

FIRST SUMMATIVE ASSESSMENT : 2011-12Subject : **ENGLISH**Time : **3 hrs.**Class : **XIth**M.M. : **100****General Instructions :**

- * This paper is divided into four sections :
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|-----------|------------|----------|
| Section-A | Reading | 20 marks |
| Section-B | Writing | 20 marks |
| Section-C | Grammar | 15 marks |
| Section-D | Literature | 45 marks |
1. All section are compulsory.
 2. Separate instructions have been given for each section and each question. Follow these instructions carefully.
 3. Do not exceed the word limit.

SECTION-A (READING)**Q.1 Read the following passage and answer the questions that follow : (12)**

1. A recent news report highlighted the fact that only 48.3% of Indian children in Class I could read the English alphabet, even in big capital letters. The annual education audit by the NGO Pratham showed that Gujarat had the worst record: only 25.3% of Gujarati children could read capital letters in English, and only 8% could read English sentences. To rectify this, and join the globalisation bandwagon, the Gujarat government proposes to teach English in Class I. Other states are making similar moves.
2. Yet this is an error. Global research shows that children should learn reading and writing in their mother tongue First. Only after they can read fluently at a minimum of 45-60 words per minute can they absorb what they are reading. Such fluency is most easily achieved in the mother tongue. Once that is established, learning a second language becomes much easier.

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3. Premature teaching of a second language — like English — can prevent a child from learning to read fast enough in its mother tongue. Early reading and writing is vital : children that cannot do so fluently by Class will likely never catch up with classmates in higher classes.
4. These insights flow from research on the neurological foundations of learning IN 'Efficient Learning for the Poor : Insights From the Frontier of Cognitive Neuroscience', educationalist Helen Abadzi shows that human short-term memory works well for up to 12 seconds. So, within 12 seconds, a person should be able to read a sentence (or complete grammatical unit), process its meaning, and classify and file it within his or her mental library (what experts, call "cognitive networks").
5. In a separate work, Abadzi writes "people must be able to read one word per second, or per 1.5 seconds at the outside, to be functional readers. If they read more slowly than that, they find that they have forgotten the beginning of their sentence by the time they reach the end." Children struggle to decode letters of a new language. If they cannot read fast enough, then all their mental attention is taken up in decoding the letters, and no attention is left for grasping the meaning of the text.
6. If a child cannot read quickly, it cannot follow what textbooks or teacher are conveying. All schooling can bypass such children. They can spend eight years in school and remain functionally illiterate. This, alas, is common in India.
7. This is not an argument against learning two or three languages. indeed, children under 8 learn new languages most easily. But research shows that proficiency in one language makes it easier to master a second. Learning the first language expands the cognitive networks of a child's mind, making it easier to grasp the same concepts in a second language.
8. Rich children with Pre-school education enter school with a vocabulary of 3,000 words, but poor children may have a vocabulary of just 500 words So, poor children already struggle to keep up in Class I. Their struggles can become intolerable if they have to learn a second language.

9. Abadzi recounts an experiment from Zambia. Initially, children were taught both English and the local language from Class I. In an experiment, some schools taught only oral reading in Class I and English writing from Class 2. The results were astounding. Earlier, reading scores of children were on average two grades less than the standard benchmark in English, and three grades lower in the local language. But once English was introduced at a later stage, reading and writing scores shot up 575% above the benchmark in Class I, 2,417% higher in Class 2, and 3,300% higher in Class 3. Scores in the local language showed similar upward leaps. The system was then extended to all schools in Zambia.
10. This holds a lesson for India. English skills are undoubtedly important, and give us a big edge over China. Poor parents are keenly aware that English language skill improves earning ability, and so many have switched their children from government schools to private schools claiming to teach in the English medium.
11. Gujarati parents say, "My child already speaks Gujarati why teach that again in school ? Why not English ?" That logic sounds impeccable, but is mistaken. Once a child has become good in Gujarati, it will more easily become proficient in English. Rather, good Gujarati is a sound foundation for good English.
12. Faced with half-empty classrooms in government schools, some state governments plan to introduce English from Class I to win back' students. That would be a serious error.
13. English is important. But even more important is reading and writing in your mother tongue.

Q.1.1 Answer the following questions briefly :

- (i) What is the main discovery of the NGO Pratham regarding reading among the Indian students ? (2)
- (ii) Why does global research emphasise the teaching of mother tongue first ? (2)
- (iii) Why is the fast reading important ? (1)
- (iv) How are the rich and the poor children different when they enter Pre-school?(2)
- (v) Why do the parents send their children to public schools and not to government schools ? (2)

Q.1.2 Find out the words from the passage which mean the same as the following :

- (i) important (Para 3)
- (ii) that cannot be tolerated (Para 8)
- (iii) ability to do something very well (Para 7) (3)

Q.2 Read the following Passage and make notes. (8)

1. Yes, but what did we use to do before there was television? We used to enjoy civilised pleasures. For instance, we used to have hobbies, We used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read book and listen to music and other broadcasts occasionally. All these belong to the past. Now all our free time is regulated by the 'goggle box'. We rush home or gulp down our meals to be in time for this or that programne. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day.
2. If any member of the family dares to open his mouth during a programme, he is quickly silenced.
3. Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. It is now a standard practice for a mother to keep her children quiet by turning the TV set on. It does not matter that the children will watch rubbish commercials or spectacles of violence –so long as they are quiet.
4. There is a limit to the amount of creative talent available in the world. Every day television consumes vast quantities of creative work. That is why most of the programmes are so bad: it is impossible to keep pace with the demand and maintain high standards as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which are characteristic of pre-literate communities. We become utterly dependent on the two most primitive modes of communication: pictures and the spoken word.

5. Television/encourages passive enjoyment. We become content with second-hand experience. It is so easy to sit on our armchair watching others working. Little by little, television cuts us off from the real world. We get so lazy we choose to spend a fine day in semidarkness, glued to our sets, rather than go out into the world itself. Television may be a splendid medium of communication, but it prevents us from communicating with each other.

Q.2.1 On the basis of your reading of the above passage make notes asit, using recognisable abbreviations use a proper format. (5)

Q.2.2 Find words/phrases in the passage that mean the opposite of the following. (3)

- (i) regularly (para-1)
- (ii) barbarons (para-1)
- (iii) hurried (para-1)

SECTION-B (WRITING)

Q.3 As a cultural secretary of St. Scholars Divine School, Dehradun, write a report on the co-curricular activities on your school Annual Day. (4)

OR

The Railway station of Kanpur had a train accident. As an eye-witness give a report of the situation at the station Mention about time-date and damage to life and property.

Q.4 You are the librarian of meera secondary school, Neyveli. Write a letter to M/s. Tarun Bhatnagar and Bros, Booksellers, Agra, placing an order for books (mention at least 4 titles of the books) to be supplied immediately. (8)

OR

You are Manish/Manisha of 732, Rose Apartment, Madurai write a letter to the editor of 'The Hindu', Madurai about the speeding vehicles, road accidents Draw attention of the concerned authorities and offer your suggestion.

- Q.5** Television is termed as an idiot box in many countries. Keeping in view this opinion, write an article in 150-200 words, showing the influence of TV on young mind. You are Sohan/Rohan, a resident of Mumbai. (8)

OR

Satish Chandra, Secretary of Health Club of your school, is very much pained to see an article on pollution in the newspaper. In order to highlight its effects, he decides to write an article for the school magazine. Write his article in about 200 words.

SECTION-C (GRAMMAR)

- Q.9** Fill in the blanks using suitable determiners. (2)

_____ (a/an/the) man went for _____ (a/an/the) holiday to a place near _____ (a/an/the) sea. He spent _____ (every/all/some) his days watching the waves crash against the shore.

- Q.10** Fill in the blanks with the suitable forms of the verbs given in the bracket. (3)

I _____ (park) my car, at a place, where there was a 'No Parking' sign and _____ (ran) to buy some flowers. When I _____ (return) a few minutes later I _____ (find) that the car was not there any more.

- Q.11** Fill in the blanks using suitable modals. (2)

1. You _____ not worry any more.
2. If I were rich I _____ buy a car.
3. You are quite well. You _____ not go to a doctor.
4. He _____ play football when he was young.

- Q.12** The following passage has not been edited. There is one error in each of the following lines. Write the incorrect word and the correction. (4)

The eggs of a koel is pale grey with brown _____
speckles. They looks very much like a crow's _____

eggs. The unsuspecting crow hatch the Koel's _____
 eggs and feed the baby koels along with her _____
 own young ones. The make koel have shiny black _____
 eyes. The female are quite different in _____
 colour, it has dull brown with white spots _____
 and lines koels lives in large leafy _____
 trees in many parts of India.

Q.13 Rearrange the jumbled words to make meaningful sentences. (4)

1. Bengal/danger/the/in/of/extinction/is/tiger
2. smaller/smaller/is/habitat/its/getting/and
3. has/complete/project tiger/a/proved to be/failure.
4. at the/be done/earliest/something/should

SECTION-D (LITERATURE)

Q.14 Read the extract given below and answer the questions that follow. (4)

A sweet face
 my mother's, that was before I was born.
 And the sea, which appears to have changed less
 washed their terribly transient feet.

- (a) Name the poem and the poet.
- (b) Where was the 'sweet face' and how old was it than ?
- (c) Bring out the contrast indicated by the poet in the last two lines ?

Q.15 Answer any two of the following questions in about 30 words each. (3x2=6)

- (a) In the poem 'The Laburnum Top' what is the bird's movement compared to and how ?

- (b) Why does the poetess feel emotional on seeing the photograph ?
- (c) Briefly describe the changes brought in the laburnum top on the arrival of the goldfinch ?

Q.16 Answer any five of the following in about 30 words. (5×2=10)

- (a) Why was king Tut's Coffin put in hot sun ?
- (b) What is the middle void ? Why is it important ?
- (c) What advancements have taken place in archaeology since 1922 ?
- (d) What happened to sea when a huge wave hit 'wavewalker' ?
- (e) Which activity did the grandmother find the most relaxing when she lived in the city ?
- (f) What happened to artist an Daozi finally in the anecdote about his painting?

Q.17 Answer one of the following in about 100-125 words. (10)

What impression do you form of Khushwant Singh's grandmother ? Bring out the outstanding features of her character in your answer.

OR

What qualities of the character of the captain of the ship and his crew helped them overcome the crisis ?

Q.18 Answer one of the following in about 100 words. (6)

Albert Einstein found himself miserable both in the German School and his quarters at Munich. What were the reasons for his misery and how did he attempt to get out of the situation ?

OR

According to masti Venkatesha Iyengar. What is the influence of English language on the way of life on his village and Indian Society in general (Ranga's Marriage).

Q.19 Answer any three of the following questions in about 30 words each. (3×3=9)

- (a) Why did the narrator not wait for Mrs. Dorling on her second visit ?
- (b) What does the narrator tell the reader about his village Hosahalli ?
- (c) Maurad Said, “ I have a way with a horse. Do you agree ? Give an example to prove your point ?
- (d) What was the Garoghlanian tribe known for over the centuries ?

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