use of computer - updated data
- the fastest means of communication
- knowledge/information accessed easily
- various applications available for different things

OR

One mark for the format-(+title and name of the writer).

1 mark each for the following value points.

- consequences of the earthquake - extent of disaster
- certification by the MCD / local body on the safety of the buildings
- training people in safety measures / disaster management techniques
- empowerment of NGOs

Section C : Grammar

Marking Scheme

7. Objective : to read and arrange words to form logical, grammatically accurate sentences.

Marking : ½ mark for each meaningful sentence.

No marks be awarded in case of any grammatical inaccuracy.

- (1) Much more recently, in the 1960s, oil was found under the North Sea.
- (2) As a result, the new rigs were designed very differently from those in calmer waters.
- (3) Between 1967 and 1985, hundreds of new rigs were built in shipyards all around the North Sea.
- (4) In building them, enough steel for more than 170 Eiffel Towers was used.
- (5) And with these rigs in position, more than 30 new oil and gas fields were opened up.
- (6) To do this, 900 wells were drilled.

8. Objective : To use grammatical items accurately and appropriately

Amita : Now, I think I know. Kaytee Placement is right across the Palace.

Marking : ½ mark for each correct answer.

Error	Correction
(a) a	the
(b) essentials	essential
(c) forest	forests
(d) depend	depends
(e) are	is
(f) emit	emitted
(g) way	ways
(h) from	on
(j) provides	provide
(j) keeping	keep
(k) of	on

9. Objectives : To understand the purpose of the survey. Identify the target sample to be surveyed and frame suitable, relevant questions for the survey.

Marking : ½ mark for each correct answer provided that it is clearly and accurately expressed. No mark is to be awarded if there is any inaccuracy in an answer.

Sample Questions

- (1) I am collecting data on the reading habits of school children. Would you please answer the questions below?
- (2) Do you like reading?
- (3) What types of books do you read?
- (4) Which books form a part of your personal library?
- (5) Do you enjoy reading magazines and newspapers?
- (6) Have you ever visited book fairs and bookshops?
- (7) Can you name any popular bookshops in your city?
- (8) How many magazines do you subscribe to?

10. Objective : to be able to extend a situation into a meaningful dialogue.

Marking : ½ mark for each correct dialogue provided that it is accurately and appropriately expressed. No mark is to be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation.

Receptionist : Where is your residence ?

Amita : I live in Vasant Vihar.

Receptionist : In that case, you should take the road on the right.

Amita : Will the road lead to Kaytee Placement ?

Receptionist : No you have to come to T point and take a right near Jaypee Palace

Amita : Now I think I know. Kaytee Placement is right across the Palace.

Section D : Literature

11. **Objectives :** to test students' comprehension of poetry-local, global, interpretative, inferential and evaluative.

Option-1

Value points

- (i) they are survivors of the war 1 mark
- (ii) unpleasant memories of their friends who died in the battle which had been haunting them and oppressing them. 2 marks
- (iii) they dream of hatred and acts of violence against the enemy. 2 marks
- (iv) On the one hand, war is regarded as a glorious activity for the motherland. On the other hand war has demoralized them and destroyed their pride in their actions. 1 mark

Option-2

Value Points

- (i) poet - *John Keats* poem *Ode to Autumn*. 2 marks
- (ii) autumn . 1 mark
- (iii) the joy and exuberance of spring season 2 marks
- (iv) the grain had been harvested and only the short, dry stalks remain like the stubble of hair on the face. 1 mark

12. **Objectives :** to test students' comprehension of poetry - local and global.

Marking Scheme

Content : 2 marks

Expression: 1 mark

- (i) The repetition of the line '*She is the darling of my heart / And she lives in our alley*' reinforces the idea that Sally is very dear to the poet.
- (ii) A poem is not a stringing together of words and lines but a complete entity in which language and meaning are inseparable.
- (iii) Silk and white petals of the blackbone tree
a wet eagle's two black pink -crinkled feet, with one of its talons crippled.
- (iv) Parting is very painful but the two people seem to loosen their laced fingers and hardly utter any words to each other. This makes it seem that parting is very easy.

13. **Objectives :** to test the students' ability to comprehend plays, understand character evolution and interpret characters' state of mind at different moments.

Marking Scheme:

Content 3 marks

Expression 2 marks

Value Points

- Option-1 :**
- Alexander was earlier very ambitious and had grand ideas of conquering the world with total support from his soldiers.
 - Alexander, on his death bed, is wiser and sadder. Knows that his ambitions are regarded as those of a mad man, that 'the master of the world' is not a glorious title but condemnation to death, his life was merely an adventure which was nearing its end.
 - Life / experiences and age had made him wiser. His soldiers refused to co-operate willingly, even his mother is very sad:

- Option-2**
- recalls what had happened to the previous owner of the monkey's paw and to himself when they expressed their three wishes
 - worries that Mr. and Mrs. White might become foolhardy in their curiosity and ruin themselves
 - a sense of regret / conflict in his mind about having parted with the paw and giving it to them
 - hope that they will take his words of caution seriously.

14. Objectives : to test students' ability to comprehend, interpret and evaluate prose texts.

Marking Scheme :

Content : 2 marks

Expression: 1 mark

- Value Points**
- (i)
 - work persistently to achieve your goal, discarding all things that come in the way
 - not to lose what you have gained through greed, carelessness or taking things for granted. 3 marks
 - (ii) Unlike the mosquito which attacks you unprovoked in cold blood, the bee
 - helps strawberries and apples to multiply
 - provides honey
 - attacks only when annoyed.
 - (iii)
 - Doronin was a realist, believed that after the war, Lisa may not find him attractive anymore
 - Lisa was a romantic and felt that she could not live without him and was willing to sacrifice her career for love.
 - (iv) he turns to his horse and tells him the whole story of his grief as he knows that the horse will not interrupt but listen to him.

15. Objectives : to test students' ability to comprehend prose texts globally, interpret and evaluate them.

Marking Scheme :

Content : 4 marks

Expression: 2 marks

- Option-1**
- (i) Man proposes - Mrs. Malik had planned the layout of her house, supervised every detail of its construction and eagerly awaited the time when she could live in the house.
- (i) God disposes - events took a different turn.
- the house was requisitioned by the govt.
 - her husband passed away
 - her daughter - in - law took charge of the house and relegated her to the 10' x8' room which she had designed for her mother-in-law.
- 6 Marks
- Option-2**
- focus on development of students' individual personalities, not merely on transferring knowledge
 - allow students to develop their individuality
 - make students perform due to interest in subject, curiosity and desire for truth, not out of fear and compulsion.
 - not over emphasize individual ambition such that it becomes a race for survival
 - let all activities be governed by pleasure motive
 - develop childlike inclinations and desires for recognition of students. (any four)
- 6 marks