



BK BIRLA CENTRE FOR EDUCATION
SARALA BIRLA GROUP OF SCHOOLS
SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL



PRE-BOARD I EXAMINATION 2023-24

ENGLISH CORE (301)

Class : XII
Date : 17.12.23
Admission No.:

Duration : 3 Hrs
Max. Marks : 80
Roll No.:

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 SKILLS (22 marks)

1. Read the following text.

12 m

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?

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 formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

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 pidgin. 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

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. 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, 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.

Answer the following questions, based on the passage above.

i. Why did the narrator say that it is impossible to say who created grammar? Answer in about 40 words. 2

ii. Complete the following sentence appropriately.

The language created by children of slaves with complex grammar system is called _____.

iii. All the following sentences about Nicaragua sign language are true EXCEPT :

(a) The language incorporates signs which children used at home.

(b) The language is based on speech and lip reading.

(c) The language has been created since 1979.

(d) The language was perfected by younger children.

iv. Sign language is not simply a series of gestures because

(a) they were basically pidgin

(b) they incorporated the same grammatical system found in spoken languages

(c) they were developed from the English language

(d) children developed it with lip reading system

v. What was the main disadvantage of the sign language used in the schools for deaf in 1979?

vi. Which word in para 3 have the same meaning as “extrapolate”?

(a) Complex (b) Opportunity (c) Evolved (d) Deduce

vii. “Some of the most recent languages evolved due to the Atlantic slave trade:’ Justify this statement in about 40 words. 2

viii. How do children play a role in the creation of a language? Answer in about 40 words. 2

ix. The pidgin language was created so that _____.

1. colonisers can speak to the slaves

2. slaves can learn new languages

3. slaves with different languages could communicate with one another

4. to improve existing language of the land owners

5. slaves with different languages could not communicate with one another.

(a) only 1 (b) 2 and 5 (c) only 3 (d) 3 and 4

2. Read the following text.

10

1. It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practise leadership. Yet, only a handful of studies have sought to

understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.

2. A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:

Research Question 1: What key events do student leaders in college, report as significantly impacting their development as a leader?

Research Question 2: What lessons do student leaders in college, report learning as a result of the key events they have experienced?

Research Question 3: Are certain key events more likely to be linked to particular lessons?

Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment. The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted.

Table 1

Lessons learned	Responses
Identity	
Self Identity	58
Leadership Identity	54
Professionalism	30
Balancing Roles	19
Individual Competencies	
Delegation	17
Decision Making	15
Adaptability/Flexibility	38
Resilience/Persistence/Hard Work	18
Taking Initiative	36
Accountability/Responsibility	29
Big Picture	27
Learning to Teach/Learn	18
Support Systems	
Developing and Using Support Systems	36
Being a Support System	28
Working with Others	
Communication	59
Teamwork	26
Conflict	21
Diversity	32
Inspiring and motivating others	17
Other working with others	30
Getting the job done	
Task skills	55
Environment	34

3. This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.

Answer the following questions, based on given passage.

i. Does the following statement agree with the information given in paragraph 1?

1

The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.

Select from the following:

True - if the statement agrees with the information

False - if the statement contradicts the information

Not Given - if there is no information on this

ii. Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. 2

iii. Select the option that displays the most likely reason for including Research Question 3 in the 2014 study. 1

In order to find out if...

- A. learning opportunities shape students' overall personality.
- B. leadership lessons are the result of the designed learning opportunities.
- C. all learning opportunities cater to a specific lesson.
- D. certain lessons are common in more than one learning opportunity.

iv. Complete the sentence based on the following statement. 1

More than 50% of the identified student respondents were keen to participate in the 2014 study.

We can say this because

v. Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective. 1

- A. Students will be able to debate the issue at hand, with different teams.
- B. Students will be able to manage the responsibilities of a mentor, planner, researcher and presenter.
- C. Students will be able to surmount minor problems and focus on the final goal.
- D. Students will be able to explain concepts and clarify them for peers.

vi. The lessons for 'Individual competencies' had a range of responses. 1

Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention.

vii Complete the given sentence by selecting the most appropriate option. 1

The concluding sentence of the text makes a clear case for by listing it as a core competency for student leadership.

- A. collaboration B. flexibility C. hard work D. observation

viii. Based on the reading of the text, **state a point to challenge** the given statement. 2

When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.

SECTION B : CREATIVE WRITING SKILLS (18 marks)

3 Attempt ANY ONE of two , in about 50 words. 4

A. You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.

OR

B. As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of 'Discovery' - the upcoming Inter- House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.

4. Attempt ANY ONE from A and B given below. 4

A. You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.

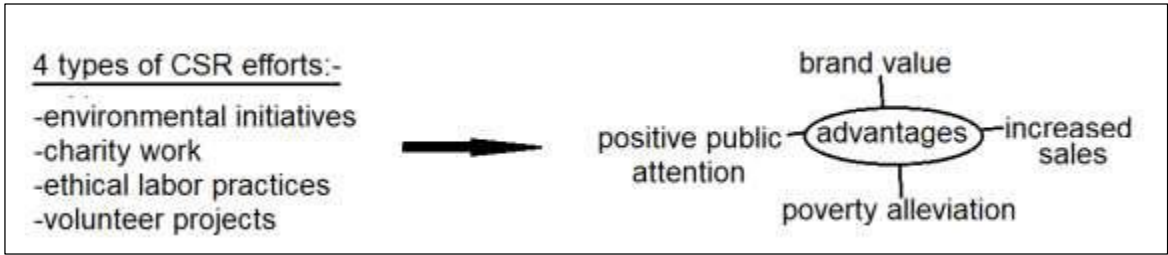
OR

B. Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.

5. Attempt ANY ONE from A and B given below. 5

A. You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.

Write a letter to the editor of a national daily in about 120-150 words, sharing your opinion about CSR and its advantages and provide suggestions to make it an integral part of every organisation. Use the given cues along with your own ideas to compose this letter.



OR

B. You are Shubham Patil, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.

CREDIT SAGE Pvt. Ltd

Required- Corporate Social responsibility Manager (CSR) Head


Job Responsibilities:

- ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society.
- ◆ Develop various CSR initiatives in the company's adopted village
- ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc.

Preferred Skills & Qualifications

- ◆ Bachelor or Master's degree in Sociology/ Public Relations
- ◆ Strong interpersonal and communication skills (verbal and written)
- ◆ Proven experience in CSR project management and execution
- ◆ Proven experience working with non-profit organizations or Corporate CSR

Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik
For further details please check our website--www.sage.com/careers/csr



Write a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.

6. Attempt ANY ONE from A and B given below.

5

A. The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations. As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.

Headlines

- * CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE
- * CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS
- * CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP
- * ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS?
- * WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS?

OR

B. The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by 'Building Safely', an NGO in Mysuru, Karnataka with the overarching theme pertaining to the importance of worker safety in construction zones. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.

Safety Fairs: Programmes			
Toolbox talks	Video dedication for the deceased	Speeches	Safety games
Safety demonstrations	Inaugurating special insurance programme		
Emergency response drill	Vote of thanks	Picnic lunch with the bosses	

SECTION C : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)

7. Read the given extracts and answer the questions for ANY ONE of the two, given.

6

A Rich with a sprinkling of fair musk-rose blooms;
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. Pick the quote that matches best with—

'And such too is the grandeur of the dooms we have imagined for the mighty dead.'

- In the night of death, hope sees a star, and listening love can hear the rustle of a wing.
- When a great man dies, for years the light he leaves behind him, lies on the paths of men.
- Endings are not always bad, most times they're just beginnings in disguise.
- Cowards die many times before their death; the valiant never taste of death but once.

ii. Pick the option that refers to what 'an endless fountain of immortal drink' suggests.

- inspirational deeds of great men
- a ceaseless series of dreams
- an infinite source of strength
- an elixir of life for upliftment of the soul
- an eternal source of delight
- a boundless gift of love

a) 1, 4 and 5 b) 2, 3 and 5 c) 1, 2 and 6 d) 2, 4 and 6

iii. Pick the option that pairs the **TRUE** statements based on the extract, from the list below.

- The bushes with fragrant flowers lift the human spirit and bring joy.
- Death is inevitable and everyone faces it no matter how powerful.
- Immortality is achieved by man when he drinks the nectar of joy.
- Legendary heroes and their heroic deeds instil inspiration in us.

a) 1 and 2 b) 2 and 4 c) 1 and 4 d) 2 and 3

iv. Pick the option that uses the same literary device as the 'mighty dead'.

- a) sleepless nights b) deafening silence c) glaring lights d) time is a thief

v. What does 'brink' mean?

- a) roof top b) a rocky space c) mountain top d) an edge at the top

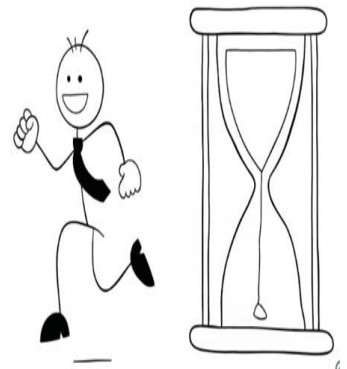
vi. Why does poet ask everyone to drink the 'Immortal drink'?

- a) Because John love it too. b) This drink will bring them closer to nature
c) Because it tastes good d) To enjoy immense happiness

OR

B. If we were not so single-minded
About keeping our lives moving,
and for once could do nothing,
perhaps a huge silence
might interrupt this sadness
of never understanding ourselves
and of threatening ourselves with death.

i. Look at the images given below. Choose the image to which the above extract can be seen as an appropriate response.



(i)

(ii)

(iii)

(iv)

- a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)

ii. What do you think is the mood of the poet in the above extract?

- a) gloomy, cynical b) reflective, inspired
c) introspective, aware d) critical, demotivated

iii. Pick the option that **DOES NOT** complete the given sentence suitably, as per the extract.

Threatening ourselves with death

- a) feeds on the fear of death. c) keeps us rushing through life.
b) challenges finiteness of life. d) makes us restless and impatient.

iv. What might the "huge silence" signify?

- a) melancholy b) understanding c) discomfort d) flexibility

v. What is the sadness in the poem that the poet speaks about ?

- a) violence because of unthoughtfulness of the people
- b) unnecessary movements
- c) speaking aloud
- d) fighting

vi. What is the rhyming scheme used in the poem?

- a) enclosed rhyme
- b) Mon rhyme
- c) sonnet
- d) Free verse

Q8. Read the given extracts to attempt the questions With reference to context.

Attempt ANY ONE of two extracts given.

1X 4 = 4 marks

A.I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.

i. 'Then I lost my spirit'. Choose the option that **DOES NOT** refer to 'spirit'.

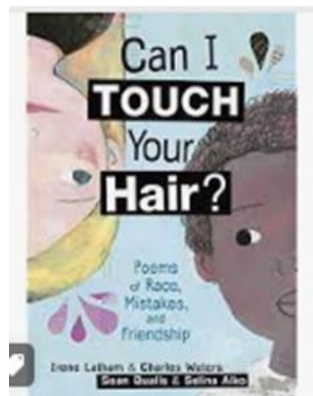
- 1. resolve
- 2. energy
- 3. determination
- 4. indifference
- 5. enthusiasm
- 6. will power

- a) 1, 2 and 5
- b) 2, 4 and 6
- c) 1, 3 and 6
- d) 3, 4 and 6

ii. Look at the given images of books. Which of the following conveys the idea of the extract?



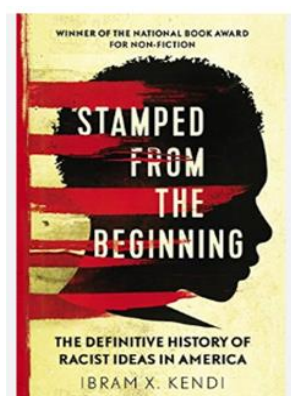
(1)



(2)



(3)



(4)

- a) Option 1
- b) Option 2
- c) Option 3
- d) Option 4

iii. How would you describe the author's tone when she says, "I was only one of many little animals driven by a herder"?

- a) Austere
- b) apathetic
- c) dismal
- d) resentful

iv. Choose the correct option with reference to the two statements given below.

Statement 1: The author had been subjected to humiliation when she was separated from her mother.

Statement 2: Nobody was able to ease her distress and empathise with her.

- a) Statement 1 is true but Statement 2 is false.

- b) Statement 1 is false but Statement 2 is true.
- c) Both Statement 1 and Statement cannot be inferred from the passage
- d) Both Statement 1 and Statement 2 can be inferred from the passage.

OR

B. At that very moment, a great miracle took place. An astonishing phrase emerged from the lips of the ten-day-old Jilani Jung Bahadur, ‘O wise prophets!’

- i. In the phrase ‘At that very moment’ which moment is the author talking about?
- ii. What miracle did take place?
 - a) Ten-year-old child asked a question to the astrologers
 - b) Ten-day old child uttered a question to the astrologers
 - c) Both (A) and (B)
 - d) Neither (A) nor (B)
- iii. Complete the sentence appropriately, with reference to the extract:
The child asked the prophets to _____.
- iv. How did the astrologers react?
 - a) They were afraid b) They got amazed c) They started trembling d) They were stupefied

**Q9. Read the given extracts to attempt the questions With reference to context
Attempt ANY ONE of two extracts given.**

1X 6 = 6 Marks

A. On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal — Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going round the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterward, Geoff was ecstatic.

(i) Their visit to the match was like a ‘weekly pilgrimage’ refers to:

- (A) strong bond as a family. (B) love for a fixed routine.
- (C) similar feelings of devotion. (D) excitement for the match.

(ii) Based on the following statements, choose the correct option.

Assertion: “Geoff, as always, went with his mates higher up.”

Reason 1: Geoff was not very close to his family and lived in his own world.

Reason 2: Geoff was rude and indifferent towards everyone around him and did not care about anyone at all.

- (A) Reason 1 and Reason 2 both can be inferred from the assertion.
- (B) Reason 1 can be inferred but Reason 2 cannot be inferred from the assertion.
- (C) Reason 1 cannot be inferred but Reason 2 can be inferred.
- (D) Reason 1 and Reason 2 both cannot be inferred.

(iii) ‘Sophie glowed with pride.’ Her pride is the result of _____.

(iv) Choose the option listing the situation in which one would be ‘ecstatic’.

Scenario 1	Scenario 2	3 Scenario	Scenario 4
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Going to an old age home and listening to them share stories from the past	Being seated next to your favourite pop singer during a short flight.	Going to a dog show and losing your pet there.	Coming home and finding that there are 11 messages from your Principal in your email inbox.
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(A) Scenario 1

(B) Scenario 2

(C) Scenario 3

(D) Scenario 4

(v) The match on Saturday was witnessed by _____.

(vi) Name the author of the chapter, "Going Places".

(A) Umberto Eco

(B) Louis Fischer

(C) Danny Cassey

(D) A.R. Barton

OR

B. M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy!

i. Which of the following can be attributed to M. Hamel's declaration about the French language?

a) subject expertise

b) nostalgic pride

c) factual accuracy

d) patriotic magnification

ii. Read the quotes given below.

Choose the option that might best describe M. Hamel's viewpoint.

(i) Those who know nothing of foreign languages know nothing of their own --Johann

(ii) Language is the road map of culture. It tells you where its people come from and where they are going.

--Rita Mae Brown

(iii) A poor man is like a foreigner in his own country.

--Ali Ibn Abi Talib

(iv) The greatest propaganda in the world is our mother tongue, that is what we learn as children, and which we learn unconsciously. That shapes our perceptions for life.

--Marshal McLuhan

a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)

iii "I was amazed to see how well I understood it."

Select the option that does **NOT** explain why Franz found the grammar lesson "easy".

a) Franz was paying careful attention in class this time.

b) M. Hamel was being extremely patient and calm in his teaching.

c) Franz was inspired and had found a new meaning and purpose to learning.

d) Franz had realized that French was the clearest and most logical language.

iv Franz was able to understand the grammar lesson easily because he was

a) receptive. b) appreciative. c) introspective. d) competitive.

v. "The Last Lesson" story was written in which year?

- a)1869 – 1870 b)1870 – 1871 c) 1872- 1873 d) 1870 – 1872

vi. "I never saw him look so tall". Which of the following best captures M. Hamel on the last day of school?

- a)cranky, miserable, dedicated, resigned
b)patient, dignified, emotional, courageous
c)calm, nostalgic, disappointed, patriotic
d)proud, reproachful, persistent, heroic

Q10. Answer ANY FIVE of the following in about 30-40 words each.

2X5=10marks

- (i) For Saheb, how was work at the tea stall different from rag picking?
(ii) How did the instructor make Douglas a good swimmer?
(iii) What might be the significance of setting the story's events during Christmas? Justify your opinion. (Rattrap)
(iv) Why has the mother been compared to the 'late winter moon'?
(v) What is the meaning of the phrase 'massive weight of uncle's wedding band'?
(vi) How was the make-up room in the Gemini Studios a fine example of national integration?

Q11. Answer ANY TWO of the following in about 40–50 words.

2X 2 = 4 marks

- (i) Dr. Sadao and his servants were only partly loyal to their country. Comment.
(ii) 'Students on Ice' is a program that prepares global citizens. Discuss.
(iii) Which words of her brother made a deep impression on Bama?

Q12. Answer ANY ONE of the following in about 120–150 words.

1X 5 = 5 marks

(i) Imagine that the peddler and the crofter meet after a few years. Create the exchange of dialogues between the two.

OR

(ii) Imagine Sophie's father finds out about Sophie's going to the canal to meet Danny Casey which leads him to think that she has lied to everyone about the whole affair. He is infuriated and prohibits Sophie from going anywhere except to school.

As Geoff, write a diary entry disapproving of your father's punishment by citing your reasons for being sympathetic to Sophie.

You may begin this way:

Monday, 2 September 1940

9 PM

I cannot get myself to stand with my father in his tirade against Sophie. Sure, she is not the most.....

Q13. Answer ANY ONE of the following in about 120–150 words.

1X 5 = 5 marks

- (i) The play 'On the Face of It' depicts the unusual behaviour of the people towards the physically disabled, which makes them feel lonely. Comment.

OR

- (ii) In the story 'The Third Level', Charley wants to go to Galesburg, Illinois in the year 1894. If you had an opportunity to go to another time and place, where would you like to go? Why? How would Sam analyze your choice of alternate time and place?