



INDIAN SCHOOL SOHAR
PRE-BOARD EXAMINATION (2019 - 2020)
ENGLISH (Core)

CLASS: XII**MAX. MARKS: 80****DATE: 5.1.2020****DURATION: 3HRS.****General Instructions:**

- This paper is divided into three sections: A, B and C.
- All the sections are compulsory.
- Read the instructions very carefully given with each section and question and follow them faithfully.
- **Do not exceed** the prescribed word limit while answering the questions.

SECTION A: READING**(30 Marks)****1. Read the passage carefully and answer the questions that follow: (12)**

1. I was born the 30th of November, 1835, in the almost invisible village of Florida, Monroe Country, Missouri. I suppose Florida had less than three hundred inhabitants. It had two streets, each a couple of hundred yards long; the rest of the avenues mere lanes, with rail fences and cornfields on the either side. Both the streets and the lanes were paved with the same material - tough black mud in wet times, deep dust in dry.
2. Most of the houses were of logs- all of them, indeed, except three or four; these latter were frame ones. There were none of bricks, and none of stone. There was a log church, with a puncheon floor and benches. A puncheon floor is made of logs whose upper surfaces have been chipped flat with the adze. 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 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.
3. 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 scones hung against the walls. Week days, the church was a schoolhouse.
4. 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 tin ware strung on strings and suspended from the walls; and at the other end of the room was another counter with bags of shot on it, a cheese or two, and a key of power; 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 half a handful of sugar from the barrel; if a woman bought a few yards of calico she was entitled to a spool of thread in addition to the usual gratis "trimmin's"; if a man bought a trifle, he was at liberty to draw and swallow as big a drink of whisky as he wanted.

5. 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 prices 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 Expert from Mark Twain's Autobiography)

- 1.1** On the basis of your understanding of the above passage, answer any five of the questions given below by choosing the most appropriate option: **(5)**

- i. The streets of Mark Twain's in summer were coated with.....
 - a. wet earth and shingles
 - b. black mud in wet times and deep dust in the dry months
 - c. black mud in wet times and mud in dry times
 - d. Dry mud in wet and dry times
- ii. During weekdays the local church served as a
 - a. bazaar
 - b. pilgrim spot
 - c. schoolhouse
 - d. priest's lodgings
- iii. If a boy customer bought five to ten cents' worth of goods
 - a. he got a spoonful a molasses free
 - b. half a handful of sugar
 - c. he was entitled to a bale of calico
 - d. a cheese or two
- iv. Which word in Para. 4 can mean the opposite of 'suppression'?
 - a. gratis
 - b. entitle
 - c. liberty
 - d. trifle
- v. This best describes the birth place of Mark Twain
 - a. insignificant rural area
 - b. populated coastal area
 - c. posh urban area
 - d. rich village
- vi. The yellow tallow candles in tin scones
 - a. found against the walls
 - b. shone bright
 - c. twilighted the church
 - d. both a & c

- 1.2 Answer the following questions briefly: (any five)**

(5)

- i. Why does the author feel that his place is an invisible village?
- ii. How were the houses built in his village?
- iii. What bonus was offered to customers at the local store?
- iv. Write four aspects of the local church in writer's village.
- v. What was the cost of a bushel of apples in Hartford?
- vi. What were the cause of distraction during service at church?
- vii. John A. Quarles' store had very poor ambience. Explain.

1.3 Pick out the words/phrases from the passage which are similar in meaning to the following and write against the correct question number: (2)

- i. existing naturally in a place (para 4)
- ii. each/ respectively (para 5)

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

From the moment a baby first opens its eyes, it is learning. Sight and sensation spark of a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. Only man can stand off and contemplate his own situation. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possess language. And if thought depends on language, clearly the quality of an individual's thought will descend on that person's language- rudimentary or sophisticated, precise or approximate, stereotyped or original.

Very young babies are soothed by human voice comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings, and this learning precedes best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby even before he learn to talk.

Thus, long before they can speak, children are involved in a two-way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know that warmth and humour have a place in the process, as have all other human emotions.

Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas, or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction, without inevitable boredom on the child's part and desperation on the adult's.

Parents and children who share books share the same frame reference. Incidents in everyday life constantly remind one or the other of a situation, a character, an action, from a jointly enjoyed book, with all the generation of warmth and wellbeing that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases this is the most acute when the give and take of shared opinion and ideas has not been constantly practised throughout childhood. Books can play a major part in the establishment of this verbal give and take, because they are rooted in language.

Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. All the wonderful modifying words-later, nearly, tomorrow, almost, wait, half, lend-begin to steer the child away from the simple extremes of "yes" and 'no' towards the adult word of compromise; from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awe-struck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage.

Books also help children to see things from other points of view besides their own as they unconsciously put themselves into other people's places – 'if that could happen to him, it could happen to me.' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys. In books children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words. All this is in danger of being lost against the blaring and glaring background of the modern child's world

- 2.1 On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it. (4)
- 2.2 Write a summary of the passage in about 80 words: (4)

SECTION B: WRITING SKILLS

(30 Marks)

3. Draft an **advertisement** for the classified columns of a national daily for the job of receptionist in a five-star hotel. Give necessary details like qualifications required, how to apply and other requirements. Write in 50-60 words. (4)

OR

As principal of a reputed school, you wish to invite the Manager Apex Book Publication House to a literary fair in your school. Draft an **invitation** giving all necessary details in 50-60 word. (4)

4. You are Ram/Rajani, living at 1, Raja Ram Marg, New Delhi. Read the following advertisement and **apply for the job** that suits your qualification, giving your bio-data. (6)

Sun University

Requires Readers and Professors in Mathematics, English, Hindi, History and Political Science for their new campus at Panipat. Candidates with a minimum of 5 years' experience alone can apply. Excellent command of English is a must. Excellent salary for experienced persons. Those interested may e-mail to sununiversityjobs@gmail.com or mail their response to: Box no. 123, 'The Harbinger' New Delhi.

OR

Several celebrations turn tragic due to inadequate safety measures, for example, on Diwali we have incidents of burning, on New Year we have incidents of drunken driving etc. Write a letter to the editor of a national daily expressing your anguish over it and suggest measures that can be taken to counter it. You are Ram/Rama, 30 Mall Road, Meerut. (120-150 words) **(6)**

5. You are going to participate in a debate competition on the topic “Gender Equality is Impossible. Write this **debate** for or against the motion in not more than 200 words. **(10)**

OR

Choice of course after clearing Senior School Examination produces a great deal of stress on the minds of our students. Counselling can be of great help to them. Write **an article** in 150-200 words on the topic, ‘**Role of Counselling in Choice of Course**’. You are Ram/Rajani. **(10)**

6. Many students have become addicted to violent video games and are spending a lot of time on them. Write **a speech** to be given in the morning school assembly, stating reasons for this phenomenon, its impact and measures that could be taken to control this. You are Mohan/Mohini. (150-200 words) **(10)**

OR

You are Prakash/Preeti of Angel Public School, Kolkata. Recently your school organised a workshop on time management for the students of senior classes. There was a discussion on problems that result from poor time management and their solutions were discussed. Write a **report** in about 150 – 200 words to be published in the local daily. **(10)**

SECTION C: LITERATURE: TEXT BOOKS

(30 Marks)

7. Read the extract given below and briefly answer the questions that follow each: **(8)**

a.

*Sometimes I feel myself I can hardly bear
The thought of so much childish longing in vain,
The sadness that lurks near the open window there,
That waits all day in almost open prayer
For the squeal of brakes, the sound of a stopping car,
Of all the thousand selfish cars that pass*

- i. What made the shed owners sit by their open window sadly?
- ii. What is their open prayer?
- iii. What word is used for the sound of brakes. Why?
- iv. What is the poetic device used in the last line? Explain.

b. *Seeing me sitting at my desk tearing up newspapers day in and day out, most people thought I was doing next to nothing. It is likely that the Boss thought likewise too. So anyone who felt I should be given some occupation would barge into my cubicle and deliver an extended lecture.*

- i. Who is the speaker here and where was he working?
- ii. What did others think about him?
- iii. Who is the Boss? What made the speaker feel that the Boss also thought like others?
- iv. What did the boy in the make up department try to enlighten him on?

- 8. Answer any five of the following questions in 30 - 40 words each: (10)**
- a. Elaborate the theme of the story, *The Third level*.
 - b. What, according to Keats, is an endless fountain of immortal drink? Why does he call its drink immortal?
 - c. Why was the crofter so talkative and friendly with the peddler?
 - d. What unique opportunities does the Antarctic environment provide to the scientists?
 - e. Why does Stephan Spender evoke the symbol of the fog?
 - f. Why did Evans drape a blanket round his shoulder?
 - g. What two distinct worlds does Anees Jung speak of with respect to bangle makers?

- 9. Answer either one the following questions in about 125 - 150 words: (6)**
- a. "The goal may be distant but awake, arise and stop not till the goal is reached." Swami Vivekananda. Fear of water remained with Douglas even as years rolled by. He did not want to live with his handicap and so tried his level best to overcome this fear. Discuss how perseverance is the key to success.
 - b. Umberto Eco faces the questions of Mukund Padmnabhan confidently and answers all of them honestly. Comment on how in today's ever-changing world one has to consciously cultivate confidence and honesty.

- 10. Answer either one the following questions in about 125 - 150 words: (6)**
- a. Roger Skunk's mother finds the smell of roses detestable on her son, implying that he should accept himself 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? Explain.
 - b. Mr Lamb says that he grows weeds and wonders why one green growing plant is called a weed and another a flower. He says it is all life. In another instance, he says that bees don't buzz, they hum and hum means to sing. What can we learn about life from these observations of Mr Lamb?

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