

Saint Fateh Singh Convent School

ENGLISH CORE

A

Class-XII

Time Duration: 3hrs

Max. Marks: 100

Max. Marks : 20

Section A: Reading

1. Read the passage given below and then answer the questions which follow :

12 marks

1. Concern about the effects of television on children has centered exclusively upon the contents of the programmes which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programmes makes children behave aggressively. But it is easy to overlook the simple fact that one is always just watching television when sitting in front of the screen rather than having any other experience.

2. Parents who are deeply troubled about the effects of television upon their children have centred their concern on the subject matter of the programmes. A group called Action For Children's Television (ACT) was formed in the US not only to reduce the amount of violence in programmes but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. One of its founders described its aims ".....parents have the right to ask that programmes aimed at the young should meet the specific needs of children.....". But is it the needs of children which are at stake when parents demand better programmes? Surely the fact that young children watch so much television reflects the needs of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.

3. The real needs of young children are quite different. They need to develop initiative and to find out things for themselves; television provides answers too easily. Children need to acquire fundamental skills of communication; television retards verbal development because the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Their need for fantasy is gratified far better by their own make-believe activities than by the adult-made fantasies offered on television. Intellectual stimulation is provided more completely by manipulating, touching and doing than by passively watching and listening.

4. Oddly enough, the television industry, though often cynical and self-serving in its exploitation of children, sometimes unknowingly serves their best interests. Because television offers cheap junk programmes, conscientious parents do in fact limit their children's viewing when such undesirable programmes are the only ones available. Unfortunately, if organization like ACT succeed in improving the quality of programmes significantly, the effects on young children will be more harmful because their permitted viewing time will increase and no matter how good their content, TV programmes are always a poor substitute for other activities.

5. There are a number of fallacies that have misled parents into thinking that the problem of television will be solved by improving its quality. It is suggested, for example, that a youngster unfamiliar with TV programmes will find making friends difficult and will be labelled as an outsider. On the contrary, other children will usually respect their independence and recognize -even envy - the richness of their alternative activities. More subtle is the mistaken belief that the experience that children gain from watching television is the same as when the adults watch television, their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life. But young children have very few real-life experiences to set against

their viewing, so that for them TV is primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world.

6. It is also universally assumed that TV is an important source of learning. Like an animated picture book it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television-educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power, to enrich their lives.

7. Only when parents begin to question the nature of television itself and its effects on their children and on themselves as parents will they begin to realize that it is not the programme but television itself and especially the good programmes – which poses the greater threat to their children's well-being.

a) On the basis of your reading the passage answer the questions given below:

(i) Why is the ACT against frequent commercial breaks on the small screen? 2marks

(ii) What are three reasons given by the author to justify the harmful effect TV has on the children? 3 marks

(iii) How are adults able to relate to the programme on TV? 1 marks

(iv) What do you understand by the phrase second-hand world? 1marks

(v) How does the author differentiate between the knowledge gained by watching TV programmes and that gained by reading? 2 marks

b) Pick out the words from the passage which mean 3

(i) continuous (para 2)

3 marks

(ii) tendency to have a low opinion of people's reasons for doing things (para 4)

(iii) pour out in a stream (para 6)

2. Read the passage given below:

8 marks

In the democratic countries, intelligence is still free to ask whatever questions it chooses. This freedom, it is almost certain, will not survive another war. Educationists should, therefore, do all they can, while there is yet time, to build up, the men and women of the next generation who will otherwise be at the mercy of that skilful propagandist who contrives to seize the instruments of information and persuasion. Resistance to suggestion can be built up in two ways. First, children can be taught to rely on their own internal resources and not to depend on incessant stimulation from without. This is doubly important. Reliance on external stimulation is bad for the character. Moreover, such stimulation is the stuff with which propagandists bait their books, the jam in which dictators conceal their ideological pills. An individual who relies on external stimulations thereby exposes himself to the full force of whatever propaganda is being made in his neighborhood. For a majority of people in the West, purposeless reading, purposeless listening-in, purposeless listening to radios, purposeless looking at films have become addictions, psychological equivalents of alcoholism and morphinism. Things have come to such a pitch that there are many millions of men and women who suffer real distress if they are cut off for a few days or even a few hours from a newspaper, radio, music or moving pictures. Like the addict to a drug, they have to indulge their vice, not because the indulgence gives them any real pleasure, but because, unless they indulge, they feel painfully subnormal and incomplete. Even by intelligent people, it is now taken for granted that such psychological addictions are inevitable and even desirable, that there is nothing to be alarmed at in that fact that the majority of civilized men and women are now incapable of living on their own spiritual resources, but have become abjectly dependent on incessant stimulation from without. How can children be taught to rely upon their own spiritual resources and resist the temptation to become reading addicts, hearing addicts, seeing addicts? First of all, they can be taught how to entertain themselves by making things, by playing musical instruments, by purposeful study, by scientific observation, by the practice of some art and so on. But such education of the hand and the intellect is not enough. Psychology has its Gresham's Law, it is bad money that drives out the good. Most people tend to perform the actions that require least efforts to think the thoughts that are easiest to feel. And they

will tend to do this even if they possess the knowledge and skill to do otherwise. Along with the necessary knowledge and skill must be given the will to use them even under the pressure of incessant temptation to take the line of least resistance and become an addict to psychological drugs. Most people will not wish to resist these temptations unless they have a coherent philosophy of life, which makes it reasonable and right for them to do so. The other method of heightening resistance to suggestion is purely intellectual and consists in training young people to subject the diverse devices of the propagandists to critical analysis. The first thing that educators must do is to analyze the words currently used in newspapers, on platforms by preachers and broadcasters. Their critical analysis and constructive criticism should reach out to the children and the youth with such a clarity that they learn to react to forceful suggestions the right way at the right time.

(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 passage in 80 words, using the notes made and also suggest a suitable title. 3 Marks

Section B: Advanced Writing Skills

Max. Marks: 35

3. On the occasion of World Heritage Day design a poster highlighting the need to preserve the monuments of our country. You are Aman/Amina, the President of the Social Science Club. (Word limit 50)

OR

You want to sell off your old computer as you have purchased a new one. Draft an advertisement to be published in the Times of India under classified columns giving its details & the expected price. You are Shan of C5 Saket, New Delhi (word limit 50). **(5 marks)**

4. You participated in a career counselling programme organized by 'Careers India'. You had the opportunity of listening to professionals from various fields like food technology, fashion technology, media management etc. Write a report of the programme for Career Times. You are Alok/Anita (100-125 words)

OR

You were shopping in a busy and crowded market when you saw two terrorists being shot at by the police. Describe in about 100-125 words the panic created amongst people by the gun shots and the scuffle that took place between the police and the terrorists before they fell down. **(10 marks)**

5. Write a letter to the Editor of a national daily on the mushrooming of various coaching centres and how extra tuitions have become a common feature in a student's life. You are Vineet/Veena.

OR

During summer months after your exams are over, you want to utilize your time by working for the summer in a leading chain of restaurants. You are Sanjay/Geeta. Write an application for the post of a supervisor giving your complete bio-data to the HR Manager Subways, GK Part II, New Delhi. **(10 marks)**

6. In today's world of instant communication the art of writing letter to friends, parents, cousins is long forgotten. Write an article on the joyful experience of penning letters packed with emotions and personal triumph. You are Arun/Amita (Word limit 150-200)

OR

You are Amit/Gouri. You strongly feel that education about life-skills should be made a compulsory part of school curriculum. Write a speech of about 150-200 words to be given in the school assembly explaining life skills education and its implication in a student's life. **(10 marks)**

SECTION C : LITERATURE

45

7. (a) Read the extract given below and answer the questions that follow :

4

On sour cream walls, donations. Shakespeare's head,
 Cloudless at dawn, civilised dome riding all cities.
 Belled, flowery, Tyrolese valley. Open-handed map
 Awarding the world its world.

- (i) What's the condition of the school ? 1
 (ii) What is the effect of 'Cloudless at dawn' and 'civilised dome' ? 1
 (iii) Why does the poet create the images unknown to slum dwellers ? 1
 (iv) Name the poem and the poet. 1

OR

A thing of beauty is a joy forever
 Its loveliness increases, it will never
 Pass into nothingness; but will keep
 A bower quiet for us, and a sleep
 Full of sweet dreams, and health, and quiet breathing.

- (i) Why is a thing of beauty joy forever ? 1
 (ii) Explain *will never Pass into nothingness*. 1
 (iii) What will a thing of beauty do ? 2
 (b) Answer any **three** of the following questions in 30-40 words each : 3×2=6

- (i) Why does the poet bring out the images of young sprinting trees and *children spilling out of their houses* in the poem *My Mother at Sixty-six* ?
 (ii) What does the poet expect the readers to do in the poem *Keeping Quiet* ?
 (iii) Why does the poet feel bad for the villagers ? (*A Roadside Stand*)
 (iv) What kind of life did Aunt Jennifer lead ? (*Aunt Jennifer's Tigers*)

8. Answer the following questions in 30-40 words each : 5×2=10

- (a) Justify the title of the story, *The Last Lesson*.
- (b) Why does the peddler compare this world to a rattrap ?
- (c) Battle of Champaran helped Gandhiji to win the battle for freedom. How ? (*Indigo*)
- (d) Why is the interview compared to an old belief that the soul of a person was captured if a photograph was clicked ?
- (e) How did Douglas win over his fear in the story *Deep Waters* ?

9. Answer the following in about 125-150 words : 10

What is the similarity between the stories of Saheb and Mukesh ?
(*Lost Spring*)

OR

What was the lesson taught by Mr. Lamb to Derek in the story ?
(*On the Face of It*)

10. Answer the following in about 100-125 words : 7

What does the third level signify ? (*The Third Level*)

OR

How was Evans able to escape at last ? (*Evans Tries an O-level*)

11. Answer the following questions in 30-40 words each : 4×2=8

(a) What were the author's beliefs about cutting of her long hair ? (*Memories of Childhood*)

(b) Why did Roger Skunk's friends leave him ?

(*Should Wizard Hit Mommy ?*)

(c) Why did Derry feel that his mother did not love him ?

(*On the Face of It*)

(d) Why was Sadao hesitant in marrying Hara ? (*The Enemy*)