

**2019-20**

**ENGLISH CORE (Set-2)**

**CLASS XII**

**Time: 3 Hours**

**Max.Marks:80**

**General Instruction:**

- (i) The paper is divided into three Sections: A, B and C. All the sections are compulsory.**
- (ii) Separate instructions are given with each section and question, wherever necessary.**
- (iii) Read these instructions very carefully and follow them faithfully.**
- (iv) Do not exceed the prescribed word limit while answering the questions.**

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**SECTION A (Reading)**

**20marks**

**Q1 .Read the following passage and answer the questions that follow:**

**12 marks**

**Science for Disaster Management -PK Mishra**

1 In an increasingly connected world, disaster and emergency risks are becoming more complex and intractable .Therefore, it is of vital importance that we optimize the application of scientific and technological capabilities to understand, reduce and manage disaster and emergency risks.

2 It is indeed commendable that National Disaster Management Authority is reaching out to the scientific community and working towards a futuristic agenda for disaster risk management in the country. Over the last 20 years, science and technology have brought a deeper understanding of how they can be managed.

3 This is evident in the huge improvements we have made in the forecasting extreme climate and weather events, our improved understanding of earthquakes and landslides, as well as our ability to model risks. With robust information on hazard patterns, exposure data on people, capital assets and economic activity, and much greater understanding of fragility or vulnerability of people, assets and systems, it is now possible to not only forecast disaster events, but also anticipate their impacts with a high level of confidence even before setting foot on a disaster site.

4 These promising developments notwithstanding, at the systematic level, there are two principal challenges worth highlighting. First, the time lag between the availability of scientific and technological capability and its on-the-ground application. For example, mobile computing has been around for more than a decade, yet few post-disaster damage assessments make full use of the technology to come up with quick, rigorous and geo-referenced assessments.

5 Similarly, we hear about development of products and technologies emanating from our defense establishment that may be useful in disaster response, but their uptake by the practitioners remain uneven. The second challenge is on the scientific development side .How do we ensure that research is focused on developing methodologies and tools that respond to real world challenges and facilitate the shift from disaster management to disaster risk management? At the same time, how do we ensure that we do not stifle innovation and leave enough room for out-of-the-box exploration to understand different phenomena?

6 In India we have pursued the application of science and technology for disaster risk management with a disaster risk management with a sense of purpose and urgency. Our national system of science has also continually evolved over the years to meet the needs of disaster risk management professionals.

7 For example, some years ago, we brought together a number of scientific disciplines under the umbrella of ministry of earth sciences. Similarly; we have systematically pursued the application of space-based technologies for disaster risk management.

8 We now have to look at the next generation of our scientific efforts to disaster risk management challenges. The next generation of scientific efforts needs to be guided by the following three principles.

9 A sharper definition of disaster risk management problems to galvanize scientific efforts that lead to progress. The practice of disaster risk management has matured in the country and now it should be possible to articulate specific requirements from the scientific community.

10 While promoting the application of science for disaster risk management at local level, we should search for scalable, affordable and sustainable solutions. In most parts of the country and indeed the world, disaster risks are building up at an alarming rate. Our ambition must match the scale of problem

11 Multi-disciplinary approaches. The notion of multi disciplinary approach to disaster risk management is not new. However, it is mostly confined to working across disciplines that study different hazards. For example,

this may include seismologists interacting with landslides experts, flash flood experts and metriologists. we need to enlarge the scope of multi-disciplinary work. We need to study the interaction between hazards, current and future exposure (population, property and economic activity), and vulnerability. This will require multi-disciplinary effort that will push us beyond our comfort zones

12 Never the less, we need to guard ourselves against certain pitfalls. While over the last few years there is a lot of enthusiasm for application of big data, machine learning, and artificial intelligence for disaster risk management, we must recognize that these technologies are not a substitute for a deeper understanding of social and economic processes that make our society vulnerable.

13 These are not a substitute for the fundamental principles of good risk governance and a risk-aware community. The new methods and tools should supplement and not supplant the time tested practices of good disaster risk management.

14 In a few weeks from now, with UK and other partners, India will be launching a global Coalition for Disaster Resilient Infrastructure which would prove to be a key milestone towards further strengthening our collaboration.

*The writer is Additional principal Secretary to the Prime Minister and the article appeared in TOI on Aug 30*

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option: 1x5=5

- a) Shifting focus from Disaster Management to Disaster risk management we need to ensure
- i) development of methodology and tools
  - ii) stifling of innovation
  - iii) Leaving room for out of box exploration
  - iv) only (i) and (iii)
- b) While promoting the application of science in disaster risk management, we should search for
- i) Scalable
  - ii) Affordable
  - iii) Sustainable
  - iv) All of the above
- c) Certain technologies are not substitute for
- i) Good risk governance
  - ii) Deeper understanding of social and economic process
  - iii) Both a and b
  - iv) None of the above
- d) In a few weeks time, UK will partner with India in launch of a global Coalition for
- i) Disaster Risk Management programme
  - ii) Disaster Resilient Infrastructure
  - iii) both a and b
  - iv) none of the above
- e) With efforts of the scientists in this field
- i) it is not possible to forecast earthquakes and landslides
  - ii) it is possible to understand reasons for extreme climatic and weather events
  - iii) it is possible to deeply understand how disaster risks are created and how they can be managed
  - iv) Only b and c

1.2 Answer the following questions briefly: 1x5=5

- a) What are the two principal challenges ?
- b) What is Multi- disciplinary approach?
- c) What are the pitfalls that we should guard ourselves against?
- d) The next generation of scientific efforts needs to be guided by three principles, mention any one.
- e) Use the meaning of Communicative (Para 9) in your own sentence.

1.3 Find words/phrases from the passage which are similar in meaning to each of the following: 1x3=2

- a) Coming forth (para-5 )
- b) Susceptibility (Para 3)

**Q2. Read the following passage carefully:****8marks**

1. Classical dance evolved from Tamil Nadu's temples across centuries. The revived and reformed Bharatanatyam keeps the art born of these ancient temples alive even to this day. Once sustained and nurtured in temples as part of a rich and vibrant temple tradition, classical dance in South India has remained over centuries a dynamic, living tradition that is continuously renewed.

2. Even 2000 years ago, dance in India was a highly evolved and complex art. It was an integral part of ancient Indian theatre as established by the Natya Shastra, the oldest and exhaustive treatise on theatre and dramaturgy. Dance dramas were performed in temple precincts. Dance movements were crystallized in stone as karanas in temple sculpture. Following the Bhakti movement in the 6th century, dance and music became powerful vehicles of veneration. The deity was treated like a much-loved king, praised and royally entertained with music and dance, as part of the daily sacred rituals of worship. Gifted, highly educated temple dancers or devadasis were supported by the temples that were richly endowed by the rulers. Some 400 temple dancers were dedicated to and maintained by the Brihadeswarar Temple in Thanjavur. Dance evolved as a composite art in temples as dancers, nattuvanars (dance gurus), musicians, poets, composers, architects, sculptors and painters shared a holistic approach to all the arts.

3. The evolution of Bharatanatyam derives from the invaluable contribution of The Tanjore Quartet. The four Pillai brothers – Chinnayya, Ponnayya, Sivanandam and Vadivelu – served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century. Their legacy to Bharatanatyam has been their restructuring of the dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance. Some of their descendants like Guru Meenakshisundaram Pillai evolved the famous Pandanallur bani (style) and trained many eminent dancers.

4. From the temples, dance made its way into the courts of kings and dancers were not just devadasis, but also rajanartakis. By the early 17th century dance forms like sadir or chinna melam, precursors to Bharatanatyam as we know it today had become popular

in the courts of the Maratha rulers in Thanjavur. However, in the 19th century, colonial propaganda perceived such dance as vulgar and immoral. It led to the Anti-Nautch Movement and legislation against temple dance and dancers. Divested of all patronage and temple support, devadasis were thrown into dire straits. In the early 20th century, thanks to enlightened visionaries like EV Krishna Iyer and later, Rukmini Devi Arundale, and the dedication of a handful of devadasis and nattuvanars, classical dance was resuscitated and revived as Bharatanatyam. Today, apart from a few cultural festivals in some temples, dance has left the temple for the proscenium stage. (454 words)

**2a.** On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. Give an appropriate title. 4marks

**2b.** Write a summary of the above in 80-100 words using the notes. 4marks

**SECTION B (Advanced Writing Skills)****30marks**

3. You are Ritik/Ritika living at 4, AdarshNagar, Delhi. You have been invited by your friend Rahul on the occasion of his birthday celebrations, but you are unable to join. Draft a formal reply of decline in 50 words

Or

You are Sandeep/Sandeepa 126, Mahatma Gandhi Road, Kolkata. You want to sell your car as you want to buy a new one. Draft a suitable advertisement in 50 words to be published in a National Daily in the classified columns.

4marks

4. You are Kartik/Kritika of 216 GT-3 Omaxe Greens, Ambala; write a letter in 120 – 150 words to the Editor of a National Daily on need in change of mindset of the people in making Swachh Bharat a complete success.

Or

You are Nitin/Niti Sports Incharge DPS, Karnal. You ordered some sports goods to Universal Sports, Jalandhar. When the consignment was opened you found that the contents did not tally with those you had ordered. Write a letter to the company that the consignment has been rejected and they should send another consignment as per the order placed and also arrange to collect the goods. 6 Marks

5 you are Anand /Anandita of class XI, Write an article in 150-200 words for the local News Paper on the problem of floods in India—A Disaster Natural and Manmade based on the inputs given:

Mining of sand in rivers-cutting of hill and mountains example Uttrakhand and Himachal Pradesh in the name of development- o timely action on the rivers likely to develop breaches

OR

You are Deepak /Deepali, CCAsecretary, you have been asked by the CCA I/C to write a report in 150-200 words on the video shown in the school on Fit India Movement ,launched by Hon'ble Prime Minister on the birth anniversary of Major Dhyan Chand 10Marks

6 "Patriotism means to stand by the country". Write a speech in 150-200 words.

OR

"The Driving Age should be raised to 21 Years"write a debate in 150-200 words either in favour or against the motion before the House. 10 Marks

### SECTION C – Literature (Text Books)

30Marks

7.1 Read the extract given below and answer the questions that follow

1x4= 4

The little old house was out with a little new shed  
In front at the edge of the road where the traffic sped,  
A road side stands that too pathetically pled,  
It would not be fair to say for a dole of bread,  
But for some of the money, the cash, whose flow supports  
The flower of cities from sinking and withering faint

- What does the 'little old house' refer to?
- What is the condition of the roadside stand?
- What is the real purpose of setting up of a roadside stand?
- Explain! 'That too pathetically pled'.

7.2 Read the following extract and answer the following questions briefly: (1x4=4)

Mukesh insists on being his own master. "I will be a motor mechanic," he announces. "Do you know anything about cars?" I ask. "I will learn to drive a car," he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry where families have spent generations working around furnaces, welding glass, making bangles for all the women in the land it seems. Mukesh's family is among them. None of them know that it is illegal for children like him to work in the glass furnaces with high temperatures.

- Name the lesson and writer of the above passage?
- What is Mukesh's dream?
- Why can't his dream be fulfilled?
- What profession is illegal for the children in Firozabad?

Q8. Answer any five questions out of seven questions given below in 30-40 words: 2x5=10

- When Gandhi got the whole hearted support of the lawyers, he said, "The battle of Champaran is won". What was the essence behind his statement?
- Why does Derry feel Mr Lamb might lose all his friends because of him?.
- How and why was M. Hamel dressed differently that day?
- How does the poem, 'An Elementary School Classroom in a Slum', portray/describe the slum children?
- Why is Evans called as "jail bird"?
- Why was Edla happy to see the gift left by the peddler?
- What character traits of Aunt Jennifer come to light in the poem?

Q9. Answer any one of the following questions in 120-150 words:

6 Marks

Unrealistic dreams often lead to a great deal of unhappiness. Justify the statement on the basis of the story “Going Places”.

OR

The childhood experience of terror of Douglas made him stronger and more determined. Elucidate the above statement supporting it with evidences from the text.

**Q10. Answer any ONE of the following questions in about 120-150 words: 6 Marks**

The servants of Sadao and Hana reflect a particular mindset of the general public in society towards the thinking and broad minded human beings. Elaborate with the help of the story “The Enemy”.

OR

Optimism in one’s attitude helps deal with all the challenges in life. Prove the statement by referring to the character of Mr. Lamb from the chapter “On the Face of It”.