



INDIAN SCHOOL SOHAR
SECOND TERM EXAM
ENGLISH (Core) 301

No. of printed pages: 6

Std: XII

Date: 21-11-2017

Marks: 100

Time: 3 hrs

General Instructions:

- *This paper consists of three sections: Section A, B and C. All the sections are compulsory.*
- *Separate instructions are given with each section and question, wherever necessary.*
- *Read these instructions carefully and follow them faithfully.*
- *Do not exceed the prescribed word limit while answering the questions.*

SECTION A (30 Marks)

READING:

1. Read the following passage carefully and answer the questions that follow:

12

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?

2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from many different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a *pidgin*. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilize the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system,

using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilized a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices: **4**

- (a) In paragraph 1, why does the writer include information about the Cherokee language?
- i. To show how simple, traditional cultures can have complicated grammar structures.
 - ii. To show how English grammar differs from Cherokee grammar.
 - iii. To prove that complex grammar structures were invented by the Cherokees.
 - iv. To demonstrate how difficult it is to learn the Cherokee language.

- (b) What can be inferred about the slaves' pidgin language?
- i. It contained complex grammar.
 - ii. It was based on many different languages.
 - iii. It was difficult to understand, even among slaves.
 - iv. It was created by the land-owners.

- (c) All the following sentences about Nicaraguan sign language are true EXCEPT:
- i. The language has been created since 1979.
 - ii. The language is based on speech and lip reading.
 - iii. The language incorporates signs which children used at home.
 - iv. The language was perfected by younger children.

- (d) Which idea is presented in the final paragraph?
- i. English was probably once a creole.
 - ii. The English past tense system is inaccurate.
 - iii. Linguists have proven that English was created by children.
 - iv. Children say English past tenses differently from adults.

1.2 Answer the following questions briefly: **6**

- (a) What is common to all languages?
- (b) How can we find out who created grammar?
- (c) According to the passage what can be attributed as a consequence of the Atlantic slave trade?
- (d) What is *pidgin*?
- (e) What are *creoles*?
- (f) Why does the author say that even the most widespread languages were partly created by children?

1.3 Find words from the passage which mean the same:

2

- a) simple and temporary (Para 3)
- b) uniform (Para 4)

2. Read the following passage carefully and answer the questions that follow:

10

(1) There are two types of diabetes, *insulin-dependent* and *non-insulin-dependent*. Between 90–95% of the estimated 13–14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. For instance, someone who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long-term health problems.

(2) Most importantly, both types affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, *glucose* (commonly known as sugar), for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the blood stream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.

(3) In both types of diabetes, however, this normal process malfunctions. A gland called the *pancreas*, found just behind the stomach, makes *insulin*. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but their bodies' tissues do not respond well to the insulin signal and, therefore, do not metabolize the glucose properly, a condition known as insulin resistance.

(4) Insulin resistance is an important factor in non-insulin-dependent diabetes, and scientists are searching for the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors to which insulin may bind, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells do not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

(5) There's no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, the National Institute of Health panel of experts recommended that the best treatment for non-insulin dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50–60% of daily calories come from carbohydrates, 12–20% from protein, and no more than 30% from fat. Foods that are rich in carbohydrates, like breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled

foods. A doctor or nutritionist should always be consulted for more of this kind of information and for help in planning a diet to offset the effects of this form of diabetes.

2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices: **2**

- a) What may be the most dangerous aspect of Type II diabetes?
- i) someone who has developed it, may feel tired or ill without knowing why.
 - ii) affect the body's ability to use digested food for energy.
 - iii) untreated diabetes can cause damage to important rgans like the heart, kidneys, nerves etc.
 - iv) causes Insulin resistance
- b) What is the main function of insulin?
- (i) Prevents the body's ability to use digested food
 - ii) Metabolize the glucose properly
 - (iii) to prevent the body from using an important product of digestion
 - (iv) causes long-term health problems

2.2 Answer the Following questions briefly: **6**

- a)What is common and uncommon for Type I and Type II diabetes?
b)What is the main function of insulin?
c)Where is excess glucose stored?
d)What are the causes of insulin resistance in non-insulin-dependent diabetes?
e)What kind of a treatment is recommended for non-insulin-dependent diabetics?
f)What should be done to counter balance the effects of diabetes?

2.3 Find the words from the passage which mean the same as: **2**

- a) Beginning (Para 1)
b) React (Para 3)

3. Read the passage given below and answer the questions that follow: **8**

1. Year 2016, marks the 30th annual National Girls & Women Sports Day, a National observance celebrating the extraordinary achievements of women and girls in sports.
2. Dipa Karmakar created history by becoming the first Indian woman gymnast to qualify for Olympics as she booked a berth for the Rio Games, becoming the first Indian female gymnast to qualify for this event. Saina Nehwal is also known as the golden girl of Indian badminton. She has reached the Zenith of her sports achievements by making it to the top three badminton players in the world. She has won the Swiss Open Grand Prix Gold, Thai Open Grand Prix Gold and the Indonesian Open Super Series. Her claim to fame at the end is winning a bronze medal at the Olympics.
3. Mary Kom is also known as the "Million Rupee Baby" in India. This tough lady is a five-time boxing world champion and also has a Olympic Bronze Medal at the London Olympics for India
- Sania Mirza still remains one of the most recognized faces in Indian sports! She is the only woman face of Indian Tennis. Sania made a huge comeback at the French Open with her tennis partner Mahesh Bhupathi.
4. Mithali Raj is the face of Indian Women's Cricket Team and is ranked number one by the ICC World Women's Cricket Ratings. PV Sindhu is the rising star in the world of badminton! She has already created a stir in the world of sports with her performance during the London 2012 Olympics. She made it to her maiden finals of the Indian Grand Prix Gold event where she lost to Yanjiao Jiang of China.
5. Geeta Phogat is an Indian wrestler and a first sportswoman from the country to have qualified for the Olympics. This girl has won a gold medal in the Wrestling FILA Asial Olympic Qualification Tournament that took place in Almaty, Kazakhstan in 2012. Deepika Kumari, an ace archer, has a rating of World No. 2. This superstar won a gold medal at the 2010 Commonwealth Games in the category of women's individual event.

6. Deepika finished at 8th position during the London Olympics, 2012. 6. Dipika Pallikal is the first squash player from India to have climbed into the top 20 positions in the WSA ratings. This girl won 3 WISPA tour titles in the year of 2011. She has attained the best ranking at position 10th in the year of 2012. She was also a semi-finalist in Australian Open. Istanbul Chess Olympiad saw the rise of Grandmaster Tanya Sachdeva. She won a bronze medal at the Olympiad in 2012 and continues to bring success to her country.

7. These celebrity female sports stars are a role model for young women around the country. Let us encourage the next generation of superstars to emulate these path breakers.

Source: Stylecraze.com

3.1 Make notes of the above passage using an appropriate format including abbreviations (minimum 4), with suitable titles. 5

3.2 Make a summary of the above passage in not more than 80 words. 3

SECTION B (30 Marks)

WRITING:

4. You are concerned due to acute water shortage this summer. As president, RWA, A Block Vasant Kunj, Delhi, draft a notice, in about 50 words, to make the residents aware about the problem and suggest measures for saving water. 4

OR

Vibhu Eye Clinic is holding a free eye checkup camp. Design and draft a poster informing people about the camp and raising awareness about proper and timely eye care and eye donations.

5. Write a letter, in about 120-150 words, to the Editor of a newspaper drawing the attention of the concerned authorities towards the number of schools that fail to provide proper playgrounds and classroom facilities. 6

OR

You are Anuradha / Sandeep staying at B-12, Arjun Nagar New Delhi. Last month, you brought a digital camera from the 'Electronics World', Bangalore, against a warranty of 2 years. Now you discover that there is something wrong with this camera. It doesn't work for more than 30-40 seconds at a stretch and the pictures are not very clear. Write a letter to the dealer, in about 120-150 words, complaining about this problem.

6. The Value Education Club of your school organized a visit to a 'Home for the aged' in your city, where you interacted with the inmates and got an insight into their feelings. You were pained to hear about their loneliness, and their craving for the company of their near and dear ones. In order to reach out to the society you decide to write an article in 150-200 words, 'Caring for the Old during Sunset Years.' 10

OR

Pizzas and burgers have joyfully robbed the traditional roti and other wholesome items from the Indian plate. Little does the younger generation realize the potential health hazards they are inviting. As a health-conscious individual, invite the attention of these children to 'Eat healthy in order to stay healthy.' Write the article in 150-200 words.

7. Your school is celebrating 'Anti - Corruption Day'. Write a speech in 150- 200 words on the topic 'Minimization of Human Wants is the only way to cleanse society of all kinds of corruption.' You are Avni / Anuj of class XII. 10

OR

You with your parents participated in a Career Counseling programme organized by Career India at Pragati Maidan. You listened to professionals from various fields like Food Technology, Fashion Technology, and Media Management etc. Write a report in about 150-200 words for publication in school magazine.

SECTION C (40Marks)

Text Books and Long Reading Text:

8. Read the following extract and answer the questions that follow:

4

*The stunted, unlucky heir
of twisted bones, reciting a father's gnarled disease
His lesson, from his desk. At back of the dim class
One unnoted, sweet and young, His eyes live in a dream
of Squirrel's game, in tree room, other than this.*

- (a) What has the unlucky heir inherited?
- (b) What is the stunted 'boy' reciting?
- (c) Who is sitting at the back of the dim class.
- (d) "His eyes live in a dream", What dream does he have?

OR

*When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid.*

- (a) Who is the aunt mentioned here?
- (b) Why is she 'ringed with ordeals'?
- (c) What is the difference between her and the tigers?
- (d) What will happen when the aunt is dead?

9. Answer any four of the following in 30-40 words each:

4x3=12

- (a) How can the idea of war and the vanquished be negated according to Pablo Neruda?
- (b) What has destroyed the ability of Firozabad's youth 'to dream and take the initiative'?
- (c) What does Jack actually want Jo to know and understand in the story?
- (d) Political enslavement leads to an identity crisis. Discuss with reference to the Last Lesson.
- (e) Why does Edla stop the peddler from going away though she knew that he was not the captain?
- (f) What does the writer mean by "my spirit tore itself in struggling for its freedom"?

10. Answer the following question in 120 to 150 words:

6

Exploitation is a universal phenomenon. The poor indigo farmers were exploited by the British landlords to which Gandhiji objected. Even after our independence we find exploitation of unorganized labour. What values do we learn from Gandhiji's campaign to counter the present-day problems of exploitation?

OR

Mr. Lamb and Derry are two different sides of the same coin. Do you agree? Justify your answer with evidence from the text. Bring out the values inherent in the lesson.

11. Answer any one of the following questions in 120 to 150 words:

6

Fantasy is a pleasant relief at times but it can take a serious turn, which may prove detrimental to mental growth. Elucidate with reference to the text 'Going Places', focusing on the negative impact of teenage fantasizing?

OR

'Often the test of courage is not to die but to live'. Comment with reference to the lesson 'Deep Water'

12. Answer the following questions in 120 to 150 words:

6

How does Molly Farren affect the course of action that takes place in the story?

13. Answer the following questions in 120 to 150 words:

6

Not only does Eppie have golden hair but she also has a heart of gold. Justify by giving instances from the novel.
