

MODEL QUESTION PAPER, 2021-2022

ONLINE TERMINAL EXAMINATION-1 JUNE 2021

ENGLISH (CORE)

Class: XI

Max. Marks: 40

Time: 1.5 Hours

General Instructions:

- i) The paper is divided into of two parts A and B. All questions are compulsory.
- ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- iii) Do not exceed the prescribed word limit while answering the questions.

Part A (20 Marks)

1. Read the passage given below: (10)

1. The economic transformation of India is one of the great business stories of our time. As stifling government regulations have been lifted, entrepreneurship has flourished, and the country has become a high-powered centre for information technology and pharmaceuticals. Indian companies like Infosys and Wipro are powerful global players, while Western firms like G.E. and I.B.M. now have major research facilities in India employing thousands. Major share of the job opportunities are utilised by the American IT professionals. India's seemingly endless flow of young, motivated engineers, scientists, and managers offering developed-world skills at developing-world wages is held to be putting American jobs at risk, and the country is frequently heralded as "the next economic superpower."
2. But India has run into a surprising hitch on its way to superpower status: its inexhaustible supply of workers is becoming exhausted. Although India has one of the youngest workforces on the planet, the head of Infosys said recently that there was an "acute shortage of skilled manpower," and a study by Hewitt Associates projects that this year salaries for skilled workers will rise fourteen and a half per cent, a sure sign that demand for skilled labor is outstripping supply.
3. How is this possible in a country that every year produces two and a half million college graduates and four hundred thousand engineers? Start with the fact that just ten per cent of Indians get any kind of post-secondary education, compared with some fifty per cent who do in the U.S. Moreover, of that ten per cent, the vast majority go to one of India's seventeen thousand colleges, many of which are closer

to community colleges than to four-year institutions. India does have more than three hundred universities, but a recent survey by the London Times Higher Education Supplement put only two of them among the top hundred in the world. Many Indian graduates, therefore, enter the workforce with a low level of skills. A current study led by Vivek Wadhwa, of Duke University, has found that if you define “engineer” by U.S. standards, India produces just a hundred and seventy thousand engineers a year, not four hundred thousand. Infosys says that, of 1.3 million applicants for jobs last year, it found only two per cent acceptable.

4. There was a time when many economists believed that post-secondary education didn't have much impact on economic growth. The really important educational gains, they thought, came from giving rudimentary skills to large numbers of people. They believed that, in economic terms, society got a very low rate of return on its investment in higher education. But lately that assumption has been overturned, and the social rate of return on investment in university education in India has been calculated at an impressive nine or ten per cent. In other words, every dollar, India puts into higher education creates value for the economy as a whole. Yet India spends roughly three and a half per cent of its G.D.P. on education, significantly below the percentage spent by the U.S., even though India's population is much younger, and spending on education should be proportionately higher. The irony of the current situation is that India was once considered to be overeducated.
5. In the seventies, as its economy languished, it seemed to be a country with too many engineers and PhD holders working as clerks in government offices. Once the Indian business climate loosened up, though, that meant companies could tap a backlog of hundreds of thousands of eager, skilled workers at their disposal. Unfortunately, the educational system did not adjust to the new realities. Between 1985 and 1997, the number of teachers in India actually fell, while the percentage of students enrolled in high school or college rose more slowly than it did in the rest of the world. Even as the need for skilled workers was increasing, India was devoting relatively fewer resources to producing them.
6. Since the Second World War, the countries that have made successful leaps from developing to developed status have all poured money, public and private, into education. South Korea now spends a higher percentage of its national income on education than nearly any other country in the world. Taiwan had a system of universal primary education before its phase of hyper growth began. And, more recently, Ireland's economic boom was spurred, in part, by an opening up and expansion of primary and secondary schools and increased funding for universities. Education will be all the more important for India's well-being; the earlier generation of so-called Asian Tigers depended heavily on manufacturing, but India's focus on services and technology will require a more skilled and educated workforce.

7. India has taken tentative steps to remedy its skills famine—the current government has made noises about doubling spending on education, and a host of new colleges and universities have sprung up since the mid-nineties. But India’s impressive economic performance has made the problem seem less urgent than it actually is, and allowed the government to defer difficult choices. (In a country where more than three hundred million people live on a dollar a day, producing college graduates can seem like a low priority.) Ultimately, the Indian government has to pull off a very tough trick, making serious changes at a time when things seem to be going very well. It needs, in other words, a clear sense of everything that can still go wrong. The paradox of the Indian economy today is that the more certain its glowing future seems to be, the less likely that future becomes

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven that follow: (1x10=10)

- (i) Which is the one factor that hinders India’s progress to assume superpower status?
- Lack of good political leadership.
 - The economic depression
 - The supply of workers is becoming exhausted.
 - None of these.
- (ii) What does “American jobs “in the last line of the first paragraph of the passage imply?
- Jobs provided by American companies.
 - Jobs held (or to be held) by American people.
 - Jobs open to only American citizens.
 - Jobs provided by the American government.
- (iii) According to the passage, why India does not have enough skilled labour?
- The total amount of the young population is low.
 - The total number of colleges are insufficient.
 - Students do not want to study.
 - universities and colleges do not match global standards.
- (iv) What can you infer as the meaning of ‘stifling’ from the passage?
- Democratic.
 - Liberal.
 - Impeding.
 - Undemocratic.
- (v) What is an appropriate title to the passage?
- Growing Indian Economy.
 - Higher education in India.
 - India’s Skill Shortage.
 - Entrepreneurship in India.

- (vi) In the third sentence of the third paragraph of the passage, the phrase “closer to community colleges” is used. What does it imply?
- Near to community colleges.
 - Like community colleges.
 - Close association with community colleges.
 - None of these.
- (vii) According to the passage, what is the paradox of the Indian economy today?
- The economic progress is impressive, but the poor are not benefited.
 - The economic progress is impressive disallowing the government to take tough decisions.
 - There is not enough skilled workforce and the government does not realize this.
 - Government is not ready to invest in setting up new universities.
- (viii) Why are salaries for skilled workers rising?
- Companies are paying hire to lure skilled people to jobs.
 - American companies are ready to pay higher to skilled workers.
 - Entrepreneurship is growing in India.
 - There are not enough skilled workers, while the demand for them is high.
- (ix) ‘Between 1985 and 1997, the number of teachers in India actually fell, while the percentage of students enrolled in high school or college rose more slowly than it did in the rest of the world’. This statement implies that...
- In India students study themselves
 - When the need for skilled workers was increasing, India was devoting relatively fewer resources to producing them.
 - Teachers do not find teaching profession lucrative
 - All of the above
- (x) Entrepreneurship has flourished, and the country has become a high-powered centre for information technology and pharmaceuticals. What made this change?
- Signing of new contracts with other countries
 - Political stability in the country
 - Economic depression in the US
 - Lifting of regulations
- (xi) The word that means ‘**not certain or fixed**’ in the paragraph 7 is:
- Paradox
 - Defer
 - Famine
 - Tentative
 - e.

2. Read the passage given below:

(8)

1 Today, when we pick up a daily newspaper, we invariably find an increasing incidence of vandalism, fraud, theft, robbery, rape, child abuse, battered spouses, murders, hate crimes, genocide(now termed as “ethnic cleansing”) along with a multitude of other senseless violent acts that have become disturbingly common. These are not the actions of people who like themselves.

2 The solution to a great many problems, whether personal, national or global, lies in improving our feelings about ourselves both as individuals and members of society. When the significance of good self-esteem is well understood and it achieves the prominence it deserves, a transformation will begin, for as the people will learn they are deserving of self-respect, their respect for others will automatically increase.

3. Most of our behaviour has been shaped by our parents, caregivers and authority figures who played an important part in our early upbringing and were responsible for crystallizing our ideas about ourselves and the world. While everyone has self-esteem, only a small percentage of us have high self-esteem. High self-esteem denotes that we accept ourselves unconditionally exactly as we are, we appreciate our value as a human being. When, on the other hand, we have low self-esteem, we believe that we have little intrinsic worth.

4. We believe our personal value is in direct proportion to the value of our accomplishments. If we cannot accomplish certain results, we tend to feel low about ourselves. Some of us try too hard and become workaholics and over-achievers. With few genuine feelings of self-worth, we try to create some and prove that we are somebody by our successes and achievements. Because our desire for perfection is so great, we tend to set unrealistic goals and place unreasonable demand on ourselves. Failing, rather than encouraging us to have more realistic aspirations, only leads to a mere punishing round of self-blame and a resolve to drive ourselves harder next time. If we do finally achieve our goals we are disappointed; despite everything we have done, we still feel empty inside.

5. Vulnerable to the opinions of others, we desperately try again to gain their recognition and approval sometimes through risky and dangerous behavior. Thus we are at the mercy of our emotions, instead of controlling them, we permit them to control us. Since we allow circumstances to influence our feelings, we are inclined to be moody. The insecurity we feel as a result of devaluing ourselves make us react with jealousy, envy and possessiveness. Fear makes us greedy and acquisitive, and feelings of self-hate alternate with those of futility, unhappiness and depression.

6. Sound self-esteem is the basis of all self-improvement. As human beings, our potential is limitless, our abilities inexhaustible, and the possibilities for creative and constructive changes are endless. But, we won't experience satisfactory progress towards our goals or make any lasting improvements unless we believe we deserve the good we want. Conditions in our lives will improve permanently only when we believe

we are entitled to do something better. So improving our self-esteem inwardly is vital ingredient for improving our lives.

On the basis of your understanding of the above passage, answer ANY EIGHT questions from the nine that follow: (1x8=8)

(i) These days the newspapers are full of _____

- a) Development news
- b) Political news
- c) Acts of violence and crime
- d) Educational and employment news

(ii) Such acts are done by people _____

- a) To pressure their honor
- b) Because the lack tolerance
- c) Who have high self-esteem
- d) Who do not like themselves

(iii) Good self-esteem is stressed upon because _____

- a) It is essential for solving many problems
- b) It build up self-confidence
- c) It increases ones reputation
- d) It helps to respect others

(iv) High self-esteem is remarkable as _____

- a) It makes us worthless in our own eyes
- b) It helps us to appreciate our value
- c) It forces us to be achievers
- d) It brings depression and disappointment

(v) Sound self-esteem ensures success as _____

- a) One reacts emotionally to problems
- b) One becomes moody and insecure
- c) One taps one's latent talents and creative faculties
- d) One makes instant improvements

(vi) The word 'potential' in para 6 means _____

- a) Possible
- b) Ability of a person
- c) A liquid with magic powers
- d) Hidden power

(vii) Most of our behavior has been shaped by _____

- a) Our parents, friends and authority figures
- b) Our parents, caregivers and teachers
- c) Our parents, caregivers and authority figures
- d) Our parents, grandparents and authority figures

(viii) The word 'vandalism' in para 1 means_____

- a) Preservation
- b) Conservation
- c) Protection
- d) Destruction

(ix) When we have low self-esteem, we _____

- a) Accept ourselves unconditionally exactly as we are
- b) Appreciate our value as a human being
- c) Believe that we can have little intrinsic value
- d) Can accomplish great results

(x). How can the conditions in our lives be improved permanently?

- a. Through hard work
- b. By keeping a positive attitude
- c. if we believe that we are entitled to do better
- d. Through good health

(xi) Which word in para 6 is an antonym of 'destructive'?

- a. inexhaustible
- b. Progress
- c. Improve
- d. Constructive

Part B (20 Marks)

3. You are Sachin/Sakshi, the President of the student's council of your school. Write a letter to the Commissioner of Police, Delhi, drawing his attention towards the increasing incidents of eve-teasing and crimes against women and young girls.

(125-150 words)

(5)

4. Fill in any four blanks of the five given by selecting the most appropriate options.

(1 x 4= 4)

Many people (1) to the site where the revolutionary general (2) to

be hanged. When asked if he (3) any desire, a smile (4)..... on his dry face and he(5) his head.

1. came/ come/ coming/ has come
2. is/ was/had/were
3. has/have/ had/ having
4. runs/running/ run/ran
5. nods/nodded/nod/ nodding

5. Attempt ANY SIX questions from the eight given below. (1x6=6)

1. **Who is the main character of the chapter 'The Portrait of a Lady'?**
 - a. Mother
 - b. Sister
 - c. Grandmother
 - d. Daughter
2. **Which animal did the grandmother used to feed in the village?**
 - a. dogs
 - b. cows
 - c. sparrows
 - d. cats
3. **What did the author eat for breakfast?**
 - a. thick and stale chapattis with a little butter and sugar spread in it
 - b. thick bread with butter
 - c. rice and curd
 - d. vegetable pulao
4. **Where were the parents of the author?**
 - a. village
 - b. abroad
 - c. city
 - d. other state
5. **What would the grandmother do in the temple on a daily basis?**
 - a. Meditation
 - b. Read Scriptures
 - c. Singing religious prayers
 - d. teach other kids religious prayers
6. **How did the grandmother react to her illness?**
 - a. She said her end was near
 - b. She ignored her health
 - c. She took care of her

- d. She was admitted to the hospital
- 7. Where was the author's grandfather's portrait placed?**
 - a. on a shelf
 - b. hung above the mantelpiece
 - c. put on the mantelpiece
 - d. on a table
- 8. When was their common link of friendship snapped?**
 - a. when he went to college
 - b. When he went to the university, they were given separate rooms
 - c. When he went abroad
 - d. when he started working

6. Attempt ANY ONE of the following questions in 120-150 words. (5)

Describe the changing relationship between the author and his grandmother. Did their feelings for each other change?

OR

Would you agree that the author's grandmother was a person strong in character? If yes, give instances with reference to the text.
