



INDIAN SCHOOL SOHAR
TERM I EXAMINATION (2018 - 2019)
ENGLISH (Core)

CLASS: XII

MAX. MARKS: 100

DATE: 18.9.2018

DURATION: 3HRS.

Instructions:

- This paper is divided into three sections:

Section A: Reading	(30 Marks)
Section B: Advanced Writing Skills	(30 Marks)
Section C: Literature & Long Reading Text	(40 Marks)
- 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)****1. Read the passage carefully and answer the questions that follow:****(12)**

1. Doing what you need to do, day after day, with total focus and resolve...that's how you succeed. And that's why we all want to develop greater willpower and self-control. Willpower, determination, and resilience help successful people keep working hard to achieve their long-term goals. Kelly McGonigal, author of **The Willpower Instinct**, says willpower is a response that comes from both the brain and the body. The prefrontal cortex is the part that helps us with things like decision-making and regulating our behaviour. Self-control, or willpower, falls under this heading, and thus is taken care of in this part of the brain. To be effective at controlling our urges and making sound decisions, the prefrontal cortex needs to be looked after. That means feeding it with good-quality food so that it has enough energy to do its job and for getting enough sleep.
2. McGonigal points out that one of the most replicated findings about willpower is that it seems to be finite--that is, we only have so much and it runs out as we use it. Trying to control your temper, ignore distractions, or refuse - all tap the same source of strength. There are some researchers who believe, we might be able to strengthen our willpower by training it. Stress and normal self-control depletes our resource. Let's see what options we have for increasing the pool of willpower we have to draw from.
3. To start with, we need to manage our stress levels, says McGonigal. Being under high levels of stress means that our body's energy is used up in acting instinctively and making decisions based on short-term outcomes. Our prefrontal cortex loses out in the battle for our energy when high-stress is involved. Stopping to take a few deep breaths when we feel overwhelmed or tempted can be a great start in managing our stress levels and improving our willpower.
4. To make it even easier, it appears that self-affirmation can help you have more self-control when you're running out, according to a study published in the Journal of Personality and Social Psychology. A good example of this is the difference between telling yourself "I can't" and "I

don't." Taking back control of the situation using the phrase "I don't" has been shown to be more effective at helping you to stick to your plan and break bad habits: Every time you tell yourself, "I can't," you're creating a feedback loop that is a reminder of your limitations.

5. Getting enough sleep makes a big difference to how efficiently our prefrontal cortex works. Sleep deprivation is a kind of chronic stress that impairs how the body and brain use energy. The prefrontal cortex is especially hard hit. Meditation has also been linked to increasing the reserve of willpower we have available, as well as improving attention, focus, stress management, and self-awareness.
6. Another great way to train the brain is regular physical exercise. Both relaxing, mindful exercise like yoga and intense physical training can provide these benefits. What you feed your body affects how much energy the prefrontal cortex has to work with. This is why nutrition is so important. Not only will exercise and good nutrition improve your willpower, they'll make you feel better as well.
7. Postponing something you really shouldn't do can be effective if you're trying to break a bad habit. In *Willpower: Rediscovering the Greatest Human Strength*, Roy F. Baumeister explains that people who tell themselves "not now, but later" are generally less tormented by the temptation of something they are trying to avoid.

a. Answer the following questions choosing the most appropriate option from those given below them: (3)

- i. This is an important way to train the brain.
 1. Postponing
 2. Rediscovering
 3. Doing physical exercise
 4. Controlling temper
- ii. Postponing something you really shouldn't do help _____
 1. to rediscover strength
 2. break a bad habit
 3. to escape torments
 4. to be effective
- iii. **The Willpower Instinct**, says willpower is _____
 1. a necessity
 2. from mind and body
 3. a response
 4. Kelly McGonigal
- iv. This is a kind of chronic stress _____
 1. sleeplessness
 2. getting enough sleep
 3. self-control
 4. None of the above

b. Answer the following questions briefly: (6)

- i. Why do we need will power and self-control?
- ii. What is the most replicated findings about willpower? What does it mean?
- iii. What happens when stress level is high?
- iv. Meditation and self-control are closely connected. Why?
- v. How is nutrition and willpower related?
- vi. What are the factors that help to strengthen willpower?

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

- i. automatically (para. 3)
- ii. long-lasting and severe (para. 5)

2. Read the passage carefully and answer the questions that follow: (10)

1. Among the major Victorian writers sharing in a revival of interest and respect in the second half of the twentieth century, Matthew Arnold is unique in that his reputation rests equally upon his poetry and his prose. Only a quarter of his productive life was given to writing poetry, but many of the same values, attitudes, and feelings that are expressed in his poems achieve a fuller or more balanced formulation in his prose. This unity was obscured for most earlier readers by the usual evaluations of his poetry as gnomic or thought-laden, or as melancholy or elegiac, and of his prose as urbane, didactic, and often satirically witty in its self-imposed task of enlightening the social consciousness of England.
2. Assessing his achievement as a whole, G. K. Chesterton said that under his surface raillery Arnold was, "perhaps the most serious man alive." A later summary by H. J. Muller declares that "if in an age of violence, the attitudes he engenders cannot alone save civilization, it is worth saving chiefly because of such attitudes"—a view of Arnold's continuing relevance which emphasizes his appeals to his contemporaries. It is even more striking, and would have pleased Arnold greatly, to find an intelligent and critical journalist telling newspaper readers in 1980 that if selecting three books for castaways, he would make his first choice *The Poetical Works of Matthew Arnold* (1950), because "Arnold's longer poems may be an acquired taste, but once the nut has been cracked their power is extraordinary."
3. The term modern as used by Arnold about his own writing needs examining, especially since many readers have come to see him as the most modern of the Victorians. It is defined by Arnold in "On the Modern Element in Literature," his first lecture as professor of poetry at Oxford in 1857. This lecture, the first to be delivered from that chair in English, marked Arnold's transition from poet to social as well as literary critic. Stating that the great need of a modern age is an "intellectual deliverance," Arnold found the characteristic features of such a deliverance to be a preoccupation with the arts of peace, the growth of a tolerant spirit, the capacity for refined pursuits, the formation of taste, and above all, the intellectual maturity to "observe facts with a critical spirit" and "to judge by the rule of reason."
4. Such an ideal Arnold saw as peculiarly needful if his own age was to become truly modern, truly humanized and civilized. The views he developed in his prose works on social, educational, and religious issues have been absorbed into the general consciousness. He believed above all in the need for a vision of perfection if faith in the possibility of a better society for all were to be maintained. The vision, as an eloquent conclusion to a call for practical reforms in education,

suffuses the final paragraph of heightened prose in **A French Eton**. When Arnold's poetry is considered, a different meaning must be applied to the term **modern** than that applied to the ideas of the critic, reformer, and prophet who dedicated most of his life to broadening the intellectual horizons of his countrymen. In many of his poems can be seen the psychological and emotional conflicts, the uncertainty of purpose, above all the feeling of disunity within oneself or of the individual's estrangement from society which is today called alienation and is thought of as a modern phenomenon.

5. The recurring themes of man's lonely state and of a search for an inner self; the rejection in "The Scholar-Gipsy" of "this strange disease of modern life, /With its sick hurry, its divided aims"; the awareness, at the end of the early poem "Resignation"; "In action's dizzying eddy whirled" of "something that infects the world" make an impact a century and more later. But the speed of the destabilizing process of change is, after all, relative. On the other hand, no reader can fail to respond to Arnold's well-known lines in "Stanzas from the Grande Chartreuse" describing himself as "Wandering between two worlds, one dead, /The other powerless to be born." Romantic nostalgia for idealized older worlds, or for simpler states of being, is at the emotional core of many of his poems, with the insistent pressure of the present creating a conflict only to be resolved by a shift to prose and to the role of midwife, or at least prophet, of a better world in the future.

a. Answer the following questions choosing the most appropriate option from those given below them: (2)

- i. Matthew Arnold is unique _____
- | | |
|-------------------|---------------------------------------|
| 1. for reputation | 3. as he excelled in prose and poetry |
| 2. as a Victorian | 4. romantic |
- ii. _____ is at the emotional core of many of his poems.
- | | |
|---|--|
| 1. nostalgia for idealized older worlds | 3. nostalgia for simpler states of being |
| 2. versatility and insight | 4. Both 1 & 3 |

b. Answer the following questions briefly: (6)

- i. "This unity was obscured for most earlier readers". What unity is spoken about?
- ii. How does Matthew Arnold describe himself?
- iii. In what aspect is his writing modern?
- iv. An intelligent and critical journalist said that if he selects three books for castaways, he would make his first choice **The Poetical Works of Matthew Arnold**. What reason did he give for this choice?
- v. Mention the important themes of Arnold's poetry.
- vi. What pervades the final paragraph of heightened prose in **A French Eton**?

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

- i. strong effect (para. 5)
- ii. analytical (para. 2)

3. Read the passage carefully and answer the questions that follow: (8)

1. I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.
2. Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that 'the enemy' wouldn't discover me.
3. Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home _ that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.
4. Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear 'the right clothes' and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.
5. One of the processes of evolving from a child to an adult is being able to recognize and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

a. On the basis of your reading of the above passage, **make notes** using headings and, sub-headings. Use recognizable abbreviations, wherever necessary. (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)

4. You are the President of Darshan Education Foundation, Vijay Nagar, Delhi. You need Education Officers to inspect and monitor the working of the chain of Public Schools run by your society. Draft an **advertisement** in 50 words to be published in the classified columns of a local daily. **(4)**

OR

The Ministry of Social Justice and Empowerment is making an effort to spread the message that old persons are an asset to the society and they should be taken care of by the society. Prepare a **poster** to be displayed in different parts of the city in not more than 50 words. **(4)**

5. You are Preetinder Singh Gill. Recently you read an advertisement for the post of Mechanical Engineer in ITC Technologies Ltd., Manipal Centre Bangalore. Write an **application for this job** in not more than 150 words. **(6)**

OR

You are Rakesh/Radhika, No. 12, Jai Nagar, Bangalore. Write a **letter to the Editor of a local daily** about the inadequate parking facilities in the commercial street area of Bangalore, which is causing a lot of inconvenience to the people suggesting solutions. (150 words) **(6)**

6. You are shocked to read a report on murder of a senior citizen in Vasant Vihar Colony. You being the President of RWA of the colony feel that adequate steps in the field of safety and social awareness is needed. Write a **speech** on the topic "Crimes against Senior Citizens: Measures to Curb It" in about 150-200 words to be delivered at RWA meeting. **(10)**

OR

You are Vidya / Vijay, a student of class XII, St. Stephan's School Delhi. You feel disturbed to read the news about increasing cases of "honour killing" in India. You feel such attitude of some elders in the society deprives children of their free will and pose hindrance in choosing a life partner and career of their choice. Write an **article** for the newspaper in 150-200 words on the topic, "Honour Killing: A Stigma on Modern Society". **(10)**

7. You are Mamta / Mohan. You find corruption as the biggest impediment in the development of a nation. You strongly believe that youth can play an important role in fighting the menace of corruption. Write an **article** on **The Role of Youth in Abolishing Corruption** in 150 - 200 words. **(10)**

OR

You are Shobha/ Suresh of Springdale Senior Secondary School, Green Park, Delhi. You have been chosen to participate in a **debate** on "**Women's Safety in Contemporary Time**". It is an Inter-state debate contest arranged in an auditorium. You have to write the **debate** in 150-200 words. **(10)**

SECTION C: LITERATURE & LONG READING TEXT

(40 Marks)

8. Read the extract given below and answer the questions that follow:

(4)

Perhaps the Earth can teach us
As when everything seems dead
And later proves to be alive.
Now I will count up to twelve
And you keep quiet and I will go

- a. What does “everything seems dead” imply?
- b. What does earth teach us?
- c. Why does the poet count up to twelve?
- d. Explain: “you will keep quiet and I will go”.

OR

Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching: yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits.

- a. Why are we despondent?
- b. What removes the pall from our dark spirits?
- c. “Yes, in spite of all”: What does this refer to?
- d. Why is there an “inhuman dearth of noble natures”?

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

(12)

- a. What changes did the order from Berlin cause in the school?
- b. “History is theirs whose language is the sun”: Explain.
- c. How did the servants react when their master told them about the wounded white man?
- d. What did the Maharaja do when he stood in danger of losing his kingdom by refusing the British officer for tiger hunting?
- e. Describe the difficulties the bangle makers of Firozabad have to face in their lives.
- f. How did the instructor give a sense of security to Douglas and help him overcome his fear?

10. Answer the following question in about 125 - 150 words:

(6)

- a. “Whenever you share the goodness in your heart, you always end up winning because life is an echo. It gives back what you have given.” It was the essential goodness and sympathy of Elda that completely changed the peddler. Comment.

OR

- b. Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence?

11. Answer the following question in 125 - 150 words: (6)

- a. Dr. Sadao was a patriotic Japanese as well as a dedicated surgeon. How could he honour both the values?

OR

- b. Draw a character sketch of the Tiger king as it emerges through the story "The Tiger King".

12. Answer the following question in 125 - 150 words: (6)

- a. How do both the thefts determine Marner's interaction with the people of Raveloe?

OR

- b. Why did Molly reach Raveloe? How does her death change the plight of Godfrey?

13. Answer the following question in 125 - 150 words: (6)

- a. Give a character sketch of Dolly Winthrop.

OR

- b. Nancy and Priscilla represent opposite poles though they are sisters. Comment.

*****THE END*****