



**INDIAN SCHOOL SOHAR**  
**II TERM EXAM**  
**ENGLISH (Core)**

Std.: XII

Marks: 100

Date: 20.11.2016

Time: 3Hrs.

**Instructions:**

- This paper is divided into three sections: Section A, Section B & Section C.
- All sections are compulsory.
- Separate instructions are given for each section and question wherever necessary. Read the instructions carefully and follow them faithfully.
- Strictly adhere to the prescribed word limit.

**SECTION A: READING****(30 Marks)****I. Read the passage carefully and answer the questions that follow:****(12)**

1. In spite of all the honours that we heaped upon him, Pasteur, as has been said, remained simple at heart. Perhaps the imagery of his boyhood days, when he drew the familiar scenes of his birthplace, and the longing to be a great artist, never wholly left him. In truth he did become a great artist, though after his sixteenth year he abandoned the brush forever. Like every artist of worth, he put his whole soul and energy into his work, and it was this very energy that in the end wore him out. For him, each sufferer was something more than just a case that was to be cured. He looked upon the fight against hydrophobia as a battle, and he was absorbed in his determination to win. The sight of injured children, particularly, moved him to an indescribable extent. He suffered with his patients, and yet he would not deny himself a share in that suffering. His greatest grief was when sheer physical exhaustion made him give up his active work. He retired to the estate at Villeneuve Etang, where he had his kennels for the study of rabies, and there he passed his last summer, as his great biographer, Vallery Radot, has said, “practicing the Gospel virtues.”
2. “He revered the faith of his fathers”, says the same writer, “and wished without ostentation or mystery to receive its aid during his last period.”
3. The attitude of this man to the science he had done so much to perfect can be best summed up in a sentence that he is reputed once to have uttered, concerning the materialism of many of his contemporaries in similar branches of learning to his own: “The more I contemplate the mysteries of Nature, the more my faith becomes like that of a peasant.”
4. But even then in retirement he loved to see his former pupils, and it was then he would reiterate his life principles: “Work”, he would say, “never cease to work.” So well had he kept this precept that he began rapidly to sink from exhaustion.
5. Finally, on September 27, 1895, when someone leant over his bed to offer him a cup of milk, he said sadly: “I cannot”, and with a look of perfect resignation and peace, seemed to fall asleep. He never again opened his eyes to the cares and sufferings of a world, which he had done so much to relieve and to conquer. He was within three months of his seventy-third birthday.
6. Thus passed, as simply as a child, the man whom the French people were to vote at a plebiscite as the greatest man that France had ever produced. Napoleon, who has always been considered the idol of France, was placed fifth.

7. No greater tribute could have been paid to Louis Pasteur, the tanner's son, the scientist, the man of peace, the patient worker for humanity.

**a. Answer the following questions choosing the most appropriate option from those given in brackets: (4)**

- i. Louis Pasteur's faith increased when.....
- |   |  |
|---|--|
| 1. he received its aid during last period | 3. he contemplated the mysteries of nature |
| 2. he became a scientist                  | 4. both 1 & 2                              |
- ii. He did so much to relieve and conquer.....
- |                                      |                      |
|--------------------------------------|----------------------|
| 1. cares and sufferings of the world | 3. humanity          |
| 2. his cares and sufferings          | 4. none of the above |
- iii. Louis Pasteur was.....
- |                               |                     |
|-------------------------------|---------------------|
| 1. a tanner's son             | 3. the man of peace |
| 2. patient worker of humanity | 4. all of the above |
- iv. His life principle was.....
- |                            |                           |
|----------------------------|---------------------------|
| 1. never work continuously | 3. never work strenuously |
| 2. never stop working      | 4. work strenuously       |

**b. Answer the following questions briefly: (6)**

- i. Even accolades and honours did not change the simple man that Pasteur was. Give reasons.
- ii. How did Pasteur view those who suffered from diseases?
- iii. How did Pasteur engage himself in the estate?
- iv. What advice did he always give to his pupils?
- v. How did France, the country of his birth, honour this great scientist?
- vi. What was the greatest tribute paid to Pasteur by the French?

**c. Pick out one word from the passage that means the same as: (2)**

- i. an instruction taken as a principle (para 4)
- ii. vote by the people of the country to decide a matter of national importance (para 6)

**II. Read the passage below and answer the questions that follow: (10)**

1. "We become brave by doing brave acts", observed Aristotle in the Nicomachean Ethics. Dispositions of character, virtues and vices, are progressively fixed in us through practice. Thus "by being habituated to despise things that are terrible and to stand our ground against them we become brave, and it is when we have become so that we shall be most able to stand our guard against them"
2. Standing ground against threatening things is not to be confused with fearlessness, however. Being afraid is a perfectly appropriate emotion when confronted with fearful things. The great American novelist Herman Melville makes the Aristotelian point beautifully in a telling passage in Moby Dick, where Starbuck, the chief mate of the Pequod, first addresses the crew. "I will have no man in my boat," said Starbuck, "who is not afraid of a whale." By this, he seemed to mean, not only that the most reliable and useful courage was that which arises from the fair estimation of the encountered peril, but that an utterly fearless man is a far more dangerous comrade than a coward."

3. The brave person is not the one who is never afraid. That is rather the description of a rash or reckless person, someone who may do more harm than help in an emergency. It is hard to “educate” such a person, on the spot. The coward, on the other hand, the one who characteristically lacks confidence and is disposed to be overly fearful, may yet be susceptible to encouragement of example.
4. The infectious nature of strikingly courageous behaviour on the part of one person can inspire and also in part shame a whole group. That was one key to the kind of courage inspired by Horatius at the bridge in ancient Rome and by Henry V at Agincourt. It was one key to the kind of courage displayed by those who silently suffered abuse when they joined ranks with Gandhi and Martin Luther King Jr., in acts of non-violent protest directed at rousing the public conscience against injustice.
5. Another key to their success, of course, was reason: practical reason delivered with the kind of eloquence that is informed by a real command of one’s cultural heritage and that steels the will to take intelligent action. The mere inclination to do the right thing is not in itself enough. We have to know what the right thing to do is. We need wisdom- often the wisdom of a wise leader- to give our courage a determinate form, to give it intelligent direction. And we need the will, the motivating power that inspiring leaders can sometimes help us discover within ourselves, even when we are unable to find it readily on our own.
6. If Aristotle is right- and I think that he is- then courage is a settled disposition to feel appropriate degrees of fear and confidence in challenging situations (what is “appropriate” varying a good deal with the particular circumstances). It is also a settled disposition to stand one’s ground, to advance or to retreat as wisdom dictates. Before such dispositions become settled, however, they need to be established in the first place. And that means practice, which in turn means facing fears and taking stands in advance of any settled disposition to do so: acting brave when we don’t really feel brave.
7. Fear of the dark is almost universal among young children, and it provides relatively safe opportunities for first lessons in courage. In families, older siblings are greatly assisted in cultivating their own dispositions in this respect by putting up a brave front before their younger brothers or sisters. “You see? There’s really nothing to be afraid of”. This excellent practice, and a fine place to begin. Occasions for being brave on behalf of others – for standing by them in challenging circumstance - are occasions for becoming brave ourselves; that is for learning how to handle our own confidence and fear, for figuring out the right thing to do, and for mustering the will to do it.
8. So, daring to do what is not good and beautiful for all is far more insidious than not daring to do something for a right cause. Naturally, bravery well nurtured and backed by moral courage alone is exemplary, and so, should be performed.

a. **Answer the following questions choosing the most appropriate option from those given in brackets:** (2)

- i. The purpose of the non-violent protest of Gandhi and Martin Luther King Jr. was .....
- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. to muster courage         | 3. to rouse public against injustice |
| 2. to inculcate non-violence | 4. none of the above                 |
- ii. Courage is a settled disposition to .....
- |  |  |
|--|--|
| 1. to feel fear and confidence in challenging situations | 3. to stand one's ground, to advance or retreat as wisdom dictates |
| 2. both 1 & 3  | 4. none of the above   |

b. **Answer the following questions briefly:** (6)

- i. Explain: 'We become brave by doing brave acts'
- ii. When is 'being afraid' an appropriate emotion?
- iii. How is a brave person different from a reckless person and a coward?
- iv. What was special about the courage that Gandhiji or Horatius had?
- v. 'The mere inclination to do the right thing is not enough'. What else is required for success?
- vi. How does fear of the dark in children provide opportunities for lessons in courage for elders?

c. **Find words from the passage which are similar in meaning to the following** (2)

- i. persuasiveness (Para 5)
- ii. congregating (Para 7)

**III. Read the passage given below and answer the questions that follow :** (8 marks)

Salt, a miraculous gift of nature, is one of the most useful and amazing minerals on Earth derived from the sea and rocks. Do you know that it is the only rock the humans can eat? Salt has seasoned our history, language and food, besides making nutritious foods more palatable. It is used in all bakery products, prepared foods, sauces, soups, spices, cereals, dairy foods, meats, poultry. It is also an extraordinary effective food preservative, retarding the growth of spoilage by micro-organisms and making food storage possible long before refrigeration.

How much salt is necessary for human consumption? Medical experts agree that everyone should practice some reasonable 'moderation' in salt consumption. For the average person, a moderate amount might run from 4 to 10 gm a day, or roughly half to one and one-third teaspoons. The equivalent of one to two gm of this salt allowance would come from the natural sodium in food. The rest would be added in processing, preparation or at the table.

Common salt, a chloride of sodium, is chemically represented by the symbol NaCl. The human body has a continual need for salt. Sodium chloride or the common salt is 39 percent sodium and 61 percent chloride. Forming a solution in the body, these two components separate into sodium and chloride ions, each with a different task. Chloride maintains the balance of water between the living cell and its

environment, plays part indigestion, and pairs with sodium to maintain the blood's acid-base balance, critical for life. Sodium assists in regulating the volume of blood and blood pressure. It facilitates the transmission of nerve impulses and is necessary for heart and muscle contractions.

Although the popular conception is that salt is a flavor enhancer, a recent American study suggests that it functions as a flavour filter on food, selectively enhancing and suppressing various tastes. Other studies showed that the use of salt suppresses the bitter taste of dark green vegetables like bitter gourds. Salt's functions in the body are already elucidated. Deficiency signs include lethargy, dizziness, cramps and palpitation. In women excessive salt intake promotes fluid retardation and can cause breast pain. But what the good salt can do, in the right dose, is unequalled. Snorers should try spraying their nose with a salt water to moisten mucous membrane and make it easier to breathe. To invigorate the body when tired or to remove dead skin cells, rub a handful of salt all over your body before having a bath. Salt baths encourage detoxification and greatly help muscle and joint pains. Add a pound of salt to a comfortably hot bath and lie in it for 20 minutes, add hot water as it cools. Wrap up in cotton towels and get into a warm bed. You should perspire freely, sleep well and feel much better in the morning. Remove all the congestion in your throat by saline gargles.

The recommendation that no one should exclude salt totally from the diet is awfully wrong. Scientists are of the view that salt is an invisible killer and, therefore, a health hazard. As new evidence piles up; alarm bells have started ringing. And the next battle might just be against salt! Specialists are convinced that a diet high in salt causes high blood pressure, a disorder that afflicts one-third of people above the age of 60. Moreover, this is a risk factor for two big killers—coronary heart disease and stroke.

- a. On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. (minimum four) (5)
- b. Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. (3)

#### **SECTION B: ADVANCED WRITING SKILLS**

**(30 Marks)**

- IV. You are General Manager, Hotel Dosa, Gurgaon. You need a lady Front Office Assistant with sound knowledge of computers. She must be a graduate and good in communication skills with pleasing manners. Draft **an advertisement** in not more than 50 words to be published in Gurgaoan Times. (4)

OR

Namita/ Namit has come out successful in the XII class examination. She/he has decided to have a party for her/his friends. Draft **an invitation** in about 50 words giving details of venue, time and date. (4)

- V. The Manager, ICICI Bank, Lucknow requires a few business development Managers for the credit card section. Write an **application for the post** offering your services. You are Pritam / Priti, Nirala Nagar, Lucknow. Write the letter in 125 - 150 words giving your bio data. (6)

OR

Write a **letter to the editor** of a national daily on the mushrooming of various coaching center and how extra tuitions have become a common feature in a student's life. You are Amit/Amita. (Word limit - 200 words) (6)

VI. Poverty is a problem that India has been facing for a long time. It is considered to be the root cause of many social evils especially corruption. Write an **article** in 150 -200 words for the Young World of “The Hindu”, Chennai on the topic “*Poverty is the Root Cause of All Evils*”. You are Latha / Lalith of P. K. Senior Secondary School, Chennai. (10)

OR

You are Oisha / Omesh. Your school has organized an Exhibition-cum-Sale of the items made by the students in their work-experience classes. You had an excellent and overwhelming response from the parents and the visitors. The proceeds of the sale have been donated by your school in a function to ‘Helpline India’, an organization for supporting the orphans. Make a **report** of the same in 125 words to be published in your school bulletin/magazine. (10)

VII. “Our Good Earth”, an environmental awareness magazine, has launched a marathon “Clean Your City campaign. As an active participant write a **speech** to be read out in the morning assembly urging students to participate in the campaign. (200 words) (10)

OR

You are Kavya/Kennedy. You have been selected to represent your school in an All India School Debate competition organized by the Rotary Club, Bangalore (South). The topic for the **debate** is ‘Games and Sports Should Be Made Compulsory in Schools’. Write a speech in not more than 200 words for or against the motion, giving arguments for your stand. (10)

### SECTION C: LITERATURE & LONG READING TEXT

(40 Marks)

VIII. Read the extract given below and answer the questions that follow: (4)

Aunt Jennifer's finger fluttering through her wool  
Find even the ivory needle hard to pull.  
The massive weight of Uncle's wedding band  
Sits heavily upon Aunt Jennifer's hand.

- Why were Aunt Jennifer's finger's fluttering?
- What is suggested by the image *the massive weight of Uncle's wedding Band*?
- Why did she create animals so different from her own character?
- Why did she find even the ivory needle hard to pull?

OR

What I want should not be confused  
With total inactivity.  
Life is what it is about:  
I want no truck with death.

- What is it that should not be confused with total inactivity?
- How does “keeping quiet” help?
- Explain: “no truck with death”.
- Elucidate the comparison between life and death.

IX. Answer any four of the following questions in 30-40 words each : (12)

- What is the message of the poem “A Thing of Beauty”?
- What order had been received from Berlin? What effect did it have on the life at school?

- c. What impression do you form of William O. Douglas on the basis of reading “Deep Water”?
- d. How far do you find the title, “Should Wizard Hit Mommy?”, convincing and appropriate?
- e. What is the bond that unites the two-old Mr. Lamb and Derry, the small boy? How does the old man inspire the small boy?

**X. Answer the following questions in about 125-150 words: (6)**  
*Money never made a man happy yet, nor will it. There is nothing in its nature to produce happiness. The more a man has, the more he wants. Instead of filling a vacuum, it makes one.*

-Benjamin Franklin

Sophie like many children today, aspires for things beyond her means and is always looking for material comforts. What values need to be instilled in children so that they learn to be better human beings and not purely materialistic? Write an article on “Your Personality and Your Future” laying stress on such values and their influence on your future.

OR

It is rightly said that the crown and glory of life is character. Alphonse Karr, a French novelist said, “*Every man has three characters: that which he shows, that which he has, and that which he thinks he has*”. ‘The Rattrap’ by Selma Lagerlof tells “....it wasn’t quite honest either. You must admit that, and I should not be surprised if the sheriff has something to say in that matter”. In the light of reading the lesson, write the text of a speech on ‘Character, the Glory of Life’

**XI. Answer the following questions in about 125-150 words: (6)**  
 “The duty of a doctor beckoned Dr. Sadao in helping the injured soldier”. But what made his wife Hana empathies with him in the face of open defiance from the domestic staff? You were attracted towards the virtues of Hana as a wife after reading “The Enemy”. Write a character sketch of Hana highlighting how she rendered support to him.

OR

In front of clever and calm criminals, some officials remain “good-for-a-giggle gullible officers”. Using examples from ‘Evan Tries an O-Level’ show how the criminals like Evans turn the tables on the investigating officers.

**XII. Answer the following question in 125-150 words: (6)**  
 What was Nancy’s reaction to her husband’s revelation? What can we deduce about Nancy as a wife?

**XIII. Answer the following question in 125-150 words: (6)**  
 The novel, Silas Marner, reflect the parenting abilities of three fathers. Discuss.

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