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NAME	

**APEEJAY SCHOOL, PITAMPURA
CLASS-XII
TERM EXAMINATION
SUBJECT-ENGLISH (Core)**

TIME:3Hrs

MAXIMUM MARKS-100

General Instructions

- 1 This paper is divided into three sections- A, B, & C. All the sections are compulsory.
- 2 Adhere to the word-limit.
- 3 Read instructions carefully before attempting all questions

SECTION A- READING

1

Re

ad the passage given below and answer the questions that follow: 12 Marks

I was born the 30th of November, 1835, in the almost invisible village of Florida, Monroe County, Missouri. I suppose Florida had less than three hundred inhabitants. It had two streets, each a couple of hundred yard long; the rest of the avenues mere lanes, with rail fences and cornfields on either side. Both the streets and the lanes were paved with the same material- tough black mud in wet times, deep dust in dry.

Most of the houses were of logs- all of them, indeed, except three of four; these latter were frame ones. There were none of brick, and none of stone. There was a log church, with a puncheon floor and slab benches. A puncheon floor is made of logs whose upper surfaces have been chipped flat with the adz. The cracks between the logs were not filled; there was no carpet; consequently, if you dropped anything smaller than a peach, it was likely to go through. The church was perched upon short sections of logs, which elevated it two or three feet from the ground. Hogs slept under there, and whenever the dogs got after them during services, the minister had to wait till the disturbance was over. In winter there was always a refreshing breeze up through the puncheon floor; in summer there were fleas enough for all.

A slab bench is made of the outside cut of a saw- log, with the bark side down; it is supported on four sticks driven into auger holes at the ends; it has no back and no cushions. The church was twilighted with yellow tallow candles in tin sconces hung against the walls. Week days, the church was a schoolhouse.

There were two stores in the village. My uncle, John A. Quarles, was proprietor of one of them. It was a very small establishment, with a few rolls of ‘bit’ calicoes on half a dozen shelves; a few barrels of salt mackerel, coffee, and New Orleans sugar behind the counter; stacks of brooms, shovels, axes, hoes, rakes and such things here and there; a lot of cheap hats, bonnets and tinware strung on strings and suspended from the walls; and at the other end of the room was another counter with bags of shot in it, a cheese or two, and a keg of powder; in front of it a row of nail kegs and a few pigs of lead, and behind it a barrel or two of New Orleans molasses and native corn whisky on tap. If a boy bought five or ten cents’ worth of anything, he was entitled to a spool of thread in addition to the usual gratis ‘trimmins’; if a man

bought a trifle, he was at liberty to draw and swallow as big a drink of whisky as he wanted.

Everything was cheap; apples, peaches, sweet potatoes, Irish potatoes and corn, ten cents a bushel; chickens, ten cents apiece' butter, six cents a pound; eggs, three cents a dozen; coffee and sugar, five cents a pound; whisky, ten cents a gallon. I do not know how price are out there in interior Missouri now, but I know what they are here in Hartford, Connecticut. To wit; apples, three dollars a bushel; peaches, five dollars; Irish potatoes (choice Bermudas), five dollars; chickens, a dollar to a dollar and a half apiece, according to weight ; butter, forty-five to sixty cents a pound.

(An excerpt from Mark Twain's

Autobiography)

1.1. On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices. (3marks)

(a) The streets of Mark Twain's village in summer were coated with-----

- i) wet earth and shingles
- ii) black mud in wet times and deep dust in the dry months
- iii) Black mud in wet times and dry mud in dry times
- iv) dry mud in wet times and wet mud in dry times

(b) During weekdays the local church served as a-----

- i) bazaar
- ii) pilgrim spot
- iii) schoolhouse
- iv) priest's lodgings

(c) If a boy customer bought five to ten cents' worth of goods-----

- i) he got a spoonful of molasses free
- ii) a cheese or two
- iii) he was entitled to a bale of calico
- iv) half a handful of sugar

1.2. Answer the following questions briefly:

- (a) Mention two facts about the writer's early life. (2)
- (b) How were the houses built in his village? (1)
- (c) What bonus was offered to customers at the local store? (1)
- (d) Write four aspects of the local church in the writer's village. (1)
- (e) What was the cost of a bushel of apples in Hartford? (1)

1.3. Find words \phrases from the passage which mean the same as: 3 marks

- (a) Existing naturally in a place (para 4)
- (b) As a result (para 2)
- (c) Free (para 4)

Q2. Read the poem given below and answer the questions that follow:10 Marks

The wind one morning sprang up from sleep,
Saying, :Now for a frolic ! now for a leap!
Now for a madcap galloping chase!
I'll make a commotion in every place!"
Through the forest it roared and cried gaily,"
Now, You sturdy old oaks, I'll make you bow!"
And it made them bow without much ado,
Or it cracked their great branches through and through.
Then it rushed like a monster on cottage and farm,
Striking their dwellers with sudden alarm;
And they ran out like bees in a midsummer swarm;

There were dames with their kerchiefs over their caps,
To see if their poultry were free from mishaps;
The turkeys they gobbled, the geese screamed aloud,
And the hens crept to roost in a terrified crowd;
There was rearing of ladders, and logs laying on,
Where the thatch from the roof threatened soon to be gone.
But the wind had swept on, and had met in a lane
With a schoolboy, who panted and struggled in vain;
For it tossed him and twirled him, then passed, and he stood
With his hat in a pool and his shoes in the mud.

Then away went the wind in its holiday glee,
And now it was far on the billowy sea,
And the lordly ships felt its staggering flow,
And the little boats dared to and fro.
But do! it was the night, and it sank to rest
On the sea-bird's rock in the gleaming West,
Laughing to think in its fearful fun,
How little of mischief it really had done.

2.1 Choose the most appropriate option from the following: (3)

- a) What did the wind want to do one day?
i) it wanted to destroy everything.
ii) it wanted to wear a madcap
iii) it wanted to have fun
iv) it wanted to gallop on a horse.
- b) Where did it go?
i) school iii) through a forest
ii) city iv) through an orchard
- c) What did the wind do to the old oaks?
i) it broke them
ii) it shook them
iii) it made them bow
iv) it destroyed their branches

2.2 Answer the following questions briefly? (4)

- a) What was the mood of the wind one morning, when it got up from sleep?
b) Why did the dames run out?
c) Whom did the wind meet in a lane? What happened to his shoes and his hat?
d) Was the wind satisfied at the end of the day?

2.3 Pick out words from the poem which mean the same as: (3)

- a) jumped up
b) strong
c) naughtiness

Q 3. Read the passage carefully and answer briefly: 8 Marks

The Trail of smoke in most cases inevitably leads to school. And college days- those adolescent times when mere lighting up gave them the thrill of indulging in the prohibited. And yes, they weren't mama's boy (or girls) anymore; they were macho and grown up beyond listening to nannies. Or so they thought, till they got addicted.

There is a clear link between the youth and tobacco addiction. Statistics reveal that many children are initiated into the habit of smoking at the tender age of 10 years, according to Dr.Srinath Reddy, a researcher-activist. That's why it makes sense to stop them young, when they are vulnerable to peer pressure. Smoking, which often starts as an experiment in the company of friends often transforms into addiction.

According to the Non-Smoker's Health Protection Act 1997 nobody is allowed to store, sell or distribute cigarettes, beedies or any other tobacco product within an area of 100 m around colleges, schools and other educational institutions. The Indian Parliament passed another comprehensive legislation, the Cigarette and Other Tobacco Products Act, a few years ago banning the sale of tobacco products to minors.

Has that made any difference? " You have to go to north campus to see if any law is followed.' Many students even argue that it is a matter of personal choice. " Once in college, a student is old enough to take decisions. It is clearly mentioned on cigarette packs that ' smoking is injurious to health' and after that if someone smokes, it is completely the individual's choice," says Manu Singh, a student at JNU. Sad reality is that nothing has been able to stop students from smoking in schools and colleges. It's fashion.

The law enforcement agencies takes refuge behind pleas like they have large areas to cover with a small term. Their strength, they say, is not adequate to enforce laws. " Sometimes people pay the fine (Rs 200), which is hardly a big amount. It universities and colleges, raids are not possible. With just one person from the police, it becomes impossible to control them, said Dr. M.D. Thapa, Chief District Medical Officer, Northwest district.

Advocate Ashok Agarwal does not buy the argument According to him,' there is a clear lack of interest on the part of the lawmakers. " The police and the administration have their own priorities hence they have little time to look into these sensitive issues. The situation in this case is that of accepted and agreed violation where just nobody is bothered.' he says.

The one answer the experts agree on is; the government. " There is no effort to implement the laws," complains advocate Ashok Agarwal. When society does not care, the government becomes duty-bound to make them care. " There is a direct link between the youth and tobacco addiction. They are the key targets for the MNCs, says Bijon Mishra, a social activist involved with the NGO, Voice. While society and its institution ignore those mischievous puffs in school canteens, the biggest beneficiaries are the tobacco companies.

(a) On the basis of your reading of the above passage make notes on it using recognizable abbreviations (minimum 4) wherever necessary. Use a format you consider appropriate Supply a suitable title. (5 marks)

(b) Write a summary of the passage in about 80 words. (3 marks)

SECTION –B WRITING SKILLS

Q4 You are the Secretary of Rotary Club, Delhi. Draft a formal invitation to be sent to the members inviting them to a Fashion Show to be organised in aid of the differently abled; inmates of the NGO "Savera". Give all details. **4 Marks**

OR

You are an entrepreneur dealing with shoes. You wish to announce your annual sale. Draft a suitable advertisement.

Q5 Write a letter to the Editor of a reputed daily complaining about the deplorable and unhygienic condition of the Health Centre in the town of Salempur. You were appalled to see the crude manner of the staff in handling the helpless patients. You are Amrita\Anurag of Sanskriti School, Ahmedabad, who had an opportunity to visit the place on an educational tour.

Word limit -120 -150 words.

6 Marks

OR

You are Ram\ Rama of 70, Safdarjung Enclave, New Delhi. Write a letter to the Police Commissioner about the unauthorized construction of a block of three shops in the adjacent public park. Give all details to make a strong complaint.

Q6. The present day youth are greatly stressed due to the cut-throat competition and consumerist culture. Write an article in about 200 words on the causes of the stress on the modern generation suggesting suitable solutions to lessen the malaise.

10 Marks

OR

Violent acts of terrorism are no longer limited to a particular region and is a worldwide phenomena. It can be effectively countered only when the people rise above their narrow interests and face it unitedly. Write an article in 200 words on - 'Fighting the Demon of Terrorism'.

Q7. Today the 24-hour television news channels give us instant news from every nook and corner of the world. But the fact remains that the importance of the newspaper remains intact. Draft a speech on the topic 'Relevance of Newspapers' encouraging the students in the morning assembly to make full use of the newspapers to update themselves. Word limit 150-200.

10 Marks

OR

Arti Gupta, a college student has been actively involved as a student volunteer in the 'Adult Education' drive and has been working in the poor areas of the city to spread the light of knowledge. She visits your school and gives a spirited speech on the need for education in the morning assembly. Write her speech in about 150-200 words.

SECTION –C (Textbooks and Long Reading Text)

Q8 Read the following lines and answer with reference to the context: 4 Marks

**Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.**

- What does the poet expect of the fisherman and why?
- What will the man gathering salt do?
- What do the hurt hands imply?
- What message does the poet offer in this stanza?

OR

**Surely, Shakespeare is wicked, the map a bad example,
With ships and sun and love tempting them to steal-
For lives that slyly turn in their cramped holes
From fog to endless night.**

- Why is Shakespeare called wicked?
- Why is the map a bad example?
- What is the condition of the children as described in these lines?
- Explain- 'from fog to endless night.'

Q9 Answer any FOUR of the following questions in 30-40 words: 3x4= 12

a) Describe three aspects of the conditions of living among the Seemapuri ragpickers?

b) Why were Jack and Jo's ending of the skunk story different?

c) What was Edla Willmanson's assessment of the peddler? What rationale did her father give for the coarse ways of the peddler? Was he proved right?

d) What spreads the pall of despondence over our dark spirits? How is it removed? (A Thing Of Beauty)

e) When was the Tiger King in danger of losing his throne?

f) How was Douglas trapped in his fear?

Q10. The story "The Enemy" deals with a doctor's professional ethics versus the moral dilemma of a human being. Comment. **6 Marks**

OR

"We've a great deal to reproach ourselves with." Explain the context in which M. Hamel made this remark.

Q11. Resolution needs complete sacrifice of one's time, wealth and physical state. In view of this, highlight the role of Rajkumar Shukla as a resolute man in the chapter "Indigo"

Word limit - 120-150. **6 Marks**

OR

Roger Skunk's mother finds the smell of roses on her son detestable, implying that she should accept him as he is. Adults as well as young people are often victims of misjudging issues, people and circumstances based on appearance. Is an obsession for appearance disallowing us to appreciate our own true selves? Elucidate.

Q12. What forced Silas to live as a recluse, caring only for work and money? What does his contrasting nature, soon after Eppie's arrival, suggest of his disguised living?

Word Limit 120-150 **6**

Marks

OR

After going through *The Invisible Man*, what do you think about Griffin? Is he a criminal who should be punished for his crime or should we blame other people for coming in his way of getting success?

Q13. "Dunstan's mind was as dull as a mind of a felon usually is." Portray Dunstan in the light of his actions during his hunt for gold in Silas's cottage?

6 Marks

OR

How does H.G. Wells emphasize the fact that *The Invisible Man* is at war with traditional values. Prove by referring to all the peculiar and unjustified turns in the plot.

