

**SAMPLE QUESTION PAPER**  
**ENGLISH (CORE)**  
**GRADE XII**

**Time allowed: 3 Hrs**

**Maximum Marks: 100**

**General Instructions:**

- 1. This paper is divided into three sections:A, B and C. All the sections are compulsory.**
- 2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.**
- 3. Do not exceed the prescribed word limit while answering the questions.**

	<b>SECTION-A (READING) (Marks:30)</b>	
<b>1</b>	<p><b>Read the passage given below :</b></p> <p>1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?</p> <p>2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually <i>formed</i>, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.</p> <p>3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each others languages, they developed a make-shift language called a <i>pidgin</i>. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.</p> <p>4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua.</p>	

Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

(711 words)

**1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option:**

(a) In paragraph 1, why does the writer include information about the Cherokee language?

- i. To show how simple, traditional cultures can have complicated grammar structures.
- ii. To show how English grammar differs from Cherokee grammar.
- iii. To prove that complex grammar structures were invented by the Cherokees.
- iv. To demonstrate how difficult it is to learn the Cherokee language.

1x4=4

(b) What can be inferred about the slaves' pidgin language?

- i. It contained complex grammar.
- ii. It was based on many different languages.
- iii. It was difficult to understand, even among slaves.
- iv. It was created by the land-owners.

(c) All the following sentences about Nicaraguan sign language are true EXCEPT:

- i. The language has been created since 1979.
- ii. The language is based on speech and lip reading.
- iii. The language incorporates signs which children used at home.
- iv. The language was perfected by younger children.

(d) Which idea is presented in the final paragraph?

- i. English was probably once a creole.
- ii. The English past tense system is inaccurate.
- iii. Linguists have proven that English was created by children.
- iv. Children say English past tenses differently from adults.

**1.2 Answer the following questions briefly:**

(a) What is common to all languages?

(b) How can we find out who created grammar?

(c) According to the passage what can be attributed as a consequence of the Atlantic slave

	<p>trade?  (d) What is <i>pidgin</i>?  (e) What are <i>creoles</i>?  (f) Why does the author say that even the most widespread languages were partly created by children?</p> <p><b>1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:</b></p> <p>i) simple and temporary (Para 3)  ii) uniform (Para 4)</p>	<p><b>1x6=6</b></p> <p><b>1x2 =2</b></p>
<p><b>2</b></p>	<p><b>Read the passage given below carefully and answer the questions that follow:</b></p> <p>1. Close at hand is a bridge over the River Thames, an admirable vantage ground for us to make a survey. We are here to consider facts; now we must fix our eyes upon the procession—the procession of the sons of educated men. There they go, our brothers who have been educated at public schools and universities, mounting those steps, passing in and out of those doors, ascending those pulpits, preaching, teaching, administering justice, practising medicine, transacting business, making money. It is a solemn sight always—a procession, like a caravan crossing a desert....But now, for the past twenty years or so, it is no longer a sight merely, a photograph, or fresco scrawled upon the walls of time, at which we can look with merely an aesthetic appreciation.</p> <p>2. For there, traipsing along at the tail end of the procession, we go ourselves. And that makes a difference. We who have looked so long at the pageant in books, or from a curtained window watched educated men leaving the house at about nine-thirty to go to an office, returning to the house at about six-thirty from an office, need look passively no longer. We too can leave the house, can mount those steps, pass in and out of those doors,...make money, administer justice.</p> <p>3. Nobody will dare contradict us then; we shall be the mouthpieces of the divine spirit—a solemn thought, is it not? We are here, on the bridge, to ask ourselves certain questions. And they are very important questions; and we have very little time in which to answer them. The questions that we have to ask and to answer about that procession during this moment of transition are so important that they may well change the lives of all men and women for ever. For we have to ask ourselves, here and now, do we wish to join that procession, or don't we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men?</p> <p>4. As you know from your own experience, and there are facts that prove it, the daughters of educated men have always done their thinking from hand to mouth; not under green lamps at study tables in the cloisters of secluded colleges. They have thought while they stirred the pot, while they rocked the cradle. It was thus that they won us the right to our brand-new sixpence. It falls to us now to go on thinking; how are we to spend that sixpence? Think we must. Let us think in offices; in omnibuses; while we are standing in the crowd watching Coronations and Lord Mayor's Shows; let us think...in the gallery of the House of Commons; in the Law Courts; let us think at baptisms and marriages and funerals.(465 words)</p> <p style="text-align: right;">Adapted from 'Three Guineas', Virginia Woolf</p> <p><b>2.1 On the basis of your understanding of the passage, complete the statements given below by choosing the most appropriate option:</b></p> <p>1. The main purpose of the passage is to:</p>	<p><b>1x2=2</b></p>

	<p>A. emphasize the value of a tradition.  B. stress the urgency of an issue.  C. highlight the severity of social divisions.  D. question the feasibility of an undertaking.</p> <p>2. The author uses the word “we” throughout the passage mainly to</p> <p>A. reflect the growing friendliness among a group of people.  B. advance the need for candor among a group of people.  C. establish a sense of solidarity among a group of people.  D. reinforce the need for respect among a group of people</p> <p><b>2.2 Answer the following briefly:</b></p> <p>a) Why is the author jubilant on looking at the procession?  b) What/who did the procession traditionally consist of?  c) According to the author why were is the purpose for the women to be on the bridge?  d) How have women learnt to think as different to men?  e) What do the range of places and occasions in paragraph 4 emphasize?  f) What does 'sixpence' mean?</p> <p><b>2.3 Find words from the passage which mean the same as the following:</b></p> <p>i) ceremonial occasion (para 2)  ii) spokespersons (para 3)</p>	<p><b>1x6=6</b></p> <p><b>1x2 =2</b></p>
<p><b>3</b></p>	<p><b>Read the passage given below:</b></p> <p>This isn't a mountain region of mere subjective beauty. Nor one, which claims its greatness, based on just an overwhelming opinion of a large majority. For Sikkim is a treasure that few know about. However, the facts of its remarkable geography bear enough testimony to pitch Sikkim in a slot that no other mountain region, anywhere in the world, could duplicate or rival. What Everest is to peaks, Sikkim is to the mountains. Tragically, a region so wild and exotic and with such geographic and climatic extremes, that its amazing wilds and not its unremarkable hill stations, ensure its accessibility to the adventurous only.</p> <p>Just delve on these facts a bit. From the plains, in a mere 80 kms as the crow flies, the altitude reaches 28,168 feet at the very top of Kangchenjunga, the third highest peak in the world. Such a sharp elevation is unrivalled anywhere else and is the first geographical claim of Sikkim.</p> <p>The second is an offshoot of the first. Nowhere else do so many 7,000 metre plus peaks crowd up such a confined space. And the third is really a consequence of the first and the second with the sharp gradation creating the most variegated flora and fauna possible anywhere in the mountains. The fourth uniqueness is also a consequence of the first and the second and lies in the extremes of the climate which ranges from the tropical to the typical arctic type. And the fifth claim is its thin permanent population and relatively fewer travellers by virtue of its remote far-eastern Himalayan location.</p> <p>The startling facts about Sikkim never seem to end. For starters, all of Sikkim lies in a mere 110 kms by 65 kms of mountains, peaks, glaciers, rivers and forests. A little dot on the map at a latitude 27 degrees North and longitude 88 degrees East. Its 7,000-sq kms make it about as large as the National Capital Region of India! To the North and extending to the East of Sikkim, is Tibet / China and to the West is Nepal. To the South are the Himalayan and sub Himalayan regions of West Bengal.</p> <p>It is, in fact these geographical extremes and the resulting ambience, that makes</p>	

	<p>mountaineers trek here, when they are not climbing, besides fuelling mountaineering dreams in the minds of trekkers, what with the closest possible proximity to magnificent peaks while trekking.</p> <p>On the subject of trekking here, it is strange but true that acclimatisation is much tougher in Sikkim than elsewhere. It may have something to do with being closer in latitude to the Tropic of Cancer, besides the rather sharp stages involved in each day of trekking. The closeness to the Tropic of Cancer has meant that the snowline will always be much higher and therefore human settlements are seen even at altitudes of 16,000 feet! (473 words)</p> <p style="text-align: center;">Adapted from a travelogue by Ashish Kaul, Travel Writer</p> <p>(a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.</p> <p>(b) Write a summary of the passage in about 80 words.</p>	<p>5</p> <p>3</p>
<p><b>SECTION : B</b>  <b>(WRITING SKILLS )</b>  <b>(Marks:30)</b></p>		
4	<p>You are Romi/Rohit, Sports Captain of Sunshine International School. Your school has organised a marathon to promote a cause. Design a visually appealing poster about this in about 50 words. Include all relevant details.</p> <p style="text-align: center;">OR</p> <p>You are the Dean, Admissions, MNT Professional College, Chandigarh. Draft an advertisement in about 50 words giving information about admission to undergraduate courses offered by your College. Include all relevant details.</p>	4
5	<p>You are Kumaran/Koyala, Vice President, Customer Care, Shopmart Online. You have received a letter of inquiry from a dissatisfied customer seeking information about your company's exchange policy. Write a letter of reply in about 120-150 words to the customer giving information about the same.</p> <p style="text-align: center;">OR</p> <p>You see a classified advertisement in the newspaper inviting applications for the post of a Sales Executive in a reputed bank. Write a letter with bio-data in about 120-150 words to the HR Manager, HABC Bank, Lajpat Nagar , New Delhi, applying for the post advertised. You are Avani/Aviral of 120, Kirti Nagar, Delhi.</p>	6
6	<p><b>Are celebs responsible for the products they endorse? Taking a cue from the headlines given below and using your own ideas, write a debate speech for or against the topic. (about 150-200 words)</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Amitabh Bachchan steps back from promoting Pepsi after a school girl questions the health impact of the drink.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Brief ban on Maggi noodles causes trouble for its celebrity Brand ambassadors</p> </div>	10

	<p>M.S. Dhoni quits as Amrapali brand ambassador after Twitter furore</p> <p style="text-align: center;">OR</p> <p>Should schools promote coaching institutes? Taking a cue from the points given below and using your own ideas, write a debate speech for or against the topic in about 150-200 words.</p> <p>Despite CBSE's ban, coaching centers running classes in schools</p> <p>Teachers from coaching institutes teach subjects like physics, chemistry and Mathematics, English and Physical Education continue to be taught by the school faculty.</p> <p>Classes in separate sections from 8 am to 12 pm for the CBSE and competitive examinations</p>	
7	<p>5<sup>th</sup> June has been recognized as World Environment Day. Your school conducted various activities to commemorate the day. Write a report about it in about 150-200 words for your school magazine. You are Karuna/Karan.</p> <p style="text-align: center;">OR</p> <p>On the occasion of International Museum day, prepare a speech, in about 150-200 words, for the morning assembly, on the role of museums in preserving history and heritage. Also mention how students can benefit from visiting museums. You are Karuna/Karan.</p>	10
	<p><b>SECTION: C</b>  <b>(LITERATURE: TEXT BOOKS and LONG READING TEXT)</b>  <b>(Marks : 40)</b></p>	
8	<p><b>Read the extract given below and answer the questions that follow:</b></p> <p><i>On sour cream walls, donations, Shakespeare's head,  Cloudless at dawn, civilized dome riding all cities.  Belled, flowery, Tyrolese valley. Open-handed map  Awarding the world its world.</i></p> <p>a) What is the condition of the classroom wall?  b) What aspects show a civilized race?  c) What is the specialty of the Tyrolese valley?  d) Explain: 'Awarding the world its world'.</p> <p style="text-align: center;"><b>OR</b></p> <p><i>And such too is the grandeur of the dooms  We have imagined for the mighty dead:  All lovely tales that we have heard or read:  An endless fountain of immortal drink,  Pouring unto us from the heaven's brink.</i></p> <p>a) Name the poem and the poet.  b) Who are the 'mighty dead'?  c) Why is 'grandeur' associated with the 'mighty dead'?  d) Identify and explain the poetic device used in the last two lines.</p>	4
9	<p><b>Answer any four of the following questions in about 30 -40 words each:</b></p> <p>a. How did Edla persuade her father to let the pedlar stay in their home till Christmas ?  b. How did Mahatma Gandhi uplift the peasants of Champaran?</p>	3x4=12

	<p>c. The poet is talking about in the poem 'Keeping Quiet' by Pablo Neruda, Why is it 'exotic'?</p> <p>d. In the poem Aunt Jennifer's Tigers, what is the contrast between the reality of Aunt's life and her imagination?</p> <p>e. 'From that day onwards it was celebration time for all tigers inhabiting Pratibandapuram'. Bring out the irony in this statement.</p> <p>f. Why did Jack begun find the story telling ritual a chore?</p>	
<b>10</b>	<p><b>Answer any one of the following questions in about 120-150 words:</b></p> <p>Do the poor have the right to dream? Why then does the author call Mukesh's dream 'a mirage'?</p> <p style="text-align: center;"><b>OR</b></p> <p>In what way was Sophie's hero worship and fantasizing at odds with her socio-economic background? Was she justified in dreaming the 'impossible'?</p>	<b>6</b>
<b>11</b>	<p><b>Answer any one of the following questions in about 120-150 words:</b></p> <p>The Tiger King's quest for tigers was full of hurdles and challenges. Justify the statement.</p> <p style="text-align: center;"><b>OR</b></p> <p>Mr. Lamb and Derry are two different sides of the same coin. Do you agree? Justify your answer with evidence from the text.</p>	<b>6</b>
<b>12</b>	<p><b>Answer the following question in about 120-150 words:</b></p> <p>Why does Silas return to Lantern Yard? How does the visit prove useful to him?</p> <p style="text-align: center;"><b>OR</b></p> <p>How does Griffin rob the Buntings at the vicarage? Do the Buntings realize what had happened in their home? Why?</p>	<b>6</b>
<b>13</b>	<p><b>Answer the following question in about 120-150 words:</b></p> <p>Discuss the role of chance and co-incidence in the novel, 'Silas Marner'.</p> <p style="text-align: center;"><b>OR</b></p> <p>How does the novel 'The Invisible Man' highlight the theme of corruption of morals in the absence of social restriction?</p>	<b>6</b>