

CENTRAL BOARD OF SECONDARY EDUCATION**Practice Question Paper-1 (SOLUTIONS)****SUBJECT : ENGLISH****CLASS : XII****Time : 2 Hours****Marks: 40****SECTION A – READING (14 marks)****1. Read the following passage carefully :****[1 × 8 = 8]**

- (i) The narrator conveys that school is a kind of institution where students learn their early lessons of life. In the safe environment of school, children experience moments of joy, challenges, achievements, failures and disappointments to face the challenges and hardships of life.
- (ii) Hybrid school model is a set up in which students complete their studies both in-person (with reduced class sizes) and online.
- (iii) In synchronous blended learning, students get the support of faculty and peers. In an asynchronous blended learning, students are allowed to acquire new knowledge and practice skills at a pace that is optimal for their learning.
- (iv) The options of both online and offline and blended learning have now become a new normal.
- (v) Due to Covid-19 pandemic, children have developed behavioural problems and intense reactions of anxiety, depression and fear.
- (vi) The children who have experienced traumatic events need consistency with routines, sleep schedules, emotional support, and reassurance about the outbreak.
- (vii) It is important to instil psychological characteristics amongst the children, so that they could be empowered with the capacity to deal with the change happening because of this turmoil, and scaffold themselves with resilience and responsibility.
- (viii) The contemporary education is not just limited to classrooms or textbooks, but it also guarantees the students with opportunity to express their inner creativity and showcase their talent and skill in the areas of interest.
- (ix) Integral

2. Read the following passage carefully.

- (i) The students dropout of school, slows down the economic and social well-being as well as reduces the literacy rate of the country and creates a non-innovative environment.
- (ii) The percentage of school dropouts in education at the secondary level is 19.8 percentage.
- (iii) A dropout is an "ever-enrolled person" who does not complete the last level of education for which he/she has enrolled and is currently not attending any educational institution.
- (iv) The sustainability and efficiency of the education system is to be analysed to implement the Government's Right to Education Act and National Policy on Education.
- (v) Help in domestic work, economic condition, and lack of interest were found to be the topmost cause of discontinuing education.
- (vi) About 30.29% of the girls gave domestic work as the reason for discontinuing education and about 36.90% of boys left studies because they had to support their families.
- (vii) 13.2 percentage of girls leave studies because of early marriage.

SECTION B – WRITING (8 Marks)

3.

**CCA Coordinator
Vidya Mandir Vidyalaya**

New Delhi
10th November 20XX
To
The Director
Delhi School of Art
New Delhi

Respected Sir/Ma'am
On behalf of the institution, I cordially invite you to share your valuable thoughts about the 'Importance of Promoting Art Education'. It will be held on 2nd December 2019 in our school auditorium.
We would be honoured to have you as the Keynote Speaker, according to your availability. Our school management will be sending you the itinerary shortly. We look forward to having you with us.
RSVP
ABC
(CCA Coordinator, Vidya Mandir Vidyalaya)

4. A-150 Mount Road

Chennai

8th March, 20XX

The HR manager

Sundaram Westside

12/A Mint Road,

Chennai

Subject: Application for the post of Manager (Accounts)

Respected Sir,

In response to your advertisement in 'The Chennai Times', dated March 6th, 2020 for the post of Manager (Accounts), I wish to offer my candidature.

I am interested in this post as I have 3 years of relevant experience for the profile. I have done M.Com from the University of Delhi. I also possess proficient computer skills.

I am attaching my resume for your review. I hope to hearing from you soon.

Thanking you

Yours Sincerely,

Tapas/ Tapasaya

End : Resume

BIO DATA

Name : Tapas / Tapasya
 Father's Name : Mr. K. Swami
 Date of Birth : 25th June 1986
 Address : A-150, Mount Road, Chennai
 Age : 34
 Contact No. : 9911000XXX
 Email Id : tapas@gmail.com
 Nationality : Indian
 Marital Status : Married
 Qualifications :

| Name of the Examination | Name of the Board/ University | Name of the Institution | Year of Passing | Percentage |
|-------------------------|-------------------------------|-------------------------------------|-----------------|------------|
| M.Com | University of Delhi | Delhi College of Accounts | 2008 | 72 |
| B.Com | Chennai University | R.K.Z. College of Arts and Commerce | 2005 | 65 |
| Sr. Sec | CBSE | MPJ School | 2004 | 92 |
| Sec. | CBSE | MPJ School | 2002 | 85 |

Achievements : Best Performer for 2 consecutive years.
 Work Experience : 3 years as Accounts Executive at Vidya Prakashan Pvt. Ltd
 Achievements : Best Performer for 2 consecutive years.
 Languages Known : English, Hindi and Tamil
 Skills : Proficient Tally Skills and Computer skills
 Hobbies : Coding, Listening to music
 References : **Ms. Riya Sharma,**
 Accounts Head
 Vidya Prakashan Mandir Pvt Ltd.
 983721XXXX
 Declaration : I, hereby, declare that the information furnished above is true to best of my knowledge.
 Date : 8th March 20XX
 Place : Chennai
 Signature : Tapas

OR

Programme on Swachh Bharat Mission

By Srinivasan/ Latha

Our school organized a programme on Swachh Bharat Swasth Bharat Mission to mark the 150th birth anniversary of Mahatma Gandhi. The programme aimed at creating awareness among the students and general public regarding Cleanliness. Under this programme, all the students from VI to XII participated. As a part of this Cleanliness Drive, volunteers were asked to locate unclean corners of the school and work upon them.

Students from grade VI to VIII thoroughly enjoyed the poster-making activity and pasted these in the nearby locality. In order to make the general public aware about the importance of cleanliness, a procession was taken out. Slogans about cleanliness were raised.

The programme concluded with words of appreciation by the school principal and a pledge ceremony for keeping our surroundings clean. The teachers and people of the nearby locality were overwhelmed with the efforts of the students.

SECTION C – LITERATURE (18 Marks)

5. (i) John Keats was a great worshipper of beauty. He saw beauty as a perennial source of joy and happiness. Beauty leaves an indelible imprint on the mind of the onlooker and provides eternal happiness whenever the thought or sight flashes upon the inward eye. The loveliness of a thing of beauty goes on increasing with time and it never passes into nothingness.
- (ii) Aunt Jennifer is victimized by the overbearing and dominant nature of her husband. Her life has become a perpetual torture. The fear of her authoritative husband has gone so deep into her being that she seems to have lost all strength and energy. Thus her hands shake and flutter so much that she is not even able to pull the needle through the tapestry.
- (iii) No one should be denied the right to education. If the criminals in prison are provided with education and work skills, their life can turn towards a bright and crime free future. Education can help them to become responsible citizens therefore efforts should be put in to provide opportunity of learning and education to even the criminals in prisons.
- (iv) The ritual of story telling was followed with the express purpose of making the little girl Jo sleep. However, Saturday story-telling exercise was very lengthy and fatiguing for the father as the child had grown up and refused to sleep.
- (v) An illiterate, poor and oppressed farmer, Rajkumar Shukla was an enterprising man who came all the way from Champaran to request Gandhiji to secure justice for the indigo sharecroppers of his area. The tenacity of this resolute man so impressed Gandhiji that he decided to fight for the farmers' 'cause and won them justice and self-reliance.
- (vi) The tigers made by Aunt Jennifer symbolize the spirit of courage, strength and fearlessness. Aunt Jennifer, a victim of male oppression, expresses her crushed feelings in the form of art. So, the tigers are symbolic of the fear of male domination with which Aunt Jennifer suffers.
6. **Answer ANY TWO of the following in about 120-150 words each.** **[4×2=8]**
- (i) Keats believed in the oneness of Truth and Beauty which can be spiritual and not physical. He saw truth and beauty as the common attributes of the Divine Reality. Nature, he felt, was beautiful. The sun, the moon and the stars all are beautiful only because such beauties are a reflection of the beauty and majesty of their Maker, who is the highest truth. In the concluding, lines of the poem the poet refers to his faith in the Divine Beauty when he sees Nature as an endless fountain which pours forth its bounties on earth from the Heavens above.

- (ii) The father and daughter stand in contrast to each other in the story "The Rattrap". Keeping in mind, the age factor, one expects a better sense of maturity from the father than from the daughter. But contrary to the expectations, the father acts impulsively and casually. He jumps to the conclusion without giving much thought to the problem at hand. In the forge, he mistakes the peddler for an old regimental comrade. Without confirming the stranger's identity he immediately invites him to his manor house. Again, on realising his mistake, he very thoughtlessly decides to refer the matter to the sheriff. Yet again, on learning in the church about the peddler's thievery, he starts worrying about his own silver ware, Edla – the daughter on the other hand, shows a strong sense of observation. She quite rightly judges her guest to be a tramp. She has a cool and a very sympathetic attitude. She persuades her father to let the guests stay because she and her father had promised him "Christmas cheer". She takes the stranger by the hand and leads him to the dining table and makes him eat in spite of her father's fear and protest. It is because of her intercession and compassion that the peddler redeems himself from dishonesty.
- (iii) Gandhiji came to Champaran to look into the grievances of the oppressed indigo sharecroppers. Meticulous as he was, he looked into the whole issue right from the very beginning. Gathering information from the lawyers who knew the issue, as well as from the laymen who were actually the victims of injustice, Gandhiji made an in-depth study of the facts. He also met the secretary of the British landlord's association as well as the British official commissioner of the Tirhut division to get their view point. Their indifferent and un-cooperative attitude failed to put Gandhiji off. He continued to conduct his enquiry which was very time consuming. Thousands of depositions were written and documents and evidences were collected. From April to June Gandhiji worked untiringly. Then after four protracted interviews with Gandhiji the Lt. Governor constituted a commission of inquiry where the deadlock of issue of compensation money was broken and the farmers got 25% money back. Next, Gandhiji took upon himself the task of looking into the health condition and social and cultural backwardness of this region. All these commitments were time consuming. Thus what began as a casual visit got extended to over a year.