



Summative Assessment II, 2011-2012

Subject : English (Core)

Time : 3 Hrs.]

Class : XI

[M. M. : 80

General Instructions :

- (i) The question paper is divided into four sections :

Section A	Reading Comprehension	20 marks
Section B	Writing	20 marks
Section C	Grammar	10 marks
Section D	Text Books	30 marks

- (ii) All questions are compulsory.

- (iii) Marks are indicated against each question.

SECTION : A (Reading)

1. Read the passage carefully and write the correct option in your answer-sheet :

Given the standing of some of its institutions of higher learning, the IITs and IIMs, India is a potential 'knowledge power'. Realising the potential, however, is not going to be easy. The impressive strides made by Sarva Shiksha Abhiyan notwithstanding, universal access to quality school education – “a minimum necessary condition for any progress towards making India a knowledge society”, as the 2006 report of the National Knowledge Commission puts it – remains a distant goal.

There is as yet no legislation at the national level to affirm the right to education, a fundamental right under the Constitution. The number of school buildings for elementary and secondary

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education falls far short of requirements and so does the number of qualified teachers. The pressure on government budgets, which forces governments to hire teachers on contract paying a pittance of a salary, is playing havoc with quality. While the incursion of the private sector in the field is providing some competition, mechanisms to enforce the required standards are lacking.

Not that there are no national standards or standards-enforcing agencies. We have the National Council for Educational Research and Training (NCERT) to bring out textbooks in various subjects for school education. The central government runs several model schools. The Central Board of Secondary Education (CBSE) conducts examinations for schools affiliated to it across the country. The states too have their school boards to conduct exams and enforce minimum standards. However, the standards vary widely. In their anxiety to show spectacular performance, some states are overly lenient in marking answer papers.

Questions arise even over the standards applied by CBSE. Going by the number of students securing 90 per cent or more in their higher secondary exam, it would appear India is on the brink of a knowledge revolution. The numbers are so large that the cut-off point for admission to top colleges is now above 90 per cent. However, admissions to IITs and medical colleges are not based on CBSE or state board exam results. Leading undergraduate colleges offering non-professional degree courses hold their own admission tests. Obviously, higher secondary school results are not taken to be a reliable index of the quality of a student's learning capability or potential.

It is not difficult to see why. In the CBSE class XII exam., the number of successful candidates securing more than 90 per cent in economics this year turned out to be over 8,000 in the Delhi region alone; in English it was above 9,000. The numbers seem to be growing every year. If the country produces so many children who attain very high levels of performance even before graduation, we can expect India to produce Amartya Sens by the dozens.

While scoring high marks or even 100 out of 100 may not be out of a good student's reach in subjects like mathematics or physics, it is difficult to figure out the quality of the answers that fetch 90 per cent marks in economics or English. The standards applied by higher secondary



boards like CBSE seem to have been diluted to the point that leaves a big gap between what students learn at school and what they have to face on entering institutions of higher learning. Thriving teaching shops around the country promise to bridge that gap.

In an attempt to remedy the situation, NCERT had recently commissioned experts to rewrite textbooks on macro and micro economics. Though not entirely free from blemishes, these new texts should go some way in helping beginners get acquainted with the basic concepts in the subject and their applications.

Not surprisingly, their introduction is facing roadblocks. Teachers do not like to be compelled to look at textbooks they are not familiar with. Those who revel in seeing students score 90 per cent are chary of ushering in something that may stop the rush of such scores. Lastly, even teaching shops see red as they fear loss of business if the higher secondary finalists can get their skills upgraded without buying their help.

One wonders if our Knowledge Commission is aware of these insidious impediments to India's knowledge ambitions.

(a) A distant goal is : 1 × 6 = 6

- (i) Sarva Shiksha Abhiyan (ii) quality school education
 (iii) National Knowledge Commission (iv) knowledge society

(b) The main factor that has affected the quality of education :

- (i) private sector (ii) pittance of a salary
 (iii) teachers on contract (iv) some competition

(c) The two standard enforcing agencies are :

- (i) IIT and CBSE (ii) CBSE and NCERT
 (iii) IIT and IIM (iv) IIT and NCERT

(d) Leading undergraduate colleges hold their own admission tests because :

- (i) they are proud of their admission tests
 (ii) they dislike higher secondary school results
 (iii) they distrust higher secondary school results
 (iv) they are leading undergraduate colleges

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- (e) The problem created by the result by CBSE is :
- (i) CBSE gives 90% marks to 8000 students
 - (ii) CBSE gives 90% marks to 9000 students
 - (iii) CBSE gives good marks to all the students
 - (iv) CBSE has created a gap between knowledge at schools and institutions of higher level

(f) Synonym of 'clearly' is :

- (i) acquainted (ii) upgraded (iii) affiliated (iv) obviously

2. Read the following poem carefully and answer the questions by selecting the most appropriate options from the ones given :

I heard a thousand blended notes,

While in a grove I sate reclined,

In that sweet mood when pleasant thoughts

Bring sad thoughts to the mind.

To her fair works did Nature link

The human soul through me ran;

And much it grieved my heart to think

What man has made of man.

Through primrose tufts, in that green bower,

The periwinkle trailed its wreaths;

And 'tis my faith that every flower

Enjoys the air it breathes.

The birds around me hopped and played,

Their thoughts I cannot measure : –



But the least motion which they made

It seemed a thrill of pleasure.

The budding twigs spread out their fan,

To catch the breezy air;

And I must think, do all I can,

That there was pleasure there.

If this belief from heaven be sent,

If usch be Nature's holy plan,

Have I not reason to lament

What man has made of man ?

(a) The poet's mind was filled with..... $1 \times 6 = 6$

- (i) depression (ii) pleasant thoughts (iii) tension and anxiety (iv) anger

(b) The poet was sad because of.....

- (i) his past actions
(ii) what his family members did to him
(iii) the destructions man has caused to Nature
(iv) all the above

(c) According to the poet, Nature is.....

- (i) not lifeless
(ii) not a living organism
(iii) full of resources for man to explore and exploit
(iv) passive and has no life

(d) The poet found the birds.....

- (i) sleeping (ii) dead
(iii) happy and hopping around (iv) killed by man

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- (e) The budding twigs were.....
- | | |
|--------------------------------|----------------------------------|
| (i) spreading out their leaves | (ii) were fluttering in the wind |
| (iii) enjoying the cool breeze | (iv) all the above |
- (f) The opposite of 'breezy' is.....
- | | | | |
|-----------|------------|------------|--------------|
| (i) windi | (ii) gusty | (iii) calm | (iv) airless |
|-----------|------------|------------|--------------|

3. Read the passage carefully and answer the questions that follow :

Not knowing about web sites like Orkut, myspace.com facebook.com or friendster.com, for teens, isn't just in the league of the 'uncool' today.

These are an integral part of the information superhighway that students access for academic purposes. Mostly, parents aren't bothered until a case like Adnan Patrawala hits the headlines. Going out to meet friends made through a social networking site cost the teenager his life.

It's important to understand that it isn't the site per se that's at fault. But what perhaps is at fault are the unsafe ways young people communicate over such publics forums where it's easy for strangers to access information.

"Teens also swap messages with friends, posting diary-like blogs and share photos. Beyond their profiles, they can search through message boards, and blogs about various topics like sports, relationships or music," says Annette Martis, Manager, Consumer Products and Solutions, Symantec India.

Unfortunately, parents can't always chaperone teens to make sure they're safe online. Martis's tips for parents include :

You can teach your kids the ways of the Internet – especially online communities unless you know the lay of the land well yourself.

Anyone can join an online community and pretend to be someone they're not. These sites even allow visitors to search for people based on age, city and gender. Kids can post information about their school or pictures of themselves or information about their sporting events, which seems harmless. But they don't understand that predators can piece information together to find, identify and harm them. Explain the dangers of posting personal information, and make sure your teen's profile doesn't offer any clues about who she really is.



Kids can never be 100 per cent certain of who they're interacting with in online communities. Some try to add as many friends as possible to their contact list – meaning, people they don't really know can message them directly.

Sometimes teens post material that can be used against them later. Posting mean messages on other profiles or they tell tales of unsavory activities is some such stuff. Once posted online, these musings are out there for the world to see. People are worried now whether future employers can use such postings against them.

Ask young children what kind of content they think is appropriate to post in online communities. Set some guidelines together and stick them near the computer.

Kids are often scared their Internet privileges will be taken away if they tell parents about anything that's making them uncomfortable online. But if you're talking about it, they'll feel comfortable that you'll understand. Together, become familiar with the online community's safety policies and reporting mechanisms.

For teenagers, Martis has some simple tips.

Use your site's privacy features to limit personal posts to people you trust.

Even if you can confirm the identity of people met online, take precautions by meeting in a public or group setting.

Don't post suggestive pictures or images that might give strangers clues about your identity. They compromise your security and may affect how relatives, teachers, friends and acquaintances perceive you.

Monitor your blog comments and delete anything you don't want people to see.

Don't use your account to spread rumours or disclose personal information about others. Your actions could have serious implications for you and even your parents.

(A) On the basis of your reading of the passage, make notes on it, using recognizable abbreviations wherever necessary. Supply a suitable title to the passage. 5

(B) Answer the following questions by selecting the most appropriate options from ones given below: $1 \times 3 = 3$

(a) Synonym of 'exchange' is:

(i) swap

(ii) access

(iii) uncool

(iv) blogs

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(b) Opposite of 'unsavory' is :

- (i) safe (ii) unsafe (iii) distasteful (iv) tasty

(c) Synonym of 'delete' is :

- (i) delight (ii) elite (iii) remove (iv) rubbish

SECTION : B (Writing)

4. Look at the input given below :

Ali's grandfather ill – goes to village – looks after him – visits the village – surprised – village life tempting – decides to stay – joins the village school – village life simple – soon finds it boring – comes back

As a participant of the story telling competition, complete the story using the above input in about 100-150 words. 5

OR

Last year while going to Kolkata by train. You reached the station very late. You got on the train without buying the ticket. Describe your experience in about 100-150 words.

[**Hints** : start late – reach station late – whistle – board the train without ticket-felt afraid – heart pounding hard – ticket examiner enters – asks many questions – tell the truth – kind behaviour – penalty – with great difficulty tackles the situation]

5. Conservation of water is the need of the hour. In the coming years we are going to face acute shortage of drinking water all over the world. Write an article in about 150-200 words on the need to conserve water. 8

OR

You are Ajeet/Meeta and are totally disgusted by the way people have begun to copy the western culture and forgotten their own tradition and history. Ours is an old culture and have a treasure in terms of historical monuments, art and literature. Write an article on 'Our Rich Cultural Heritage' in about 150-200 words.

6. You are Rajan/Rajni of Ashok Vihar, Phase II. Write a letter to the editor of the newspaper 'The Times of India' highlighting the importance of Disaster Management in India. 7



OR

You are Suneel/Suneeta of B Block, Mangol Puri. Write a letter to the DCP, North Delhi complaining about the poor law and order situation in your area. Suggest ways to make the area safe for girls and old people.

SECTION : C (Grammar)

7. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet as given below, against the correct blank number. $\frac{1}{2} \times 8 = 4$

		Incorrect	Correct
Our house is the better place for	(a)	.....	(a).....
us. When its cold we dash out our house	(b)	.....	(b).....
to keep warm. A house is a place where we lived.	(c)	.....	(c).....
We take pride on our homes and	(d)	.....	(d).....
decorate your houses with care.	(e)	.....	(e).....
We pass our childhood there. We grow after	(f)	.....	(f).....
and pass adolescent years. We spend	(g)	.....	(g).....
happy and sad moments at the house	(h)	.....	(h).....

8. Complete the dialogue with the correct sentence/clause. Write your answers in the answer-sheet against the correct blank number. $1 \times 4 = 4$

Rashmi : Hello Rahul ! What brings you here ?

Rahul : (a).....for my friend. He has won the District level Chess Championship.

Rashmi : That is great. Have you bought the gift ?

Rahul : Yes, I've bought a box of chocolates.

Rashmi : How (b)..... ?

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- Rahul : It's just for Rs. 200/-.
- Rashmi : Don't you realise the value of money ?
- Rahul : Do you think (c)..... ?
- Rashmi : You should have bought something useful for him.
- Rahul : Please tell me (d).....
- Rashmi : You can buy a book on chess or a C. D. about the game.
- Rahul : Thank you for a good suggestion.

9. Rewrite the following into meaningful sentences : $1 \times 2 = 2$

- (a) no/as/is/and/home/comfortable/beautiful/place/as/there
5 4 3 6 2 1
- (b) in/place/it/our/the/beautiful/even/if/house/most/small/is
2 3 6 1 4 5

SECTION : D (Text Books)

10. Read the extract and answer the questions that follow : $1 \times 4 = 4$

Silence surrounds us. I would have
Him prodigal, returning to
His father's house, the home he knew
Rather than see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.

- (a) 'Us' in the first line refers to.....
- | | |
|---------------------------|---------------------|
| (i) mother and father | (ii) son and mother |
| (iii) father and daughter | (iv) father and son |
- (b) The word 'prodigal' has a reference to.....
- | | |
|-----------------|------------------------|
| (i) the Quran | (ii) the Ramayana |
| (iii) the Bible | (iv) none of the above |



- (c) The father is willing to.....
- | | |
|---------------------------|-----------------------------|
| (i) punish his son | (ii) forgive his son |
| (iii) accommodate his son | (iv) do nothing for his son |
- (d) 'Silence surrounds us' means.....
- | |
|--|
| (i) there is no communication between the two |
| (ii) due to silence they don't hear each other |
| (iii) they are far away from each other |
| (iv) they are just sleeping |

OR

Showing her barred face identity mask.

Then with eerie delicate whistle-chirrup whisperings

She launches away, towards the infinite.

And the laburnum subsides to empty.

- (a) 'She' here refers to.....
- | | |
|--------------------------|------------------------|
| (i) the poet | (ii) the laburnum tree |
| (iii) the goldfinch bird | (iv) none of the above |
- (b) 'Launches away' means.....
- | | |
|-----------------------|-----------------------------------|
| (i) launches a rocket | (ii) flies away into the vast sky |
| (iii) runs away | (iv) walks away |
- (c) Before her arrival the tree was.....
- | | |
|--------------|-------------|
| (i) peaceful | (ii) happy |
| (iii) lonely | (iv) active |
- (d) After she leaves the tree
- | | |
|-------------------|----------------------|
| (i) it is lonely | (ii) it is relieved |
| (iii) it is happy | (iv) it is depressed |

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11. Answer any 5 in 30-40 words :

2 × 5 = 10

- (a) Compare and contrast a classical Chinese landscape and a western figurative painting.
- (b) According to the poet, where must his childhood have gone ultimately ?
- (c) What question did the First Brandt Report raise ?
- (d) What did Lhamo give to Nick Middleton before he started his journey to Mount Kailash and what piece of advice did she give him at the time of farewell ?
- (e) How did Zahi Hawass feel before and after Tut's mummy was taken out for C. T. scan ?
- (f) What mishap had occurred to Professor Gaitonde according to Mr. Rajendra ?

12. Answer any one in about 100 words :

6

How did the relation between the grandmother and the author change after they left the village ?

OR

Describe the difficulties faced by the narrator during his journey to Mount Kailash.

13. Answer the following question in about 100 words :

4

Give an account of efforts made by Dr. Andrew Manson to revive the still born child.

OR

How did the author make the marriage of Ranga and Ratna possible ?

14. Answer any two of the following in about 30-40 words each :

3 × 2 = 6

- (a) Why did Albert see no point in learning dates and facts ?
- (b) How did Mrs. Pearson show her dislike for Doris's going out with Charlie Spence ?
- (c) Why did the king order to hang someone immediately ?